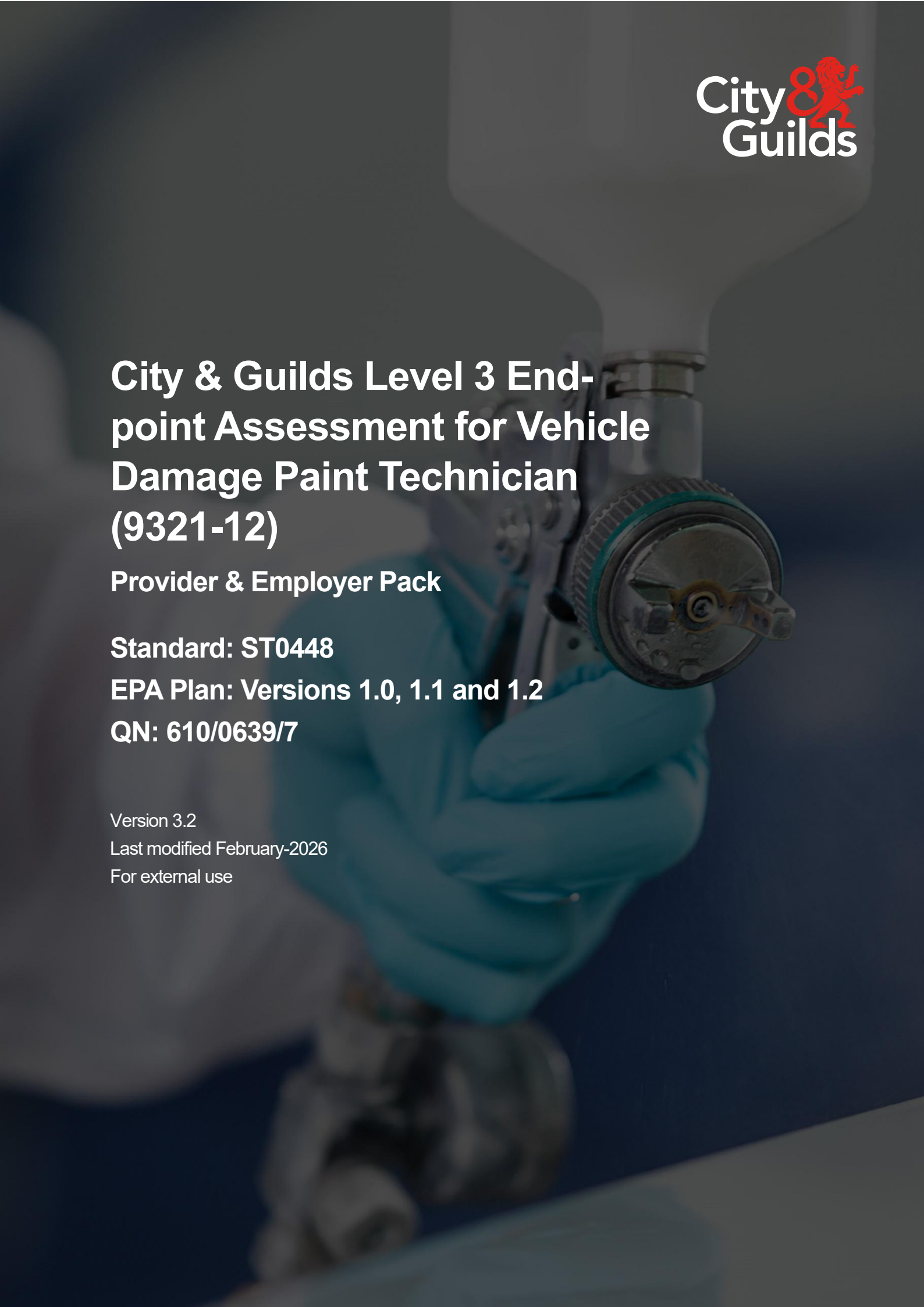


City & Guilds Level 3 End-point Assessment for Vehicle Damage Paint Technician (9321-12)

Provider & Employer Pack

Standard: ST0448

EPA Plan: Versions 1.0, 1.1 and 1.2

QN: 610/0639/7

Version 3.2

Last modified February-2026

For external use

Version	Summary of changes	Section
Version 1.0	Document created	N/A
Version 1.1	Clarified role of technician	8
Version 2.0	Removed additional hurdles from knowledge test	6
Version 3.0	Amendment to the resit for the practical skills test. Apprentices only resit the failed tasks, not the whole assessment method.	9
Version 3.1	Amendment to the on-programme training requirements and removal of reference to technical expert in the professional discussion.	1, 3 and 7
Version 3.2	Updated to state that the pack applies to Assessment Plan 1.0, 1.1 and 1.2	Front cover and section 1
	Information about the following updated: • Digital credentials section • English and maths requirements • on programme requirements • all reference to planning meetings removed • reference to IfATE replaced with Skills England	1, 3, 4 and 8
	Reference to 'versions' for the practical skills test have been removed.	8

Contents

1. Apprenticeships 5

Preparing for EPA 6

Authenticating the apprentice's work 7

Health & Safety and Codes of Practice 7

Overall Grade 8

Results submission & Feedback 9

Statement of Achievement 9

Digital Credentials 10

Security, Confidentiality & Copyright of End-point Assessment Materials 11

2. The Apprenticeship Standard 13

The Occupational Role 13

The Occupational Standard 14

Knowledge, Skills & Behaviours 14

Grading Descriptors 17

3. Gateway 22

4. Timetable for End-point Assessment 23

Summary Timescales 27

5. End-Point Assessment Resources 28

6. Assessment Instructions: 301 Knowledge Test 29

Assessment Specification 29

Provider & Employer Instructions – 9321-301 30

7. Assessment Instructions: 703 Professional Discussion 32

Assessment Specification 32

Generic Specification 33

Provider & Employer Instructions – 9321-703 35

Apprentice Instructions – 9321-703 42

Portfolio of Evidence Checklist 47

8. Assessment Instructions: 701 Practical Skills Test 48

Assessment Specification 48

Generic Specification 49

Provider & Employer Instructions – 9321-701 53
Apprentice Instructions – 9321-701 61
9. Re-sits & Re-takes 67
Assessment Method 1 – Knowledge Test 67
Assessment Method 2 – Professional Discussion 67
Assessment Method 3 – Practical Skills Test 68
Appendix A – 9321-12 Vehicle Damage Paint Technician Specification 69
Contact Us 82

1. Apprenticeships

This pack will help providers and employers prepare apprentices for the End-point Assessment (EPA) of their City & Guilds Level 3 End-point Assessment for Vehicle Damage Paint Technician (9321-12) Apprenticeship Standard v1.0, v1.1 and v1.2. It explains how apprentices will demonstrate the knowledge, skills, and behaviours (KSBs) which they developed during their apprenticeship.

This pack must be used alongside the:

- City & Guilds Manual for the End-point Assessment Service
- Recording Forms for Providers & Employers
- EPA Knowledge Test Guidance
- Resource Pack for Providers and Employers
- EPA Assessment Handbook
- EPA Assessment Pack
- EPA Documents Library including information about the EPA Service, policies about malpractice and appeals, FAQS, and a video about EPA which can be shared with apprentices.

The City & Guilds Manual for the End-point Assessment Service includes information on:

- Using the EPA Pro portal
- The process for booking EPA
- Acceptable qualifications and certificates at Gateway
- Uploading files to the EPA Pro portal
- Use of electronic signatures
- Knowledge tests (where applicable)
- Responsibilities of providers and employers
- The Quality Assurance process

Full time apprentices will typically spend 36 months on-programme working towards meeting the Standard, with required off-the-job training as specified by the apprenticeship funding rules. The employer should ensure that the apprentice has access to development

opportunities to improve their knowledge, skills and behaviours, as outlined in the standard, and hold regular reviews with the provider and apprentice to check how they are getting on.

Once the apprentice has completed their training, they should be ready to go through 'Gateway' to EPA. See the Gateway and Assessment Instructions sections within this pack to understand what happens.

The EPA for this apprenticeship includes the following assessments which must be taken in this order:

- 301 Knowledge Test
- 703 Professional Discussion
- 701 Practical Skills Test

Preparing for EPA

In preparation for EPA, providers and employers should:

- Read the Assessment Instructions sections before reaching Gateway – the EPA Partnership Managers can help with any queries
- Review which completed **Recording Forms and evidence** must be submitted, and when
- Use the Recording Forms provided in the format laid out, unless indicated otherwise
- Plan the venue and resources required for EPA - make sure the assessment environment is secure and comfortable, without interruptions
- Use the EPA Pro portal to help manage the apprentice's progress through EPA
- For on-site assessment: arrange for a designated contact to be available on the day to ensure the correct resources are available.

Some actions to help the apprentice prepare for EPA:

- Explain the assessments and **Recording Forms** to the apprentice – refer to details in the Assessment Instructions sections of this pack
- Agree a realistic timeframe for submission of evidence that meets the EPA deadlines – any delays in submission of evidence will delay the assessments
- Make sure the apprentice has the resources and time to prepare for, and undertake EPA
- Take the apprentice through some mock assessments
- Share the EPA Preparation Guide with the apprentice. It includes information about system requirements for virtual meetings

- Let City & Guilds know if reasonable adjustments are required to support an apprentice through EPA. The City & Guilds policy is on the City & Guilds website, under EPA Documents Library.

Authenticating the apprentice's work

The Independent End-point Assessor (IEPA) must ensure all decisions satisfy Validity, Authenticity, Currency and Sufficiency (VACS). For evidence produced outside of controlled conditions, the apprentice will be required to:

- Sign a declaration that the work is their own
- Reference all sources.

The employer/provider should also aid authentication by:

- Supplementary (oral) questioning to gauge familiarity with the topic
- Looking out for any changes to the apprentice's usual writing style, unusual sources/examples or the use of US spellings or phrases that might indicate cutting and pasting from the internet
- Requiring access to evidence of steps in the process, e.g., drafts, notes, planning etc.

City & Guilds have produced forms for use when reviewing evidence produced outside of controlled conditions. These forms include a Declaration of Authenticity Form which must be completed when submitting evidence. The forms can be found in the Recording Forms document.

Health & Safety and Codes of Practice

The importance of safe working practices, the demands of the Health and Safety at Work Act and any Codes of Practice associated with the industry **must** always be adhered to.

Following safe working practices is an integral part of all City & Guilds assessments, and it is the responsibility of the provider and employer to ensure that all the health and safety requirements are in place when apprentices are working on any projects or before apprentices begin any EPA.

Should an apprentice fail to follow correct health and safety practices and procedures during an EPA, the IEPA will consult with the EPA Team, and may advise the apprentice to stop and explain why.

Overall Grade

This End-point Assessment is graded Fail, Pass or Distinction. The EPA will be assessed and graded by the IEPA.

Information about how each assessment is graded can be found in the Assessment Instructions sections of this pack. The apprentice will fail an assessment method if they do not meet the pass criteria.

Grades from the individual assessments will be combined to determine the overall grade.

Each assessment has equal weighting towards the overall grade.

The final grade is determined by holistic assessment.

Assessment 1: 301 Knowledge Test	Assessment 2: 703 Professional Discussion	Assessment 3: 701 Practical Skills Test	Overall Grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Distinction	Distinction	Distinction	Distinction

Results submission & Feedback

The knowledge test component will be delivered using the e-volve on screen test platform. Test results will be available on the Walled Garden within 24 hours following the test.

The IEPA will communicate the grade allocated for each assessment to the Lead Independent End-point Assessor (LIEPA) for quality assurance and sampling. The LIEPA will submit the results to the City & Guilds EPA Team.

If the apprentice has passed EPA, the City & Guilds EPA Team will issue the EPA Statement of Achievement to the provider confirming the grade achieved and will notify Skills England who will issue the apprenticeship certificate.

The IEPA will not provide feedback to the apprentice during or immediately following the assessment process. The provider will be informed by the City & Guilds EPA Team of the assessment results. Summary feedback will be provided to all apprentices after any grade determination has been carried out. The feedback will cover the areas against which insufficient evidence has been provided, leading to a ‘fail’. Our ‘Pass+ Feedback’ will also cover the areas against which the apprentice’s evidence has resulted in the award of a pass or distinction.

Statement of Achievement

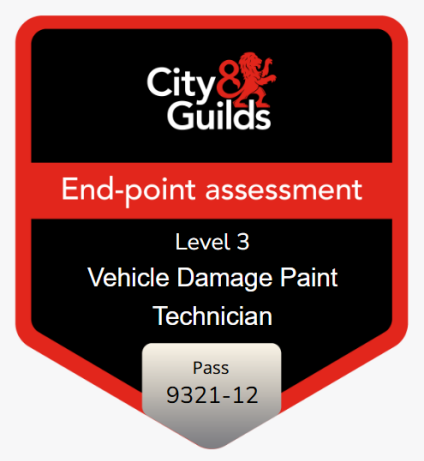
A printed EPA Statement of Achievement will be issued to each successful apprentice.

Providers and employers with access can view and download PDF copies of the Statement 24 hours after the results are published. A PDF supports more efficient processing of funding claims by providing evidence of learner certification before the apprentice’s paper certificate arrives.

The overall Apprenticeship certificate will be issued by Skills England.

Digital Credentials

A digital credential is a verified, visual representation of knowledge and skills earned in various learning environments. Please see an example below:



Digital credentials are issued and verified online, making it easy for individuals to demonstrate their competencies to employers, clients and peers online. Each digital credential has a unique URL that can be shared electronically via social media, in an email signature and on a CV. This is a complimentary service in addition to the paper certificate.

For further information, please visit the City & Guilds EPA Digital Credentials webpage and the general terms in respect of our privacy policy or contact digitalsupport@cityandguilds.com.

Security, Confidentiality & Copyright of End-point Assessment Materials

The following Terms of Use apply to the use of any City & Guilds EPA Assessment Materials ("EPA Assessment Materials"), included with the EPA Pack or otherwise provided by City & Guilds to the Customer from time to time under City & Guilds' EPA Service, by Customers. They form part of the Agreement between City & Guilds and the Customer for provision of City & Guilds' EPA Service in accordance with the Manual for the End-point Assessment Service (hereafter "the Manual").

EPA Assessment Materials include, but are not restricted to, venue and resources list, the handbook, EPA Pack, EPA Recording Forms, sample papers, assessment tasks, questions and marked scripts.

Customers are obliged to comply with these Terms of Use when using any EPA Assessment Materials from time to time, in addition to:

- the terms of the licence for use of City & Guilds Materials set out under the Manual;
- (where any EPA Assessment Materials are dated examinations), the City & Guilds invigilation instructions; and
- any conditions contained in a document itself.

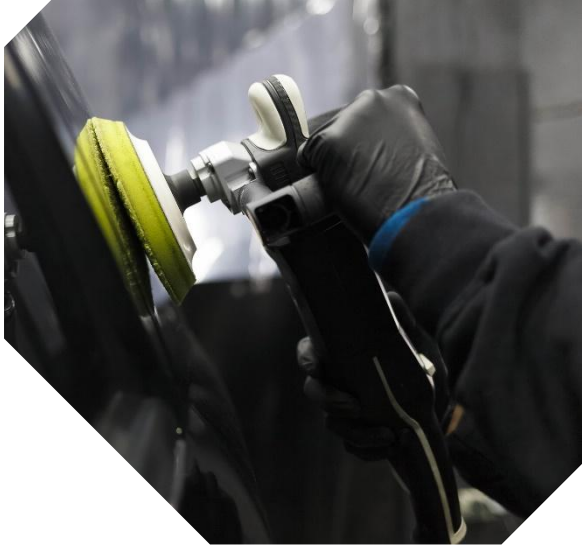
Defined terms in these Terms of Use shall have the meaning given to them in the Manual.

Terms of Use

The Customer shall, and procure that the Customer's staff shall:

- **only** use any EPA Assessment Materials for the purpose of formal, summative EPA assessment in connection with the Agreement and not for any other purpose (including, but not restricted to, teaching, revision, as practice assessments or for commercial purposes);
- **not** make copies of any EPA Assessment Materials, whether in whole or in part, at any time;
- handle and store any EPA Assessment Materials securely at all times;
- ensure that:
    - any EPA Assessment Materials are made accessible to Apprentices only during formal EPA assessment as governed by the assessment conditions specified for the individual Apprenticeship Standard;
    - whilst the portfolio of an Apprentice may contain EPA assessment results referenced to the EPA assessment taken from time to time, they do not at any time

contain the EPA Assessment Materials, unless otherwise stated in the individual Apprenticeship Standard; and
    - the content of any EPA Assessment Materials is not made public in any format, whether in part or in full, at any time;
- **under no circumstances** share any EPA Assessment Materials with any third-party organisation or individual;
- seek written permission from City & Guilds if they wish to convert any EPA Assessment Materials for storage, retrieval and delivery in electronic form (i.e., using some form of e-assessment or e-learning system) from time to time; and
- provide access, on request, to City & Guilds to any system(s) on which any EPA Assessment Materials appear, are stored or delivered from time to time.



2. The Apprenticeship Standard

The Occupational Role

A Vehicle Damage Paint Technician works in the vehicle body repair sector of the motor industry. The role is to prepare, spray and finish vehicles that have been involved in collisions and other incidents in an efficient manner. The vehicles can include Cars/Light Commercial Vehicles. This includes ensuring correct colour match and final finish to the company and customers exacting standards. This is usually within a collision repair workshop or smart repair workshops/mobile repair micro business and working alongside another fully qualified Paint Technician.

They understand the general principles of spray-painting technology, paint composition, paint mixing and the various methods of paint spraying vehicles.

They prepare vehicles fully before painting to include masking, sanding and other necessary preparation work.

They are also responsible for keeping all company tools and equipment safe and in a clean, workable condition paying particular attention to the reduction of any fire hazards.

Their role includes repair, surface preparation and painting to the manufacturer paint specification. A technician is able to follow defined processes to restore the vehicle to a high-quality paint finish. This includes being able to demonstrate colour identification and select the correct materials such as primers, base coats and lacquers applied using spray equipment and utilising modern drying/curing techniques such as Ultra Violet (UV), Infrared and catalytic solutions used in the refinishing of vehicles. Create a safe environment working efficiently and reducing waste.

They usually work as part of a team and under supervision.

The Occupational Standard

This apprenticeship Standard has the knowledge, skills, and behaviours (KSBs) which a successful apprentice will be able to demonstrate.

Please see Appendix A for a detailed specification of what will be assessed as part of the standard.

Knowledge, Skills & Behaviours

Ref.	Knowledge and understanding	Assessment Method
K1	Expert working knowledge & understanding of Automotive refinishing materials such as paint and fillers and their application techniques to deliver quality results	Knowledge Test
K2	Drying and curing techniques use in the finishing of vehicles	Knowledge Test
K3	Body Paint Repair tools, equipment and devices used in the process e.g., mixing systems, spray guns and nozzles, paint	Knowledge Test
K4	Substrates such as metal (Steel/Alloy) along with carbon fibre & glass reinforced plastic to select the correct refinish process and materials	Knowledge Test
K5	Safe handling and risks in the management of solvents, high voltage components, conventional and alternate fuelled vehicles, and other areas of significant risk	Knowledge Test, Practical Skills Test
K6	Calculation / estimation of paint volume requirements per job	Knowledge Test
K7	Health & Safety and compliance requirements of a collision repair business, such as control of substances.	Knowledge Test, Professional Discussion, Practical Skills Test

Ref.	Knowledge and understanding	Assessment Method
K8	Their direct commercial productivity and efficiency impact of their role within the whole repair process such as understanding causes for paint defects to reduce waste and the techniques required to prevent these e.g. paint runs. The impact of rework on resources and reputation.	Professional Discussion
K9	Quality control process and the implications of poor-quality repairs.	Professional Discussion

Ref.	Skills	Assessment Method
S1	Ability to undertake appropriate job preparation prior to commencing repair e.g. substrate surface preparation, paint volume calculation etc.	Practical Skills Test
S2	Ability to correctly identify the substrate materials to be refinished e.g. plastic, steel, aluminium etc.	Practical Skills Test
S3	Ability to interpret relevant technical data and methods to create paint manufactures specified application.	Practical Skills Test
S4	Ability to use refinishing materials following paint manufacturer specifications to reinstate vehicle finish back to high quality	Practical Skills Test
S5	Ability to identify and operate the correct repair tools, equipment and devices used in the process e.g mixing systems, paint booths, UV lamps and spray equipment.	Practical Skills Test

Ref.	Behaviours	Assessment Method
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	Practical Skills Test

Ref.	Behaviours	Assessment Method
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	Professional Discussion
B3	Proactively find opportunities to learn about the wider business.	Professional Discussion
B4	Commitment to customer service and meeting deadlines by being flexible with their time and willingness to take on tasks outside of their job role to ensure goals are met	Professional Discussion
B5	Take responsibility for personal and professional development, keeping knowledge and skills up to date with emerging technology to perform the role effectively	Professional Discussion
B6	Anticipate problems and put steps in place to avoid them, where problems do occur explore and address the cause	Practical Skills Test
B7	Effectively communicate with customers and colleagues.	Professional Discussion

Grading Descriptors

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:

301: Knowledge Test

Marks Achieved	Graded Awarded
0-47	Fail
48-53	Pass
54-60	Distinction

703: Professional Discussion

Pass Criteria

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 the following criteria:

Area of the Standard to be tested	Grade	Grade descriptor
Core Knowledge, Skills and Behaviours		
K7, B1	Pass	• Identify the main Health & Safety andcompliance requirements of a collision repair business, such as control of substances eg. COSHH, HASAWA, EPA.
K8	Pass	• Describe the main impact in terms ofhow 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 thebusiness if their actions caused paintdefects and reworks required as a result.
K9	Pass	• Discuss the importance of the qualitycontrol process and the implications of poor-quality repairs, e.g exceededexpectations in terms of quality of repair, and a example of a re work

Area of the Standard to be tested	Grade	Grade descriptor
		activity undertaken and the impact interms of impact on resource and profit.
B2	Pass	• Demonstrate when they have operated as an effective team member and taken responsibility, e.gwhen 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 accountabilitiesin a task and the importance of fulfilling their part.
B3	Pass	• Demonstrate the benefits of understanding their role in the wider sector 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 backinto their own areas.
B4	Pass	• Demonstrate how they have committed to customer service and how they meet deadlines by being flexible with their time and willingnessto take on tasks outside of their job role to ensure goals are met.
B5	Pass	• Demonstrate how they have taken responsibility for personal and professional development, keeping knowledge and skills up to date withemerging technology to perform therole effectively.
B6	Pass	• Demonstrate how they have anticipated problems and put steps inplace to avoid them, where problemsdo occur explore and address the cause.
B7	Pass	• Demonstrate how they have effectively communicated with customers and colleagues providingan example of how they explained the repair requirements to a customer, using straightforward language.

Area of the Standard to be tested	Grade	Grade descriptor
B2	Pass	• Demonstrate the benefits of being honest and accountable when thingsgo wrong, e.g when something went wrong, how they behaved, what waslearnt from this experience and how they would deal with future issues asa result.
B2	Pass	• Demonstrate how they have trackedtheir own progress and informing others if deadlines are at risk.

Distinction Criteria

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 the following criteria:

Area of the Standard to be tested	Grade	Grade descriptor
Core Knowledge, Skills and Behaviours		
K8, K9	Distinction	• Explain the implications of poor-quality repairs, suggesting ways to enhance quality control processes, and how this is balancedagainst the need for efficiency.
K7, B1	Distinction	• Demonstrate an understanding of where to improve Health & Safety within their workplace, including action taken, e.g., improved the auditof checks for COSHH related equipment, with an example of improvements they have made.
K7, B1	Distinction	• 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.
B7	Distinction	• Provide an example of having dealt with a situation that required resolving to a satisfactory outcome by including at least 2 different stylesof communication to resolve a concern or complaint. e.g., Face-to- face, telephone, letter and email.

Area of the Standard to be tested	Grade	Grade descriptor
B4	Distinction	• 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.
B5	Distinction	• Explain the likely impact of emergingtechnology on their role.

701: Practical Skills Test

Pass Criteria

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 the following criteria:

Area of the Standard to be tested	Grade	Grade descriptor
Core Knowledge, Skills and Behaviours		
K5, K7, S1, B1	Pass	• Carry out preparation and paint tasks in a safe and efficient manner, comply with all business operating procedures and policies.
S4	Pass	• Complete all tasks within the time provided and to the required standard.
S5	Pass	• Work in a logical sequence using the right and correct spray guns set ups, equipment and devices for the job.
B6	Pass	• Anticipate problems and put steps inplace to avoid them, where problemsdo occur explore and address the cause.
S2	Pass	• Identify materials and relevant substrates using correct tools andequipment/ resources.

Distinction Criteria

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 the following criteria:

Area of the Standard to be tested	Grade	Grade descriptor
Core Knowledge, Skills and Behaviours		
B1, K7	Distinction	• Comply with legal requirements whenhandling 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.
S1	Distinction	• Prepare panels/substrates to a high standard allowing for a clean and fault free finish (the finish to have no more than 4 dirt inclusions per panel, to be silicone free with no dry spray and freefrom paint runs prior to polishing).
B6, S4	Distinction	• Applied paint products effectively achieving correct results first time without re-applications and evaluatingpotential problems well in advance.
S5	Distinction	• Select methods, tools and equipment that ensures the tasks are completedin the most efficient way.

3. Gateway

The EPA period will only start when the **employer** is satisfied that the apprentice is consistently working at, or above the level of, the Standard. The apprentice must be able to evidence that they fully demonstrate the Occupational Standard and required level of professional competence in an authentic workplace context. In making this decision, the employer could take advice from the provider, but the ultimate decision is made solely by the employer.

Full time apprentices will typically spend 36 months on-programme working towards the apprenticeship standard, with required off-the-job training as specified by the apprenticeship funding rules.

If there is a **provider** working alongside the employer, they should support the apprentice's preparation for Gateway.

The apprentice must provide the following at Gateway:

- Evidence they have fulfilled the English and mathematics requirements in line with the apprenticeship funding rules.
- A Portfolio of Evidence, and signed and dated evidence matrix, to be used as part of the Professional Discussion.

The following should be completed on the EPA Pro platform:

- Gateway Declaration Form signed by the apprentice
- Gateway Declaration by the provider, on behalf of the employer and tutor – confirming that the apprentice has been on programme for the minimum time required, in line with the apprenticeship funding rules.

City & Guilds will confirm when all the Gateway requirements have been met.

The Assessment Instructions sections provide detail about the evidence which must be submitted at Gateway.

4. Timetable for End-point Assessment

The EPA Period is typically completed within 3 months of the EPA Gateway, starting when City & Guilds has confirmed that all Gateway requirements have been met.

Further information about the booking process and timelines can be found in the City & Guilds Manual for the End-point Assessment Service.

On-going during on-programme	Evidence & Forms
Provider & Employer • Reviews progress as part of their regular performance management process and ensures apprentice's performance is on track. • Identifies any gaps and creates a plan with the apprentice. • Considers whether apprentice's potential evidence for the portfolio is appropriate and sufficient to cover the relevant KSBs (knowledge, skills, behaviours) in scope and breadth. • Ensures the apprentice fulfils the English and mathematics requirements in line with the apprenticeship funding rules. • Enrols apprentice on EPA Pro and provides 'Expected Date Ready for EPA'.	n/a
Apprentice • Fulfils the English and mathematics requirements in line with the apprenticeship funding rules. • Produces sufficient evidence in the form of a Portfolio of Evidence to allow them to consistently demonstrate knowledge, skills and behaviours as described in the Standard.	Starts to collate: Portfolio of Evidence, typically during the last months of the apprenticeship.

Gateway Process	Evidence & Forms
Employer • Reviews progress and ensures the apprentice is ready for EPA. • Reviews evidence to confirm that it is appropriate and sufficient to meet the Standard.	Signs: • Declaration of Authenticity
Apprentice • Must have been on programme for the minimum time required, in line with the apprenticeship funding rules. • Completes and submits evidence and forms.	Submits to provider: • Apprentice Gateway Declaration • Level 3 Vehicle Damage Paint Technician Portfolio Header and Declaration Form • Portfolio of Evidence Checklist • Portfolio of Evidence
Provider – on EPA Pro • Books EPA on the EPA Pro portal, in line with City & Guilds booking timelines in the EPA Manual. • Makes City & Guilds aware of any additional needs of the apprentice so that they can review reasonable adjustments – see the current policy on the City & Guilds website, under EPA Documents Library • Completes Provider Gateway Declaration **on behalf of the employer and tutor**. • Uploads evidence and forms onto EPA Pro.	Signs: • Declaration of Authenticity Completes on EPA Pro: • Provider Gateway Declaration Uploads onto EPA Pro: • Apprentice Gateway Declaration • List evidence & Forms
IEPA • Lists action if involved in confirming that Gateway requirements have been met (3 working days).	Completes: • the EPA Pro booking details (i.e. dates and

Gateway Process	Evidence & Forms
	times) and places them in their calendar. The IEPA also requests a GTM link for remote PD as applicable
City & Guilds EPA Gateway Team • Formally confirms when all the Gateway requirements have been met.	n/a
City & Guilds EPA Team • Agrees with the provider and IEPA a mutually convenient date for the EPA Events.	n/a

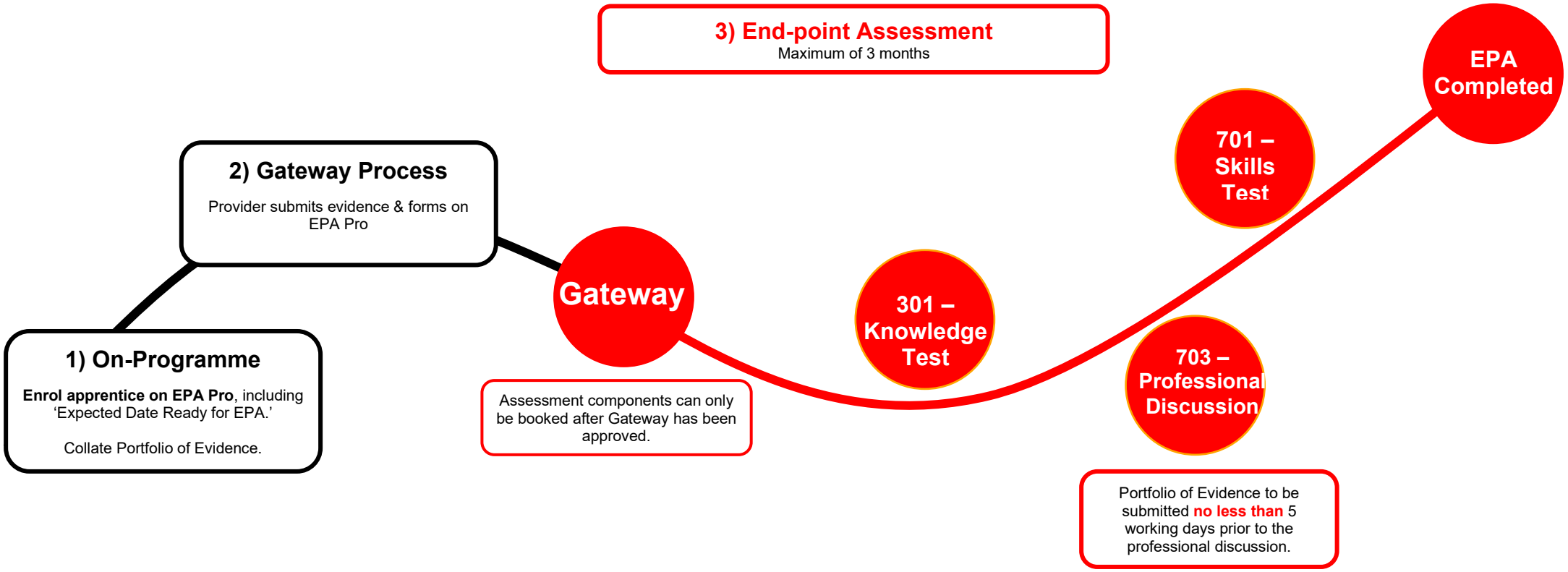
End-point Assessment	Evidence & Forms
Apprentice • Completes End-point Assessments in the following order: 301: Knowledge Test 703: Professional Discussion 701: Practical Skills Test.	
Employer • Ensures the apprentice has access to the resources required for the assessments (see the Resources section).	Submits to provider: • Declaration of Authenticity
Provider • Submits evidence and forms.	Uploads onto EPA Pro: • Declaration of Authenticity
IEPA • Reviews the apprentice's Portfolio of Evidence prior to EPA events. • Chooses questions from the City & Guilds question bank and those generated by themselves for Professional Discussion.	Completes: • Professional Discussion: Recording Form – Level 3 Vehicle Damage Paint Technician

End-point Assessment	Evidence & Forms
• Carries out End-point Assessments. • Marks each assessment, communicates the results to the LIEPA, via EPA Pro within the SLA three-days. • Provides feedback for assessments in EPA Pro.	• Skills Test: Recording Form – Level 3 Vehicle Damage Paint Technician • Skills Test: Grading Descriptors Table – Level 3 Vehicle Damage Paint Technician • End-point Assessment Grading Form • End-point Assessment Pass+ Feedback Form
LIEPA • Samples and quality assures assessments. • Confirms overall grade to EPA Team.	Reviews: • EPA Recording Forms • Overall Grade Recording Form
City & Guilds EPA Team • Communicates the results to the Provider via EPA Pro. • Processes the overall result if the apprentice has passed all the assessments and advises Skills England, who issue the certificate. The data will be provided to Skills England.	n/a

Summary Timescales

Readers should check the above Timetable and the Assessment Instruction sections of this document for the detailed requirements for each stage.

Further information on EPA Service Timelines can be found on www.cityandguilds.com



5. End-Point Assessment Resources

Please see separate **9321-21 EPA Resource Pack** for all resources required for delivering these assessments.

6. Assessment Instructions: 301 Knowledge Test

Assessment Specification

Description	Coverage	Grade
Knowledge Test	Knowledge: K1, K2, K3, K4, K5, K6, K7 Skills: N/A Behaviours: N/A	X/P/D

Provider & Employer Instructions – 9321-301

Knowledge Test

Providers/employers are advised to prepare apprentices for the test by:

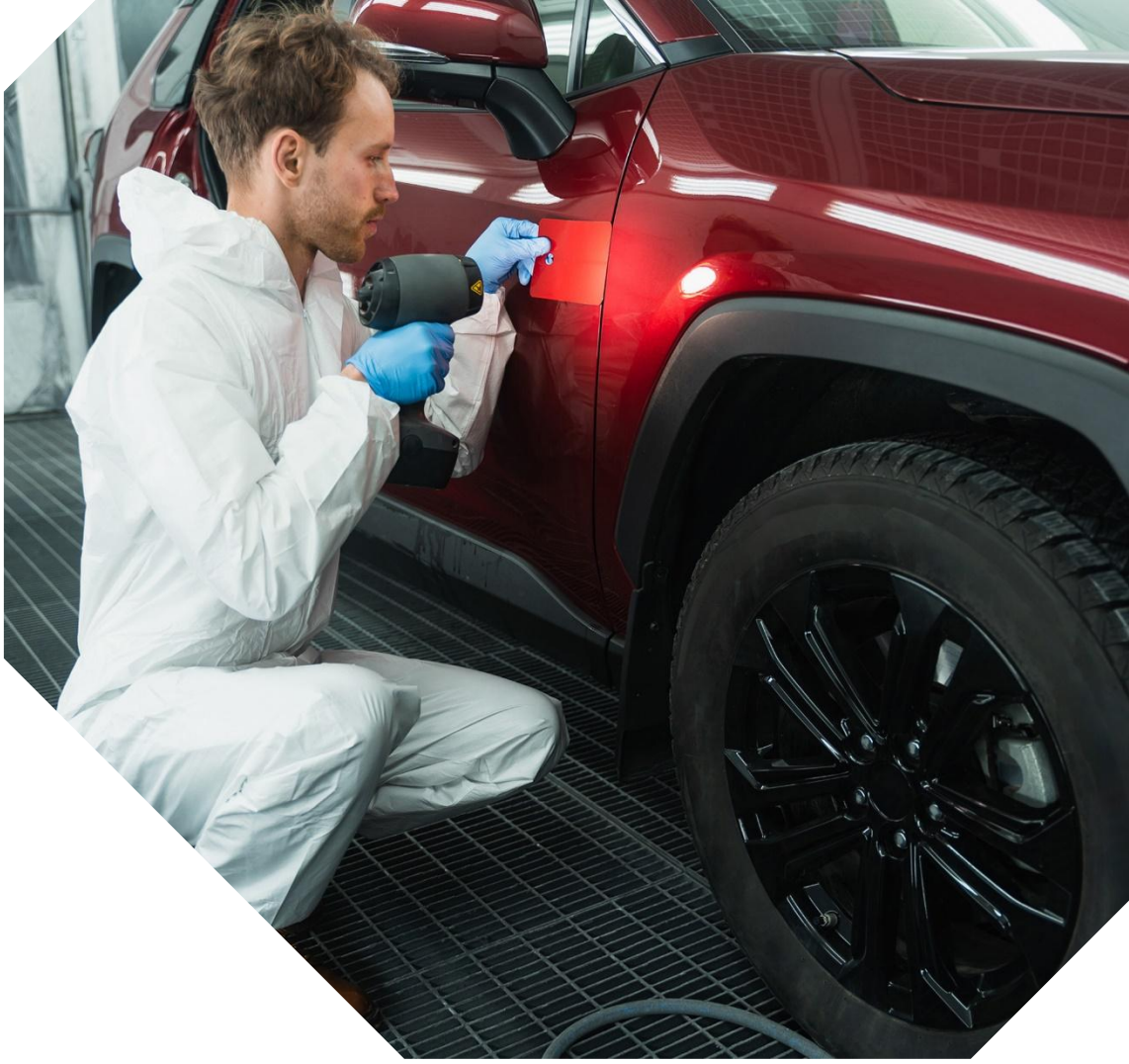
- Sharing the 9321-301 assessment specification (Appendix B of this document) as well as the Vehicle Damage Paint Technician standard (section 2 of this document)
- Encouraging apprentices to sit the sample multiple choice paper under invigilated exam conditions (available on the 9321 webpages www.cityandguilds.com)
- Familiarising apprentices with techniques for answering multiple choice questions.
- Draw apprentices' attention to the use of bold in some of the multiple-choice questions which are designed to highlight the focus of questions e.g., main, most.

Grading

Number of questions	60
Marks available	60 (1 mark per question)
Grading	P/D/X To achieve a Pass the apprentice must achieve a minimum of 48 marks (48 questions correct). To achieve a Distinction the apprentice must achieve a minimum of 54 marks (54 questions correct).
Type of questions	Multiple choice
Time allowed	90 minutes
Information	The test will be carried out online and marked electronically[1]. 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.

[1] A paper-based version will be available for reasonable adjustments

	The knowledge test is closed book i.e., the apprentice can't refer to reference books or materials.



7. Assessment Instructions: 703 Professional Discussion

Assessment Specification

Description	Coverage	Grade
Professional Discussion	Knowledge: K7, K8, K9 Skills: N/A Behaviours: B1, B2, B3, B4, B5, B6, B7	X/P/D

Generic Specification

This assessment will take the form of a Professional Discussion, which will be appropriately structured to draw out the best of the apprentice's competence and excellence and cover all the KSBs relevant to this assessment method.

It will involve questions that will focus on the knowledge, skills and behaviours relevant to this assessment method and consider the supporting evidence in the Portfolio of Evidence.

The rationale for this assessment method is:

- It allows for assessment of KSBs that may not naturally occur during the Observation.
- It makes use of naturally occurring evidence collated in the Portfolio of Evidence to support the KSBs mapped to this assessment method.

The Portfolio of Evidence must be compiled during the On-Programme period of the apprenticeship. It must contain sufficient evidence to demonstrate the KSBs that are mapped to the Professional Discussion. Evidence must be mapped against the KSBs.

The Portfolio of Evidence will be reviewed by the IEPA. Whilst the evidence in the Portfolio of Evidence is not graded by the IEPA, it will be used to guide the Professional Discussion.

Authenticating the apprentice's work

The IEPA must ensure all decisions satisfy Validity, Authenticity, Currency and Sufficiency (VACS). For evidence produced outside of controlled conditions, the apprentice will be required to:

- sign a declaration that the work is their own
- reference all sources.

The provider/employer should also aid authentication by:

- supplementary (oral) questioning to gauge familiarity with the topic
- looking out for any changes to the apprentice's usual writing style, unusual sources/examples or the use of US spellings or phrases that might indicate cutting and pasting from the internet
- requiring access to evidence of steps in the process, e.g. drafts, notes, planning, etc.

City & Guilds have produced evidence reference forms for both apprentices and IEPAs to use when reviewing evidence produced outside of controlled conditions. These forms include a **Declaration of Authenticity Form** which must be completed when submitting evidence. The forms can be found in the *Provider & Employer Recording Forms Pack*.

Remote Assessment

Remote assessment is live assessment that is supported by technology where the IEPA and the apprentice are not in the same physical location when the assessment takes place.

For more detailed information about the conditions and requirements that must be met for remote assessment, please refer to the IEPA Manual.

Provider & Employer Instructions – 9321-703

Professional Discussion

The IEPA will conduct and assess the Professional Discussion. During this assessment method, the IEPA must ask **a minimum of 6 questions** and should combine questions from City & Guilds question bank and those generated by themselves.

The Professional Discussion will be conducted as set out here:

- prior to the Professional Discussion, the IEPA must have reviewed the apprentice's Portfolio of Evidence and tailored/devised questions.
- the apprentice and IEPA may refer to the portfolio of evidence during the Professional Discussion if required.

The purpose of the Professional Discussion is to:

- demonstrate that the apprentice can apply the broad range of knowledge, skills and behaviours in the occupational standard that are assigned to this assessment method.
- clarify any questions the IEPA has from their review of the portfolio of evidence submitted
- explore aspects of the apprentice's work, including how it was carried out, in more detail
- enable the IEPA to draw a conclusion from a Professional Discussion for the appropriate grade to be awarded.

The IEPA must use the assessment tools and procedures that are set by City & Guilds to record the Professional Discussion.

It is expected that providers/employers will practice questions and answers with the apprentice relating to the Portfolio of Evidence and the apprentice's job role.

The IEPA will make all grading decisions.

Portfolio of Evidence

The apprentice will have completed a Portfolio of Evidence throughout their On-Programme. The Portfolio of Evidence will be used to inform the Professional Discussion, through which the apprentice will demonstrate competence of the broad range of knowledge, skills and behaviours set out in the Standard.

A Portfolio of Evidence must contain sufficient evidence to demonstrate the KSBs that are mapped to the Professional Discussion. 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 required.

- Evidence sources **must** include:
    - evidence of activities relating to B5 – taking responsibility for personal development.
- Evidence sources may include:
    - workplace documentation/records, for example job cards/job sheets, equipment check/maintenance/service records, parts order records
    - annotated photographs
    - video clips (maximum duration in total 10-minutes)

This is not a definitive list; other evidence sources are allowable.

- The evidence provided must be valid and attributable to the apprentice; the Portfolio of Evidence must contain a statement from the employer confirming this.

Any employer contributions should focus on direct observation of evidence (for example witness statements) of competence rather than opinions.

Whilst the evidence in Portfolio of Evidence is not graded by the IEPA, it will be reviewed and used to guide the Professional Discussion.

Selecting Evidence

Before selecting the evidence for the Portfolio of Evidence, the apprentice should review the assessment requirements in the Standard to ensure:

- that only evidence relevant to the Standard is used
- the criteria to be covered by the Portfolio of Evidence
- the type of evidence that can be presented (see above)
- the amount of evidence that should be presented.
- the period of time from which the evidence should have originated.

To assemble their Portfolio of Evidence, the apprentice should consider all the evidence they have available that shows they have met the requirements being assessed. Evidence collected towards the end of their Apprenticeship programme, as they become independent in their work, is likely to provide the most holistic evidence, i.e. covering a number of criteria at once.

From this, they should select evidence that **most efficiently** meets all the relevant criteria, and which demonstrated their **best performance**. 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.**

There are two questions that an apprentice should consider when selecting work to form their Portfolio of Evidence:

1. *Which pieces holistically (most efficiently) give evidence that together cover all the relevant KSBs?*
2. *Is this the **best** evidence I have, showing that I have met all the requirements for the higher grade?*

Confirming the evidence selection

When the apprentice has selected the evidence to form their Portfolio of Evidence, this must be reviewed by the provider/employer to ensure:

- All assessment requirements have been met
- There is no **unnecessary** duplication of evidence against the same criteria
- The work selected represents the best evidence available in relation to grading requirements
- The clarity of any images or scanned evidence is sufficient to determine the quality of the original evidence
- Authenticity of evidence has been established.

The EPA provider/employer is responsible for providing guidance to the apprentice on compiling the Portfolio of Evidence whilst on programme and this is to be reviewed by the EPA provider/employer prior to triggering EPA. The employer should provide suitable work for the apprentice to apply themselves to and discuss at interview.

The EPA provider/employer is responsible for the review of the Portfolio of Evidence and if it does not contain sufficient evidence to meet the Standard, then it will be deemed not yet ready to submit. The apprentice must be advised by the employer/mentor about the shortfalls in evidence and how this can be addressed.

A Portfolio of Evidence checklist has been provided to support the provider, employer and the apprentice in the submission of the documentation.

Preparing evidence for submission

Evidence being uploaded for EPA must be presented as follows:

- Evidence must have a header on each page containing the name and e-signature of the apprentice together with the date the evidence was produced. Each piece of evidence must be referenced to the criteria it is being submitted against.
- Along with the City & Guilds Portfolio of Evidence Header and Declaration Form which must be completed to:
    - Cross-reference each piece of evidence to the relevant KSBs
    - Formally declare the authenticity of all evidence.

The apprentice must have access to the Portfolio of Evidence before and during the Professional Discussion. The apprentice will use the Portfolio of Evidence to support them in demonstrating their knowledge, skills and behavioural understanding and can use it to provide tangible evidence, backing-up their accounts of their work during the discussion.

The Portfolio of Evidence is not directly assessed but is used as the basis for the Professional Discussion. The evidence in the Portfolio of Evidence will not be judged or marked by the IEPA. The IEPA uses the Portfolio of Evidence to familiarise themselves with the apprentice's work and to base the questions on in preparation for the Professional Discussion.

Submission to City & Guilds

The EPA provider/employer must submit the Portfolio of Evidence. The apprentice is required to complete the relevant sections in the **Portfolio of Evidence Header and Declaration Form.** The work evidenced in the Portfolio of Evidence must have been carried out by the apprentice.

The EPA provider/employer will review the Portfolio of Evidence to ensure it meets the requirements. The EPA provider/employer will then sign the **Portfolio of Evidence Header and Declaration Form**.

Once the **Portfolio of Evidence Header and Declaration Form** has been signed by all parties, the following documents must be uploaded to the City & Guilds EPA Portal.

The documents that must be sent are:

- The completed Portfolio of Evidence.
- The completed Portfolio of Evidence Header and Declaration Form.

Refer to the *Provider & Employer Recording Forms Pack* for guidance on how to complete these forms.

Assessment environment

The Professional Discussion should take place in a quiet room, free from distractions and influence.

Video conferencing can be used to conduct the Professional Discussion, but appropriate measures must be in place to ensure that the responses given are those of the candidate e.g. use of a 360-degree camera to allow the IEPA to view the room during the Professional Discussion.

Timings

The Professional Discussion must last for **45 minutes**. The IEPA has the discretion to increase the time of the Professional Discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs in line with City & Guilds' Reasonable Adjustment Policy.

Grading

The Professional Discussion will be graded Fail, Pass or Distinction. The City & Guilds IEPA will allocate the grade using the 'Grading criteria' table provided.

Grading instructions

The IEPA is fully responsible for making the grading decision. The results are not shared with the apprentice on the day of the assessment.

Recording forms

City & Guilds have designed specific recording forms for this Apprenticeship, some for providers and employers to use, and some for IEPAs to use.

Please see below for a summary of the recording forms that are available for this assessment.

Recording form	Purpose	Who should complete	Where it can be found
Sample Apprentice Review Form for Employers.	It is expected that the employer will have regular reviews with the apprentice; this form can be used to record these meetings. Employers may devise their own forms or systems (electronic or paper-based). NB: This form is NOT submitted to City & Guilds.	Employer	Provider & Employer Recording Forms Pack
Level 3 Vehicle Damage Paint Technician Portfolio Header and Declaration Form	In the evidence reference column, the apprentice should provide a clear reference to the piece of evidence that links to that area of the standard. The evidence needs to be clearly referenced.	Employer/ Apprentice	Provider & Employer Recording Forms Pack
Portfolio of Evidence Checklist	City & Guilds have created a 'Portfolio of Evidence Checklist' to help the provider and employer ensure that all relevant information is accounted for. The apprentice must upload the completed evidence reference form to the EPA portal in word format.	Apprentice	Provider & Employer Recording Forms Pack

Apprentice Instructions – 9321-703

Professional Discussion

The Independent End-point Assessor (IEPA) will have a Professional Discussion with you. This will be based on the Portfolio of Evidence you produced during your apprenticeship.

During the Professional Discussion you will be asked **a minimum of 6 questions**. You may refer to the Portfolio of Evidence during the Professional Discussion if you need to.

The purpose of the Professional Discussion is to:

- demonstrate that you can apply the broad range of knowledge, skills and behaviours in the occupational standard that are assigned to this assessment method.
- clarify any questions the IEPA has after reviewing the Portfolio of Evidence you submitted
- explore aspects of your work, including how it was carried out, in more detail
- enable the IEPA to draw a conclusion from a Professional Discussion for the appropriate grade to be awarded.

Assessment environment

The Professional Discussion will take place in a quiet room, free from distractions and influence.

Video conferencing can be used to conduct the Professional Discussion, but appropriate measures will be in place to ensure that the responses given are yours, e.g. use of a 360-degree camera to allow the Independent End-point Assessor to view the room during the Professional Discussion.

The Portfolio of Evidence

The Portfolio of Evidence is a showcase of your best pieces of evidence, a concise collection of evidence selected from the breadth of available evidence.

The Portfolio of Evidence is not directly assessed by the City & Guilds IEPA but is used as the basis for the Professional Discussion.

You must provide a clear index showing what is in your Portfolio of Evidence and you must complete the **Portfolio Header and Declaration Form** to ensure that you have sufficient evidence to cover the criteria.

When you are selecting evidence to form your Portfolio of Evidence, it will be reviewed by your employer/mentor. They will provide you with guidance on the evidence you produce and give you opportunities that will allow you to gather enough evidence for all the criteria.

A portfolio checklist has been provided to assist you and your employer/mentor in assembling your Portfolio of Evidence.

Selecting Evidence

Before selecting the evidence for the Portfolio of Evidence, you should review the assessment requirements in the Standard to ensure:

- that only evidence relevant to the Standard is used
- the criteria to be covered by the Portfolio of Evidence
- the type of evidence that can be presented (see above)
- the amount of evidence that should be presented.
- the period of time from which the evidence should have originated

When you are building your Portfolio of Evidence, you should consider all the evidence you have available that shows you have met the requirements being assessed. Evidence collected towards the end of your Apprenticeship programme, as you become independent in your work, is likely to provide the most holistic evidence, i.e. covering a number of criteria at once.

From this, you should select evidence that **most efficiently** meets all the relevant criteria, and which demonstrated your **best performance**. **Each of the knowledge, skills and behaviours statements should be evidenced twice.**

There are two questions that you should consider when selecting work to form your Portfolio of Evidence:

1. *Which pieces holistically (most efficiently) give evidence that together cover all the relevant KSBs?*

2. *Is this the **best** evidence I have, showing that I have met all the requirements for the higher grade?*

It is important to note that you must include evidence of activities relating to B5 – taking responsibility for personal development.

Confirming the evidence selection

When you have selected the evidence to form your Portfolio of Evidence, this must be reviewed by the provider/employer to ensure:

- All assessment requirements have been met
- There is no **unnecessary** duplication of evidence against the same criteria
- The work selected represents the best evidence available in relation to grading requirements
- The clarity of any images or scanned evidence is sufficient to determine the quality of the original evidence
- Authenticity of evidence has been established.

A Portfolio of Evidence checklist has been provided to support the provider, employer and the apprentice in the submission of the documentation can be found on page 48.

Guidance on submitting the Portfolio of evidence

Your employer/mentor will submit the Portfolio of Evidence to City & Guilds. The work evidenced in the Portfolio of Evidence must have been carried out by yourself and a signed **Portfolio Header and Declaration Form** must be submitted along with the Portfolio of Evidence. You will need to have access to the Portfolio of Evidence during the Professional Discussion.

Timings

The Professional Discussion will last for **45 minutes**. The independent assessor has the discretion to increase the time of the Professional Discussion by up to 10% to allow you to complete your last answer.

Grading

The Professional Discussion will be graded Fail, Pass or Distinction. The City & Guilds IEPA will allocate the grade using the 'Grading criteria' table provided.

The IEPA is fully responsible for making the grading decision. The results should not be shared with you on the day of the assessment.

Recording forms

City & Guilds have designed specific recording forms for this Apprenticeship, some for providers and employers to use, and some for IEPAs to use.

Please see below for a summary of the recording forms that are available for this assessment.

Recording form	Purpose	Who should complete	Where it can be found
Level 3 Vehicle Damage Paint Technician Portfolio Header and Declaration Form	In the evidence reference column, the apprentice should provide a clear reference to the piece of evidence that links to that area of the standard, the evidence needs to be clearly referenced.	You and provider/ employer	Provider & Employer Recording Forms Pack
Portfolio of Evidence Checklist	City & Guilds have created a 'portfolio checklist' to help apprentices and employers ensure that all relevant information is accounted for. You must upload the completed evidence reference form to the EPA portal in word format.	You	Provider & Employer Recording Forms Pack

Portfolio of Evidence Checklist

Apprentice portfolio checklist		Tick when confirmed
1.	Is all evidence signed by the apprentice and dated? * E-signatures are also acceptable	
2.	Is all evidence valid, authentic, current, and sufficient (VACS)?	
3.	Does evidence clearly show it is the apprentice's individual work (and if involved in teamwork, is it clear what specific contribution the apprentice made)?	
4.	Does the evidence clearly demonstrate the apprentice's relevant knowledge? Is evidence of activities relating to B5 – taking responsibility for personal development included?	
5.	Has the apprentice used the evidence reference form? And has all evidence been referenced, where applicable?	
6.	Does it showcase the apprentice's best pieces of work?	
7.	Have duplicate and irrelevant pieces of evidence been removed?	
8.	Is there sufficient evidence to cover the whole of the KSBs and grading descriptors that are referenced?	
9.	Are any witness testimonies or employer references tailored to the apprentice, where applicable?	
10.	Has any client/customer reference information been anonymised?	
11.	Are all external sources of information appropriately documented and referenced to the original source, showing clear understanding of how they relate to the criteria?	
12.	Has the appropriate stakeholder(s) e.g. provider/employer checked whether the apprentice's portfolio meets all the required criteria and grading descriptors?	
* Where witness testimonies are included as a piece of evidence, these do not need to be signed by the apprentice but instead must be signed/authenticated as outlined in the rest of the EPA pack		
Reminder: The Apprentice must upload the completed 'Portfolio of Evidence Checklist' to EPA Pro in Word format.		

8. Assessment Instructions: 701 Practical Skills Test

Assessment Specification

Description	Coverage	Grade
Practical Skills Test	Knowledge: K5, K7 Skills: S1, S2, S3, S4, S5 Behaviours: B1, B6	X/P/D

Generic Specification

The practical test is comprised of five tasks. The practical test will take 11 hours over two consecutive days. However, the assessor may increase the time of each task by 10% to allow the apprentice to complete the task if necessary. The tasks will holistically assess the skills, knowledge and behaviours identified in the assessment specification. One independent assessor (IEPA) may observe up to a maximum of four apprentices at any one time.

It is recommended the tasks are split as follows:

Day 1 – Tasks A, B and C

Day 2 – Tasks D and E

The tasks are as follows:

Task A: Identifying substrates and panel material

Overview
The candidate is required to:

- Identify panel material and different substrates correctly from a range of panels supplied
- Use appropriate Technical Data Sheets to document a 'how to' repair and refinish process.

The candidate will be able to:

- Correctly identify: 1 aluminium, 1 plastic and 1 steel component, from samples provided
- Identify a direct gloss (1k) finish, a synthetic (1k) finish and a 2k clear over base finish, from samples provided
- Correctly document a blend and fade out repair process for a metallic clear over-base (for this, the candidate must be given a painted component and asked to document the correct process of how to' repair and refinishing the damage including abrasives, materials and equipment needed. If in a staged scenario, the component had sustained a scuff down to the bare material)

  (Note: for this element, there is no requirement to refinish the panel).

Justification
The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify the various types of materials and substrates associated in the refinishing functions of a business.

Time allowed
Task shall not exceed 1 hour 30 minutes total.

Task B: Panel preparation and application of a wet-on-wet system

Overview
The candidate is required to:

- Prepare and paint a new plastic and a new steel panel following the relevant TDS (Technical Data Sheet)
- Mix the correct volumes of foundation materials, waterborne basecoat and 2k clearcoat and apply to the prepared panels
- Achieve the correct paint film thickness and fault free finish on completion.

The candidate will be able to:

- Correctly prepare the new panels. Mix and apply a wet-on-wet primer followed by a silver metallic base coat and a 2k clear coat.
- Set up the spraying equipment to include spray booth temperature, pressure and observe clearance times. Adjust the spray gun pattern and pressure.
- Achieve less than 100 ml of waste paint material from each application stage (eg, there must not be in excess of 100 ml wet on wet material (ready for use) remaining after the wet-on wet application stage has been completed (the same measures also apply to the basecoat application stage and to the 2k clear coat application stage). The overall dry film thickness of each painted panel must not exceed >20% of the total thickness of microns referenced in the Technical Data Sheet.

Justification
The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly prepare and finish new substrates in an efficient and economical manner

Time allowed
Task shall not exceed 2 hours 30 minutes total (excluding flash off and baking times).

Task C: Vehicle preparation ready for paint

Overview
The candidate is required to:

- Identify trim components to be removed to enable an effective refinish.
- Prepare the vehicle for masking.
- Mask the vehicle so that the rear wing/quarter panel and adjacent door can be painted.

The candidate will be able to:

- Correctly identify what trims/parts are required to be removed prior to undertaking masking operations (for this the candidate must be within
  + or - 2 items of the original benchmark for that vehicle). eg. if the vehicles benchmark requires the removal of 5 items/parts and the candidate identifies 8 items/parts, then this would be deemed as over de trimming due to exceeding the +2 tolerances).
- Correctly mask the area to be painted (the candidate should include
  one sheet of paper or plastic sheeting onto the masking tape). For this element, it is not necessary to cover the complete vehicle with paper/plastic sheeting.

(Note: The vehicle must already have the correct level of trim/parts removed, prior to the candidate starting the masking up stage).

Justification
This practical task is designed to assess the candidate's skills and knowledge in correctly and economically masking a vehicle.

Time allowed
Task shall not exceed 1 hour total.

Task D: Repair and refinish

Overview
The candidate is required to:

- Interpret the correct technical data and follow the correct process to carry out the repairs to the damaged substrate.
- Mix the correct volumes of foundation/topcoats and apply following relevant TDS (Technical Data Sheet).
- Rectify any paint defects, including the fade out edge using flatting/polishing techniques.

The candidate will be able to:

- Repair/prepare and refinish a steel panel (the damage area to be within 100 mm minimum to 150 mm maximum length and the scratch must be down to the bare panel material).
- Fully refinish the steel panel and carry out a colour blend and clearcoat fade out (the panel must include a blended fade out and not receive clearcoat to the whole panel).
- Using flatting and polishing techniques to remove any dirt inclusions, paint defects and polish the fade out area.

Justification
The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly repair and refinish various types of substrates associated in the refinishing functions of a business.

Time allowed
Task shall not exceed 3 hours total.

Task E: Colour match and refinish

Overview
The candidate is required to:

- Identify the correct variant using available colour matching tools from a previously painted 3 stage panel.
- apply to a series of spray out cards and select the variant which is the closest match to the original finish once the colour is mixed.
- blend the colour onto the painted panel and apply clear coat to the whole panel.

The candidate will be able to:

- Match the variant by using a vehicle colour code, variant chips and spray out cards (the spray out cards are a mandatory element of this task) and be able to apply and match a panel to the identified variant. For this task, a white 3 stage pearl colour is to be used.

Justification
The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify colour variants and replicate exact colour match associated in the refinishing functions of a business.

Time allowed
Task shall not exceed 3 hours total (excluding flash off and baking times).

Provider & Employer Instructions – 9321-701

Practical Skills Test

Documentation Required

In preparation for the assessment, the provider & employer / venue should be familiar with the:

- Standard and scoped out content – *Appendix A*
- Grading descriptors – *section 2 of this pack*
- Resource list for each task – ***9321-12 Resource Pack for Practical Tests.***
- Instructions for providers & employers - *EPA pack*
- All the task instructions to apprentices, with specifications – *this pack*

Preparation and set-up

It is the responsibility of the provider & employer to arrange a venue for the practical test and to set up the assessment area. The IEPA does not conduct pre assessment area checks. On the day of the test, the IEPA will confirm that the assessment area is fit for purpose and is in line with the set-up requirements given in these instructions. If the IEPA has any concerns they will report to the EPA team who will make the final decision.

The provider & employer must set up the assessment area with the relevant materials and resources for each of the 5 tasks. This means that all apprentices will undertake the same tasks. The ***9321-12 Resource Pack for Practical Tests*** provides further detail on how to do this. The contents of this pack **must not** be shared with apprentices.

The IEPA will arrive up to one hour before the agreed start time of the assessment. Assessment instructions for each task will only be distributed to apprentices at the start of each task.

All vehicles, Paints 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.

Candidate work areas must be positioned and laid out to ensure:

- Apprentices can work safely
- Authenticity and independent working
- There is clear access space for transportation of equipment and materials
- the IEPA can access apprentices' work and ask questions.

Venues will also need to ensure that:

- All their mandatory requirements for safe working are adhered to (ie, work areas are secure and adequately provisioned with signage, PPE, adequate lighting and ventilation)
- Prior to the test, apprentices should be inducted to the venue, machinery and equipment
- A technician is available to provide operational support for the duration of the assessment
- Only the materials and equipment included in the resource list for each task are used
- All materials provided are new
- Materials and equipment are easily accessible for apprentices
- There is access to a sharpening station.

Role of the technician

A technician will need to be available during the assessment. Their role is **not** to give advice on how to complete the tasks, but to provide support with the following:

- Lifting / manual handling e.g., transportation of materials, assisting apprentices if a second person is needed
- Supervision and technical help in the use of machinery eg, resetting machinery to neutral
- Support with the sharing of equipment
- Dealing with any defective materials, equipment and machinery.

The technician must be occupationally competent and may or may not be a tutor.

It is recommended that there is one technician per 4 apprentices. Depending on the number of apprentices, providers & employers may wish to provide more than one.

Quantities

Exact quantities of materials have been given per apprentice. In the event of apprentices making errors and requesting replacements, the provider & employer can provide additional components and may want to consider this when ordering resources.

Substitution of materials

Materials can only be substituted if this specified on the resource list, indicated by “or similar” or “eg,”**.** No other substitutions are permitted; this is to ensure consistency of assessment as well as coverage of the standard.

Sharing of equipment

It is advised to provide as much access to such items as possible, so apprentices are not waiting to use them. If several apprentices need access at the same time, this inactive time is not counted towards the activity duration. It is anticipated that apprentices are likely to share fixed machinery.

Range of tools and equipment

The resource list for each task includes a range of tools and equipment for apprentices to select from. Additional tools or equipment will not be needed. Similarly, it is not anticipated that during the assessment the apprentice will have to demonstrate the use of all resources listed.

The assessment

It is the venue / provider & employer’s responsibility to ensure that prior to the assessment taking place, apprentices are trained on how to use any machinery. Additionally, if apprentices are new to a venue, they will need to be inducted to the assessment area in terms of orientation, evacuation procedures and any health and safety requirements. The IEPA will remind apprentices that it is their responsibility to work in line with the health and safety procedures, but they will not give specific health and safety instructions.

Before the start of the test, the IEPA should:

- Familiarise themselves with the assessment area and candidate work areas
- Identify any machinery, equipment and tools to be shared between apprentices
- If applicable, agree any processes for apprentices sharing equipment, including how to identify if apprentices are waiting for resources
- Meet technician/s and clarify roles
- Confirm arrangements for breaks / housekeeping arrangements.

At the start of the day, the IEPA will hand out the brief for the assessment day and read this out to the apprentices; they will introduce themselves and explain their own role and that of the technician. At the start of each task, the IEPA will hand out the relevant instructions and specifications and provide a brief introduction to each task. There will be opportunity for apprentices to ask questions in order to clarify the requirements.

The assessment must be conducted under exam conditions. Communication from the apprentice should be limited to only instances where it is necessary for safety reasons or to achieve the objective of the task. For example, exchanges regarding the sharing of equipment, asking for clarification of test details or seeking help with operational issues (e.g., broken equipment) may be necessary.

The IEPA will ask a minimum of **one** question per task throughout the assessment in order to assess underpinning knowledge and behaviours.

Apprentices can request replacement component parts if they make an error. However additional time will not be given in this situation.

Any waiting time for the technician or other resources will not be counted; the IEPA has the discretion to extend time of each task by up to 10% (see timings below). Any other operational issues affecting an apprentice's ability to achieve will be dealt with on an individual basis by the IEPA in consultation with their lead IEPA.

The test will be stopped if the apprentice

- goes over the allowed time
- acts in an unsafe way.

Tasks

The five skills assessment tasks are as follows:

Task A: Identifying substrates and panel material

Overview
The candidate is required to:

- Identify panel material and different substrates correctly from a range of panels supplied
- Use appropriate Technical Data Sheets to document a 'how to' repair and refinish process.

The candidate will be able to:

- Correctly identify: 1 aluminium, 1 plastic and 1 steel component, from samples provided
- Identify a direct gloss (1k) finish, a synthetic (1k) finish and a 2k clear over base finish, from samples provided
- Correctly document a blend and fade out repair process for a metallic clear over-base (for this, the candidate must be given a painted component and asked to document the correct process of how to' repair and refinishing the damage including abrasives, materials and equipment needed. If in a staged scenario, the component had sustained a scuff down to the bare material)

  (Note: for this element, there is no requirement to refinish the panel).

Justification
The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify the various types of materials and substrates associated in the refinishing functions of a business.

Time allowed
Task shall not exceed 1 hour 30 minutes total.

Task B: Panel preparation and application of a wet-on-wet system

Overview
The candidate is required to:

- Prepare and paint a new plastic and a new steel panel following the relevant TDS (Technical Data Sheet)
- Mix the correct volumes of foundation materials, waterborne basecoat and 2k clearcoat and apply to the prepared panels
- Achieve the correct paint film thickness and fault free finish on completion.

The candidate will be able to:

- Correctly prepare the new panels. Mix and apply a wet-on-wet primer followed by a silver metallic base coat and a 2k clear coat.
- Set up the spraying equipment to include spray booth temperature, pressure and observe clearance times. Adjust the spray gun pattern and pressure.

- Achieve less than 100 ml of waste paint material from each application stage (eg, there must not be in excess of 100 ml wet on wet material (ready for use) remaining after the wet-on wet application stage has been completed (the same measures also apply to the basecoat application stage and to the 2k clear coat application stage). The overall dry film thickness of each painted panel must not exceed >20% of the total thickness of microns referenced in the Technical Data Sheet.

Justification
The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly prepare and finish new substrates in an efficient and economical manner

Time allowed
Task shall not exceed 2 hours 30 minutes total (excluding flash off and baking times).

Task C: Vehicle preparation ready for paint

Overview
The candidate is required to:

- Identify trim components to be removed to enable an effective refinish.
- Prepare the vehicle for masking.
- Mask the vehicle so that the rear wing/quarter panel and adjacent door can be painted.

The candidate will be able to:

- Correctly identify what trims/parts are required to be removed prior to undertaking masking operations (for this the candidate must be within + or - 2 items of the original benchmark for that vehicle). eg. if the vehicles benchmark requires the removal of 5 items/parts and the candidate identifies 8 items/parts, then this would be deemed as over de trimming due to exceeding the +2 tolerances).
- Correctly mask the area to be painted (the candidate should include one sheet of paper or plastic sheeting onto the masking tape). For this element, it is not necessary to cover the complete vehicle with paper/plastic sheeting.

(Note: The vehicle must already have the correct level of trim/parts removed, prior to the candidate starting the masking up stage).

Justification
This practical task is designed to assess the candidate's skills and knowledge in correctly and economically masking a vehicle.

Time allowed
Task shall not exceed 1 hour total.

Task D: Repair and refinish

Overview
The candidate is required to:

- Interpret the correct technical data and follow the correct process to carry out the repairs to the damaged substrate.
- Mix the correct volumes of foundation/topcoats and apply following relevant TDS (Technical Data Sheet).
- Rectify any paint defects, including the fade out edge using flatting/polishing techniques.

The candidate will be able to:

- Repair/prepare and refinish a steel panel (the damage area to be within 100 mm minimum to 150 mm maximum length and the scratch must be down to the bare panel material).
- Fully refinish the steel panel and carry out a colour blend and clearcoat fade out (the panel must include a blended fade out and not receive clearcoat to the whole panel).
- Using flatting and polishing techniques to remove any dirt inclusions, paint defects and polish the fade out area.

Justification
The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly repair and refinish various types of substrates associated in the refinishing functions of a business.

Time allowed
Task shall not exceed 3 hours total.

Task E: Colour match and refinish

Overview
The candidate is required to:

- identify the correct variant using available colour matching tools from a previously painted 3 stage panel.
- apply to a series of spray out cards and select the variant which is the closest match to the original finish once the colour is mixed.
- blend the colour onto the painted panel and apply clear coat to the whole panel.

The candidate will be able to:

- Match the variant by using a vehicle colour code, variant chips and spray out cards (the spray out cards are a mandatory element of this task) and be able to apply and match a panel to the identified variant. For this task, a white 3 stage pearl colour is to be used.

Justification
The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify colour variants and replicate exact colour match associated in the refinishing functions of a business.

Time allowed
Task shall not exceed 3 hours total (excluding flash off and baking times).

Timings

The assessment time across the five tasks equates to a total of 11 hours.

The assessments are to take place over two consecutive days. The length of each assessment day depends on the tasks being performed that day.

There is an opportunity to extend assessment time by a maximum of 10% (66 minutes) if required. This would be allocated as follows:

Task A – 9 minutes

Task B – 15 minutes

Task C – 6 minutes

Task D – 18 minutes

Task E – 18 minutes

Grading

In accordance with the grading descriptors in the assessment plan:

- To achieve a **pass** an apprentice must achieve **all the pass criteria.**
- To achieve a **distinction** apprentices must achieve **all pass criteria and all distinction criteria** as specified in the recording form.

A failure of one of the five tasks will result in a failure of the whole assessment component.

Apprentice Instructions – 9321-701

Practical Skills Test

Brief for the assessment days

The assessment

This a practical test which will be assessed by an Independent End-point Assessor (IEPA). The test is split into 5 tasks.

The tasks are of varying lengths, as follows:

Task A – 1 hour and 30 minutes

Task B – 2 hours and 30 minutes

Task C – 1 hour

Task D – 3 hours

Task E – 3 hours

The IEPA has the discretion to increase timings by up to 10%.

During the course of the two assessment days, there will be a short break after each task as well as lunch break.

The IEPA will give you more information on the order of tasks to be completed and the timings for the days.

Assessment conditions:

- You **must** work independently under supervised conditions.
- You **must not** use your phone or other mobile device.
- A technician is available to provide help with any issues with materials and equipment.
- You can ask the assessor questions around the test requirements.

Each task

At the beginning of each task the IEPA will provide you with instructions.

- Extra materials are available if required.
- You can take notes and write on your instructions sheets if this is helpful.
- You can use a calculator if required.

Safe working

It is important that work is carried out with due regard to safe working practices and using appropriate PPE, giving due regard to your own safety and of those in the vicinity.

You should work safely at all times:

- Identify and apply safe working practices when using hand tools, power tools and equipment
- Use appropriate PPE
- Use appropriate working methods
- Consider the safety of others
- Maintain a tidy work environment.

Your assessment may be stopped if you are observed working unsafely.

Instructions for each task

Task A: Identifying substrates and panel material

Overview
You are required to:

- Identify panel material and different substrates correctly from a range of panels supplied
- Use appropriate Technical Data Sheets to document a 'how to' repair and refinish process.

You will be able to:

- Correctly identify: 1 aluminium, 1 plastic and 1 steel component, from samples provided
- Identify a direct gloss (1k) finish, a synthetic (1k) finish and a 2k clear over base finish, from samples provided
- Correctly document a blend and fade out repair process for a metallic clear over-base (for this, the candidate must be given a painted component and asked to document the correct process of how to' repair and refinishing the damage including abrasives, materials and equipment needed. If in a staged scenario, the component had sustained a scuff down to the bare material)

  (Note: for this element, there is no requirement to refinish the panel).

Justification
The practical task is designed to assess you on the skills and knowledge gained, allowing you to correctly identify the various types of materials and substrates associated in the refinishing functions of a business.

Time allowed
Task shall not exceed 1 hour 30 minutes total.

Task B: Panel preparation and application of a wet-on-wet system

Overview
You are required to:

- Prepare and paint a new plastic and a new steel panel following the relevant TDS (Technical Data Sheet)
- Mix the correct volumes of foundation materials, waterborne basecoat and 2k clearcoat and apply to the prepared panels
- Achieve the correct paint film thickness and fault free finish on completion.

You will be able to:

- Correctly prepare the new panels. Mix and apply a wet-on-wet primer followed by a silver metallic base coat and a 2k clear coat.

- Set up the spraying equipment to include spray booth temperature, pressure and observe clearance times. Adjust the spray gun pattern and pressure.
- Achieve less than 100 ml of waste paint material from each application stage (eg, there must not be in excess of 100 ml wet on wet material (ready for use) remaining after the wet-on wet application stage has been completed (the same measures also apply to the basecoat application stage and to the 2k clear coat application stage). The overall dry film thickness of each painted panel must not exceed >20% of the total thickness of microns referenced in the Technical Data Sheet.

Justification
The practical task is designed to assess you on the skills and knowledge gained, allowing you to correctly prepare and finish new substrates in an efficient and economical manner

Time allowed
Task shall not exceed 2 hours 30 minutes total (excluding flash off and baking times).

Task C: Vehicle preparation ready for paint

Overview
You are required to:
- Identify trim components to be removed to enable an effective refinish.
- Prepare the vehicle for masking.
- Mask the vehicle so that the rear wing/quarter panel and adjacent door can be painted.

You will be able to:

- Correctly identify what trims/parts are required to be removed prior to undertaking masking operations (for this the candidate must be within
  + or - 2 items of the original benchmark for that vehicle). eg. if the vehicles benchmark requires the removal of 5 items/parts and the candidate identifies 8 items/parts, then this would be deemed as over de trimming due to exceeding the +2 tolerances).
- Correctly mask the area to be painted (the candidate should include
  one sheet of paper or plastic sheeting onto the masking tape). For this element, it is not necessary to cover the complete vehicle with paper/plastic sheeting.

(Note: The vehicle will already have the correct level of trim/parts removed, prior to you starting the masking up stage).

Justification
This practical task is designed to assess you on the skills and knowledge gained by correctly and economically masking a vehicle.

Time allowed
Task shall not exceed 1 hour total.

Task D: Repair and refinish

Overview
You are required to:

- Interpret the correct technical data and follow the correct process to carry out the repairs to the damaged substrate.
- Mix the correct volumes of foundation/topcoats and apply following relevant TDS (Technical Data Sheet).
- Rectify any paint defects, including the fade out edge using flatting/polishing techniques.

You will be able to:

- Repair/prepare and refinish a steel panel (the damage area to be within 100 mm minimum to 150 mm maximum length and the scratch must be down to the bare panel material).
- Fully refinish the steel panel and carry out a colour blend and clearcoat fade out (the panel must include a blended fade out and not receive clearcoat to the whole panel).
- Using flatting and polishing techniques to remove any dirt inclusions, paint defects and polish the fade out area.

Justification
The practical task is designed to assess you on the skills and knowledge gained, allowing you to correctly repair and refinish various types of substrates associated in the refinishing functions of a business.

Time allowed
Task shall not exceed 3 hours total.

Task E: Colour match and refinish

Overview
You are required to:

- identify the correct variant using available colour matching tools from a previously painted 3 stage panel.
- apply to a series of spray out cards and select the variant which is the closest match to the original finish once the colour is mixed.
- blend the colour onto the painted panel and apply clear coat to the whole panel.

You will be able to:

- Match the variant by using a vehicle colour code, variant chips and spray out cards (the spray out cards are a mandatory element of this task) and be able to apply and match a panel to the identified variant. For this task, a white 3 stage pearl colour is to be used.

Justification
The practical task is designed to assess you on the skills and knowledge gained, allowing you to correctly identify colour variants and replicate exact colour match associated in the refinishing functions of a business.

Time allowed
Task shall not exceed 3 hours total (excluding flash off and baking times).

Timings

The assessment time across the five tasks equates to a total of 11 hours.

The assessments are to take place over two consecutive days. The length of each assessment day depends on the tasks being performed that day.

There is an opportunity to extend assessment time by a maximum of 10% (66 minutes) if required. This would be allocated as follows:

Task A – 9 minutes

Task B – 15 minutes

Task C – 6 minutes

Task D – 18 minutes

Task E – 18 minutes

Grading

In accordance with the grading descriptors in the assessment plan:

- To achieve a **pass** an apprentice must achieve **all the pass criteria.**
- To achieve a **distinction** apprentices must achieve **all pass criteria and all distinction criteria** as specified in the recording form.

A failure of one of the five tasks will result in a failure of the whole assessment component.

9. Re-sits & Re-takes

Apprentices who fail one or more assessments will be offered the opportunity to take a re-sit or re-take:

- A re-sit is where the apprentice takes the assessment again without the need for new learning
- A re-take is where the employer determines new learning is needed first.

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).

Assessment Method 1 – Knowledge Test

Provider & Employer Instructions

Ensure apprentice undertakes any further training as necessary.

Follow the same booking process as for the first sitting.

Assessment Method 2 – Professional Discussion

Provider & Employer Instructions

The IEPA will question the apprentice on the same subject area but using a different set of questions.

The Professional Discussion will be carried out in the same way as the original assessment.

Please refer to Assessment Instructions.

Submission must include

A new set of Recording Forms for the re-sit/re-take should be submitted. These must refer to the version of recording forms submitted originally.

Apprentice Instructions

If the re-sit/re-take relates to the Professional Discussion, you will be questioned on the same subject area but using a different set of questions.

Review your Portfolio of Evidence and the feedback you have been given in order to prepare for the IEPA's visit.

Assessment Method 3 – Practical Skills Test

Provider & Employer Instructions

Ensure apprentice undertakes any further training as necessary.

Book resit /retake following the same process as for the first sitting.

Apprentices will only have to resit or retake the failed tasks from the practical skills test and not the whole assessment method.

Appendix A – 9321-12 Vehicle Damage Paint Technician Specification

The specification below details what will be covered in the assessment of this standard.

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
K1	Expert working knowledge & understanding of automotive refinishing materials such as paint and fillers and their application techniques to deliver quality results.	**Automotive refinishing materials to include:** **Technical Data Sheets (TDS) and Material Safety Data Sheets (MSDS)** – The importance of technical data sheets and material safety data sheets, how to interpret the content and the consequences of failing to consult them. **Shelf life** – The importance of product shelf life and methods of checking. **Cleaners** – Types of cleaning agents and their uses to include solvent and water-based products. Application processes for cleaning agents. **Body/Finishing Fillers** - How to identify the appropriate filler for the panel material and extent/depth of damage, the properties of finishing fillers to include: body fillers, finishing fillers /2K stoppers, glazes, spray fillers and 1K stoppers. Techniques in mixing fillers, application methods and techniques, curing methods, sanding and shaping techniques. **Undercoats and primers** – Differences between 1K and 2K products, for example: mixing, curing and durability. Ingredients of a range of primers, for example, pigment types such as, anticorrosive pigments, resin/binder and solvents. Types of undercoats and primers to include: etch primer, non-sanding primer, filler primer, UV primer, epoxy primer, tintable	✓		

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		primer, plastic primer/adhesion promoter and sealers. Key features of undercoats and primers, for example substrates they are suitable for and the maximum film thickness. Use of aerosol undercoats and primers. **Seam sealers** – The purpose of seam sealers and where they are used on vehicle bodies. **Topcoats** – Types of topcoats, for example: High solids and compliant finishes, solid colour /direct gloss finishes, basecoat, blending clear, clearcoats to include: scratch resistant clearcoat and UV clearcoat, tinted clearcoat finishes. Matt and satin finishes and topcoats used in a 3 stage and 4 stage finishes. Ingredients of topcoats to include: solvent, resin/binder and effect pigments such as: metallic, pearlescent mica and Xirallic. Identify the purpose of and key features of coatings, for example, basecoats and clearcoats. **Hardener** – Purpose of hardeners, speed of hardeners, temperature ranges, factors which dictate their selection. **Reducer/thinners** - Purpose of reducers/thinners, types to include solvent and waterborne thinners, speed of thinners and factors which dictate their selection, such as ambient temperature. **Additives** - To include: fade out thinner/blender, speed additives, flex additive and textured additives. The purpose of individual additives and how they are used.			

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		Blending clears/materials for fade-out areas – The purpose of blending clears, when to use, mixing and application techniques. **Mixing of primers, undercoats and topcoats** –. Mixing sticks, types of mixing cup, to include versions used for Ultraviolet products, mixing ratios, identify why the stirring of products is essential before pouring or use, manual stirring methods, machine stirring, methods used to filter/strain mixed products and mixing formulas. **Application techniques for:** **Seam sealers** – Methods of application and techniques used to reproduce the profile of original seams. **Stone chip protection coatings** – Purpose of the coating, methods of application, reproducing textures and overcoating. **Aerosol products** – How to examine aerosols for damage how to identify when an aerosol is sufficiently mixed prior to application of the product and methods of cleaning the nozzle. **Topcoats and primers** - Methods of avoiding application defects, product selection based on the original finish, panel material, size of the repair, type of repair and the spraying environment. How to test spray patterns, spray application techniques to			

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		include, speed of travel, overlap, angle and distance, the reasons for “triggering” the spray gun and aerosols during the application process, arching the spray gun and when it is appropriate, the use of opacity markers/stickers and test cards when applying 3 stage and 4 stage painting processes, how application techniques can affect the colour match, appearance and gloss levels of the finish. The purpose of an effect/drop coat and the spraying techniques associated with the application process. Application techniques used for a range of repairs to include: spot repairs, edge to edge repairs, fade out and blend repairs and complete repaints. The importance of mirroring the refinishing processes stated in technical data sheet. **Fade out thinner/blender –** Purpose of fade out thinner/blender and where it is used, application techniques**,** the consequences of under and over application of the product.			
K2	Drying and curing techniques used in the finishing of vehicles.	**Drying and curing** – Define the differences between the drying and curing of a coating. **Methods of drying and curing** – Air drying using venturi driers, ambient temperature, ultraviolet, spray booth, auxiliary air movement systems and combination oven/spray booth. Short and mid-wave infrared, including: gas types and layouts associated with infrared drying, such as, portable and fixed systems. Heat transfer methods such as, conduction and radiation. Identify refinishing products which dry by evaporation and chemical interaction.	✓		
K3	Body Paint Repair tools, equipment and devices used in theprocess e.g. mixing systems, spray guns nozzles and paint.	**Tools, equipment and devices used in the refinishing process to include:** Interpreting data and manuals, safe use, set up, operation and	✓		

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		shutdown procedures, maintenance and repair relevant to the job role. Procedures to prevent cross-contamination when working on vehicles with mixed panel materials, such as aluminium and steel. **Compressors and compressed air supply systems**: Hazards and risks associated with compressed air and safe use of compressed air systems. Types of compressor and interpretation of their specifications. Compressor system components, such as air dyers. Compressed air ring main construction, air lines, air connectors, air filtration, charcoal filters, regulators, pressure gauges and air fed respirators. **Panel stands** – Panel mounting, adjusting and securing. **Cleaning** – Degreaser/cleaning agent dispensers, plunger cans, pump/trigger sprays, cleaning cloth dispenser, static removal guns, air dusters and spray gun cleaning machines. **Sanding** - Types of sander, sander orbit sizes, sanding blocks, interface pads and extraction equipment, to include extraction units which are appropriate for aluminium dust. **Colour matching** - daylight/colour matching lamp, spectrophotometer/digital colour retrieval devices, colour swatches/chips, colour directories, spray-out cards and lightbox. **Mixing** - Mixing/ratio sticks, viscosity measurement devices Smart/digital scales, paint mixing systems, software, computerised devices and programs. Mixing machine/ paint/stirring racks, mixing lids and stirring blades, colour adjustment charts/information and spray gun mounted mixing cup and strainer systems.			

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		Masking – Masking material dispensers, safety blades/cutters, trim lifting cord kit. **Paint application** - Types of spray guns to include compliant systems, gravity feed and suction feed, spray gun specifications/ set ups, spray gun components and their function, spray patterns, how to identify spray gun faults and rectify them. **Drying equipment** - Air dryers/venturi systems, spray booth, booth auxiliary air drying systems, infrared systems and "cold curing" using ultraviolet light. Spray, bake and flash-off cycles and spray booth filtration systems. **Paint assessment** – The purpose of paint assessment tools to include: I. paint thickness gauges II. types of paint thickness gauge III. gloss meter IV. how calibrate and use paint assessment tools **Polishing** – Types of polisher such as: random orbit/dual action and rotary, types of compound and polishing heads to include foam and wool.			
K4	Substrates such as metal (steel/alloy) along with carbon fibre &glass reinforced plastic to select the correct refinish process and materials.	**Substrates** - Ferrous and non-ferrous materials to include: steels, such as: high strength, ultra-high strength and galvanised. Alloys, aluminium alloys, composite materials, for example: carbon fibre, glass reinforced plastic and sheet moulded compound. The range of plastics found in vehicle construction, panel manufacturer primed panels, pre-painted substrates and original finishes. Methods which are used to prepare a range of substrates to accept undercoats and	✓		

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		topcoats. **Methods of identifying substrates** - Use of researched repair methods, identification codes on plastics, physical appearance, characteristics such as: weight, magnetic properties, flexibility of the substrate and tests on painted surfaces to confirm the type of finish. **Refinishing materials** - Identify the range of materials used for each stage of the refinishing process, the purpose of the materials and their limitations. Define how the size of the repair, the type of substrate, humidity and environment temperature can dictate the selection of materials. **Paint refinishing processes and materials.** **Advanced Driver Assistance Systems (ADAS)** – Identify advanced driver assistance systems, how to locate advanced driver assistance components that may be affected by the refinishing process. The consequences of repairing substrates/panels that cover or contain ADAS components. **Environmental contamination, damage and defects caused to substrates to include**: Collision/impact damage, such as gouges, scratching and dents. Damaged caused by bird droppings, car washing abrasions, colour fading, corrosion and rust, residue from the impact of insects, tar spots, tree sap and stone chips. **Preparation** – Preparation of the range of substrates previously listed under the header “Substrates” to include:			

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		cleaning, removing release agents from plastics by pre-heating, sanding, applying and shaping finishing fillers. Dust removal, static removal, masking and applying seam sealers. Defects that may occur during the processes of preparation and methods used to rectify them. **Materials** - Cleaning agents, cloths, types of abrasive such as: sheets, discs, foam backed pads and fibre pads. Grades of abrasive and abrasive designs to aid dust extraction. Types of seam sealer, disposable nozzles, spreaders, tack cloths, masking papers, masking sheeting, fine line tapes, masking tapes, foam tapes, swage/transition tapes and trim tapes. **Colour physics –** The importance and relevance of colour theory. Colour spectrum, colour circle, primary colours, secondary colours, tertiary colours, paint manufacturers colour information, how we see and perceive colour, absorption and reflection of colour. Colour appearance, based on: hue, chroma and lightness, the effects of different light sources on colour and metamerism. **Colour identification and matching** – Methods that can be used to identify the type of finish, colour matching techniques, methods of colour retrieval, colour mixing and adjustment methods. **Primers and topcoats** - How to determine the correct selection of primers and topcoats according to the substrate, the size of repair, type of repair and the spraying environment, for example, temperature and humidity. (See section K1 for materials and application techniques)			

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		Drying and curing – How drying methods vary depending on the substrate and vehicle technology, electronic and sensitive components. Identify defects which may occur from force drying and curing. **Compounding and polishing** – Methods of protecting trim, swages and adjacent panels. De-nibbing processes, hand and machine applications of products, application pressure, machine speeds and techniques relative to the substrate and the panel shape/contour. Compound and head selections relevant to the paint defect, depth of cut and colour of the finish. Cleaning/degreasing the surface after compounding, methods used to assess the quality of work, defects and blemishes. Economic use of compound and polish/wax. Types of refinish defects that can be rectified by machine compounding and polishing to include minor scratches, colour fading, de-nibbing and sanding marks and orange peel. Paint defects that can be caused by compounding, for example: halo effect, swirls, scratches, paint softening and burning. Paint removal, loss of gloss and panel distortion. **Materials** – Cleaning agents, abrasives, microfiber cloths, compounds and waxes.			
K5	Safe handling and risks in the management of solvents, high voltage components, conventional and alternate fuelled vehicles and other areas of significant risk.	**Safe handling and risks in the management of solvents to include:** Personal protection, hazards and risks associated with solvents and their use, methods of assessing and reducing risks, use of local exhaust ventilation/extraction, locating and interpreting safety information, pictograms, terminology and acronyms. Relevant health and safety legislation and directives, for example: Control of Substances Hazardous to Health, Environmental protection Act (EPA), ATEX and	✓		✓

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		explosive atmospheres, methods of controlling the release of Volatile Organic Compounds (VOCs) and VOC legislation. The consequences of failing to comply with current directives and legislation. Compliance and best practices when dealing with solvents, such as: identifying and selecting low solvent 'compliant' products, storage and the importance replacing caps, tops and lids immediately after use to prevent vapour/fume escaping. Economic use of solvents and disposal, safe use of aerosols, to include checking for damage and deforming, storage, safe application and methods of disposal. **Safe handling and risks in the management of vehicles to include:** Conventional vehicles and alternative fuelled vehicles such as, hybrid and fully electric vehicles. Compliance relevant to working and driving vehicles for example: appropriate insurance, possessing a driving licence, how to identify classes/categories of vehicles which are covered by the licence. Legislation and directives to include Electricity at Work Regulations and the Health and Safety at Work Act. Methods and reasons for quarantining vehicles with electrical faults, displaying "high voltage" signage, the effects of heat on components to include: high voltage/high energy batteries and thermal runaway. Electric and hybrid vehicle overview, how to identify each type, safe working practices, methods of high voltage system and component identification, risks of electrocution and actions to take if this happens to a colleague. Methods of locating information regarding vehicle operation on unfamiliar types of vehicle and dashboard symbols. Vehicle modes, for example, "ready mode", shutdown and isolation procedures			

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		and “power up” procedures. **Other areas of significant risk to include:** The risks associated with fire and explosion within mixing rooms and spray booths and environments which contain airborne dust. Risks associated with spraying vapour and products which contain isocyanates.			
K6	Calculation/estimation of paint volume requirements per job.	**Calculation and estimation of paint volumes to include:** Identify how material quantity is determined by the type of finish, area of the repairs and refinishing task, application technique, spray gun set up, opacity and the type of substrate. Methods used to estimate and calculate paint quantities per job, how to make manual calculations to determine total mixed quantities, computerised calculations using paint manufacturers’ software, researched repair methods and estimate guides, economical use of materials and how to avoid excessive waste. Use of computer-based features and menus such as locating previous mixes in the “history” menu, methods of avoiding over-pouring during mixing, methods used to ensure accurate mixing and colour matches.	✓		
K7	Health & Safety and compliance requirements of a collision repair business such as control of substances.	**Health and safety compliance to include:** Current**,** relative directives and legislation (see examples in section K5) the importance of safety specific work-related inductions, training and mentoring new staff, roles & responsibilities, Personal Protective Equipment (PPE), workshop layouts, designated walkways, workshop signage, safe working practices, hazards and risks and how to reduce them, moving loads, safe lifting techniques, maintaining the working environment, safety data sheets, exposure limits and methods to protect others. Monitoring and protection from noise, respiratory protection,	✓	✓	✓

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		breathing air quality, health surveillance, skin care, and hygiene. Storage of flammable, explosive and hazardous materials, workshop procedures, to include: fire evacuation procedures, reporting procedures, waste disposal, and use of coagulant agents for wastewater waterborne paints. Recycling procedures for waste materials, environment protection procedures and first aid procedures.			
K8	Their direct commercial productivity and efficiency impact of their role within the whole repair process such as understanding causes for paint defects to reduce waste and the techniques required to prevent these e.g. paint runs. The impact of rework on resources and reputation.	**Commercial productivity and efficiency to include:** Methods to remain productive and efficient, a right first-time approach to working, the importance of punctuality, attendance and flexibility. The importance of meeting agreed timescales, time management, multi-tasking, teamwork, collaborative work with other departments, remaining focused and avoiding distractions, reviewing and improving on methods of working, methods of accurately communicating information and the consequences of failing to maintain tools and equipment. Consulting technical information and research repair methods, undertaking training to remain competent in current and evolving repair techniques, the importance of knowing how to proficiently operate computer-based devices and software. **Primer and topcoat defects** – The consequences of refinish defects, for example material waste, addition labour and reduced profits. Defects, to include: loss of adhesion, clouding/mottling, mapping, dirt inclusions, loss of, or reduced gloss levels, orange peel, solvent popping, water spotting, visible pinholes in finishing filler, poor opacity, runs and halo effects. Method to prevent refinish defects and rework.		✓	

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		Impact of rework to include: Increased resources, increased staff hours, reduced profits, increased timescales, poor customer feedback, disputes, damaged reputation, staff demotivation, loss of future work and reduced trust.			
K9	Quality control process and the implications of poor-quality repairs.	**Quality control process to include:** The importance of quality control structured and standardised processes, roles and responsibilities in the process**,** self – assessment of the quality of your own work, inspection checklists and quality control documentation. Quality kitemarks, the monitoring of technician performance and drawing conclusions. Methods which can be used to review and improve quality. **The implications of poor-quality repairs -** Liability for repairs that fails to return the vehicle to its original condition and specifications, potential detrimental effects on Advanced Driver Assistance Systems (ADAS), customer complaints, poor customer feedback and breakdown in customer relationships. Reduced business/work and profits, staff redundancies and staff disciplinary.		✓	

Contact Us

EPA Gateway Team: Initial Reservation & Gateway	epa.gateway@cityandguilds.com
EPA Events Team: Bookings & Cancellations (Post Gateway)	EPA@cityandguilds.com
EPA Customer Success Team: Including EPA Pro support	onboardingEPA@cityandguilds.com
Technical Advisors: Sector Specific Guidance	Technical Advisors contact details
City & Guilds Sales Team	directsales@cityandguilds.com
ILM Sales team	01543 266 867 customer@i-l-m.com
City & Guilds Customer Services team	0844 543 0000 (option 5 EPA) centresupport@cityandguilds.com
ILM Customer Services team	01543 266 867 customer@i-l-m.com
Digital Sales: on-programme delivery resources	Digitalsales@cityandguilds.com
Digital Credentials	digitalsupport@cityandguilds.com
Digital Credentials: bulk email uploads	DCServiceTeam@cityandguilds.com

Who we are

City & Guilds Limited (Registered Company 16513878) is the Awarding Organisation for City & Guilds qualifications.

About City & Guilds

City & Guilds is the global skills partner, empowering people, organisations and economies to develop the skills they need for growth. With almost 150 years of trusted expertise, we support people into work, help them develop on the job and move into the next job.

We work with Governments, employers, training providers, colleges and industry stakeholders to design and deliver high-quality training, qualifications, assessments and credentials that lead to meaningful career progression. We understand the life changing link between skills development, social mobility and success. Our solutions span critical sectors including construction, engineering, transport, energy and electrical, serving over 1 million learners annually.

Through our comprehensive portfolio of brands and trusted global network, we set industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We believe you can achieve your potential - and we're here to help make it happen.

City & Guilds

5–6 Giltspur Street
London EC1A 9DE
www.cityandguilds.com

Every effort has been made to ensure that the information contained in this publication is true and correct at time of publication. However, City & Guilds products and services are subject to continuous development and improvement, and the right is reserved to change products and services from time to time. City & Guilds cannot accept responsibility for any loss or damage arising from the use of information in this publication.

©2025 City & Guilds Limited (Reg No 16513878). All rights reserved. City & Guilds is a trademark of City & Guilds Limited.