

# City & Guilds Level 3 End-point Assessment for Vehicle Damage Panel Technician (9322-12)

**Provider & Employer Pack**

**Standard: ST0403**

**EPA Plan: Versions 1.0. 1.1 and 1.2**

**QN: 610/0640/3**

Version 3.2

Last modified March-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	Removal of additional hurdles in 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	<p>Front cover updated to state this pack is for assessment plan 1.0, 1.1 and 1.2.</p> <p>Information about the following updated:</p> <ul style="list-style-type: none"> <li>• Digital credentials section</li> <li>• English and maths requirements</li> <li>• on programme requirements</li> <li>• all reference to planning meetings removed</li> <li>• reference to IfATE replaced with Skills England</li> </ul> <p>Practical Skills Test</p> <ul style="list-style-type: none"> <li>• Reference to 'versions' for the practical skills test have been removed.</li> <li>• Wording of the tasks in the apprentice instructions have been updated to reflect the same wording in the generic and provider and employer instructions.</li> </ul>	<p>Front cover and section 1</p> <p>1, 3, 4 and 8</p> <p>8</p>

# Contents

<b>1. Apprenticeships</b>	<b>5</b>
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	10
<b>2. The Apprenticeship Standard</b>	<b>12</b>
The Occupational Role	12
The Occupational Standard	12
Knowledge, Skills & Behaviours	13
Grading Descriptors	16
<b>3. Gateway</b>	<b>21</b>
<b>4. Timetable for End-point Assessment</b>	<b>22</b>
Summary Timescales	26
<b>5. End-Point Assessment Resources</b>	<b>27</b>
<b>6. Assessment Instructions: 301 Knowledge Test</b>	<b>28</b>
Assessment Specification	28
Provider & Employer Instructions – 9322-301	29
<b>7. Assessment Instructions: 703 Professional Discussion</b>	<b>31</b>
Assessment Specification	31
Generic Specification	32
Provider & Employer Instructions – 9322-703	34
Apprentice Instructions – 9322-703	40
Portfolio of Evidence Checklist	45
<b>8. Assessment Instructions: 701 Practical Skills Test</b>	<b>46</b>
Assessment Specification	46
Generic Specification	47

Provider & Employer Instructions – 9322-701.....	50
Apprentice Instructions – 9322-701 .....	58
<b>9. Re-sits &amp; Re-takes .....</b>	<b>63</b>
Assessment Method 1 – Knowledge Test.....	63
Assessment Method 2 – Professional Discussion .....	63
Assessment Method 3 – Practical Skills Test .....	64
<b>Appendix A – 9322-12 Vehicle Damage Panel Technician.....</b>	<b>65</b>
<b>Contact Us.....</b>	<b>74</b>

# 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 Panel Technician (9322-12) 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 & 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**

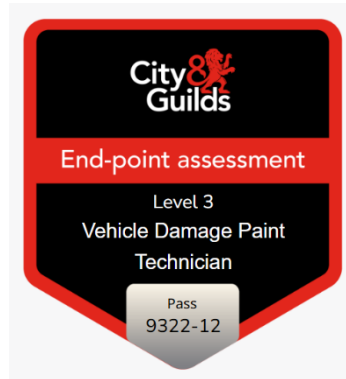
A printed EPA Statement of Achievement will be issued to each successful apprentice.

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 of a Pass credential 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](mailto: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 Panel Technician works within the Collision Repair workshop, demonstrating expert working knowledge in relation to the removal, repair and replacement of vehicle body panels to vehicle manufacturer specification.

The vehicles can include cars and light commercial vehicles. A technician is able to work independently and as part of a team following a defined process, using their skills to correctly identify the different body panel types and have the ability to use the correct repair tools to carry out the work to the highest possible standard.

With motor vehicle technology changing all the time, panel technicians keep up to date with the most relevant equipment and advanced repair techniques within the automotive industry. They do so by adhering to the manufacturer's literature and modification bulletins.

The equipment they use can include jigs, resistance welding equipment, riveting and bonding tools, as well as new equipment such as Reinforced Plastic Carbon Fibre diagnostic ultrasound tools. A competent Vehicle Damage Panel Technician will meet the competency requirements set out in the Knowledge, Skills & Behaviours table below.

### 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	Motor vehicle chassis and body alignment, e.g., underbody measurement and its impact on suspension and steering geometry	Knowledge Test
K2	Vehicle body types, panel identification, safety systems, materials and alternative fuel	Knowledge Test, Practical Skills Test
K3	Use of Body Panel Repair tools, equipment and devices used in the process e.g., alignment jigs, resistance welding equipment, riveting and bonding tools	Knowledge Test
K4	Removal and replacement of body panels and associated parts e.g., mechanically fixed components, chemically fixed components	Knowledge Test
K5	Interpretation of technical data for joining techniques and replacement panels	Knowledge Test
K6	Quality control process and the implications of poor quality	Professional Discussion
K7	Knowledge of key process for vehicle panel repair such as Welding utilising either Tungsten, Inert Gas (TIG) and Metal, Inert Gas (MIG) & brazing along with spot welding, riveting utilising self-piercing rivets and utilising panel adhesive bonding as specified by the manufacturer	Knowledge Test
K8	Health & Safety and compliance requirements of the bodyshop industry	Knowledge Test, Professional Discussion, Practical Skills Test

Ref.	Knowledge and understanding	Assessment Method
K9	Their direct commercial productivity and efficiency impact of their role within the whole repair process. e.g. understanding the cost of mistakes and the need for accuracy. The impact of rework on resources and reputation	Professional Discussion

Ref.	Skills	Assessment Method
S1	Ability to undertake appropriate job preparation prior to commencing repair, including safety precautions, panel preparation and body measurements	Practical Skills Test
S2	Ability to identify the material used in the construction to enable the correct joining techniques and manufacturer specifications to be adhered to	Practical Skills Test
S3	Ability to interpret relevant technical data and methods to make sure that any joints are in line with vehicle manufacturer specification and the vehicle/body panels are aligned correctly	Practical Skills Test
S4	Ability to identify and understand the correct joining technology, e.g., when to use resistance spot welding or mig brazing or bonding	Practical Skills Test
S5	Ability to remove, repair and replace vehicle body panels and components of the vehicle safely and efficiently	Practical Skills Test
S6	Ability to identify and operate the correct repair tools, equipment and devices used in the process, panel pulling systems, jig and alignment tools, spot welders, brazing tools	Practical Skills Test
S7	Ability to identify and communicate supplementary damage such as panels that were deemed to be reparable but once worked on were found to be beyond repair, along with damage that could not be established on original inspection	Practical Skills Test
S8	Ability to detect and rectify faults within a vehicle's structure that's integral to its safety	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	Professional Discussion, Practical Skills Test
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 engage 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	Demonstrate the ability to effectively communicate	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
48-55	Pass
56-60	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
<b>Core Knowledge, Skills and Behaviours</b>		
K6, K9	Pass	<ul style="list-style-type: none"><li>Discuss the importance of the quality control process and explain the implications of poor-quality repairs on the customer e.g., exceeded expectations in terms of quality of repair, by reducing wastage and resource and a re-work activity undertaken.</li></ul>
K8, B1	Pass	<ul style="list-style-type: none"><li>Identify the main Health &amp; Safety and compliance requirements of a collision repair business, e.g., COSHH, HASAWA, EPA. (K8, B1)</li></ul>
B2	Pass	<ul style="list-style-type: none"><li>Demonstrate when they have operated as an effective team member and taken responsibility, e.g., when they have contributed to solving a problem by listening and sharing their ideas in an effective manner, how they respected others' views, how they ensured deadlines were met, how they identified roles,</li></ul>

Area of the Standard to be tested	Grade	Grade descriptor
		responsibilities and accountabilities in a task and the importance of fulfilling their part. (B2)
B2	Pass	<ul style="list-style-type: none"> <li>• Demonstrate the benefits of being honest and accountable when things go wrong, e.g., when something went wrong, how they behaved, what was learnt from this experience and how they would deal with future issues as a result. (B2)</li> </ul>
B2	Pass	<ul style="list-style-type: none"> <li>• Demonstrate how they have tracked their own progress and informing others if deadlines are at risk. (B2)</li> </ul>
B3	Pass	<ul style="list-style-type: none"> <li>• Demonstrate the benefits of understanding their role in the wider business by making opportunities to understand how other roles contribute to their work output, e.g., how they have supported another department, given that extra effort to support colleagues within that department and how this linked back into their own areas. (B3)</li> </ul>
B4	Pass	<ul style="list-style-type: none"> <li>• Demonstrate how they have committed to customer service and how they meet deadlines by being flexible with their time and willingness to take on tasks outside of their job role to ensure goals are met. (B4)</li> </ul>
B5	Pass	<ul style="list-style-type: none"> <li>• Demonstrate how they have taken responsibility for personal and professional development, keeping knowledge and skills up to date with emerging technology to perform the role effectively. (B5)</li> </ul>
B7	Pass	<ul style="list-style-type: none"> <li>• Demonstrate how they have effectively communicated with customers and colleagues, providing an example of how they explained the repair requirements to a customer, using straightforward language. (B7)</li> </ul>
K9	Pass	<ul style="list-style-type: none"> <li>• Describe the main impact in terms of how their direct commercial productivity and efficiency has an impact within the whole repair process, e.g., impact in the repair cycle and key to key times within the business. (K9)</li> </ul>

## 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
<b>Core Knowledge, Skills and Behaviours</b>		
K6, K9	Distinction	<ul style="list-style-type: none"> <li>Explain the implications of poor-quality repairs beyond the immediate customer. e.g., impact on reputation and repeat business, liability of organisation, cost to company if rework required. Suggests ways to improve quality control in their work area and explain the impact on efficiency.</li> </ul>
K8, B1	Distinction	<ul style="list-style-type: none"> <li>Demonstrate an understanding of where to improve Health &amp; Safety within their workplace, including action taken, e.g., improved the audit of checks for COSHH related equipment with an example of an improvements they have made.</li> </ul>
K8	Distinction	<ul style="list-style-type: none"> <li>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.</li> </ul>
B4	Distinction	<ul style="list-style-type: none"> <li>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.</li> </ul>
B5	Distinction	<ul style="list-style-type: none"> <li>Explain the likely impact of emerging technology on their role.</li> </ul>
B7	Distinction	<ul style="list-style-type: none"> <li>Provide an example of having dealt with a situation that required resolving to a satisfactory outcome by including at least 2 different styles of communication to resolve a concern or complaint, e.g., face-to-face, telephone, letter and email.</li> </ul>

## 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
<b>Core Knowledge, Skills and Behaviours</b>		
S1, S5, B1, K2, K8	Pass	<ul style="list-style-type: none"><li>Carry out preparation and repair tasks in a safe and efficient manner, comply with all business operating procedures and policies.</li></ul>
S2, S3, S4	Pass	<ul style="list-style-type: none"><li>Complete all joining tasks correctly and to the required specification using the appropriate joining technology.</li></ul>
S6	Pass	<ul style="list-style-type: none"><li>Work in a logical sequence using the right and correct tools, equipment, and devices for the job.</li></ul>
B6, S8, S7	Pass	<ul style="list-style-type: none"><li>Detect faults appropriately and anticipate problems, putting steps in place to avoid them; where problems do occur, explore and address the cause without compromising the structural integrity and safety of the vehicle.</li></ul>
S3	Pass	<ul style="list-style-type: none"><li>Use data available to inform preparation and confirm post -repair checks.</li></ul>

## 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
<b>Core Knowledge, Skills and Behaviours</b>		
S6, K8, B1	Distinction	<ul style="list-style-type: none"> <li>Comply with legal requirements when handling and disposing of used materials and debris. Explain the implications of not following the legal and company safety requirements.</li> </ul>
S6, K8, B1	Distinction	<ul style="list-style-type: none"> <li>Outline the importance of tool and equipment maintenance and explain the implications of not maintaining them.</li> </ul>
B6, S8, S1, S3	Distinction	<ul style="list-style-type: none"> <li>Carry out diagnostics in a systematic way, taking reference from diagrams and data and evaluates potential problems well in advance. Carry out secondary tests to confirm results.</li> </ul>
S5, S6	Distinction	<ul style="list-style-type: none"> <li>Select tools and equipment that ensures the tasks are completed in the most efficient way, and where appropriate, check that they are correctly calibrated.</li> </ul>
S5, K2	Distinction	<ul style="list-style-type: none"> <li>Demonstrate an in-depth understanding of the tasks, describe how they verified the correct rectifications for complex tasks and explain the use of checking schedules.</li> </ul>
B1	Distinction	<ul style="list-style-type: none"> <li>Distinguish between the complexity of varying procedures, evaluate best practice and outline the value of detailed record keeping. Categorise procedures by their importance.</li> </ul>

### 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 completed at least 12 months on-programme.

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
<p><b>Provider &amp; Employer</b></p> <ul style="list-style-type: none"> <li>• Reviews progress as part of their regular performance management process and ensures apprentice's performance is on track.</li> <li>• Identifies any gaps and creates a plan with the apprentice.</li> <li>• 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.</li> <li>• Ensures the apprentice fulfils the English and mathematics requirements in line with the apprenticeship funding rules.</li> <li>• Enrols apprentice on EPA Pro and provides 'Expected Date Ready for EPA'.</li> </ul>	<p>n/a</p>
<p><b>Apprentice</b></p> <ul style="list-style-type: none"> <li>• Fulfils the English and mathematics requirements in line with the apprenticeship funding rules.</li> <li>• 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.</li> </ul>	<p>Starts to collate: Portfolio of Evidence, typically during the last months of the apprenticeship</p>

Gateway Process	Evidence & Forms
<p><b>Employer</b></p> <ul style="list-style-type: none"> <li>• Reviews progress and ensures the apprentice is ready for EPA.</li> <li>• Reviews evidence to confirm that it is appropriate and</li> </ul>	<p>Signs: Declaration of Authenticity</p>

Gateway Process	Evidence & Forms
sufficient to meet the Standard.	
<p><b>Apprentice</b></p> <ul style="list-style-type: none"> <li>• Must have been on programme for the minimum time required, in line with the apprenticeship funding rules.</li> <li>• Completes and submits evidence and forms.</li> </ul>	<p>Submits to provider:</p> <ul style="list-style-type: none"> <li>• Apprentice Gateway Declaration</li> <li>• Level 3 Vehicle Damage Panel Technician Portfolio Header and Declaration Form</li> <li>• Portfolio of Evidence Checklist</li> <li>• Portfolio of Evidence</li> </ul>
<p><b>Provider – on EPA Pro</b></p> <ul style="list-style-type: none"> <li>• Books EPA on the EPA Pro portal, in line with City &amp; Guilds booking timelines in the EPA Manual.</li> <li>• Makes City &amp; Guilds aware of any additional needs of the apprentice so that they can review reasonable adjustments – see the current policy on the City &amp; Guilds website, under <a href="#">EPA Documents Library</a></li> <li>• Completes Provider Gateway Declaration <b>on behalf of the employer and tutor.</b></li> <li>• Uploads evidence and forms onto EPA Pro.</li> </ul>	<p>Signs:</p> <p>Declaration of Authenticity</p> <p>Completes on EPA Pro:</p> <ul style="list-style-type: none"> <li>• Provider Gateway Declaration</li> </ul> <p>Uploads onto EPA Pro:</p> <ul style="list-style-type: none"> <li>• Apprentice Gateway Declaration</li> <li>• List evidence &amp; Forms</li> </ul>
<p><b>IEPA</b></p> <ul style="list-style-type: none"> <li>• Lists action if involved in confirming that Gateway requirements have been met (3 working days).</li> </ul>	<p>Completes:</p> <ul style="list-style-type: none"> <li>• the EPA Pro booking details (i.e. dates and times) and places them in their calendar. The IEPA also requests a GTM link for remote PD</li> </ul>

Gateway Process	Evidence & Forms
	as applicable
<b>City &amp; Guilds EPA Gateway Team</b> <ul style="list-style-type: none"> <li>Formally confirms when all the Gateway requirements have been met.</li> </ul>	n/a
<b>City &amp; Guilds EPA Team</b> <ul style="list-style-type: none"> <li>Agrees with the provider and IEPA a mutually convenient date for the EPA Events.</li> </ul>	n/a

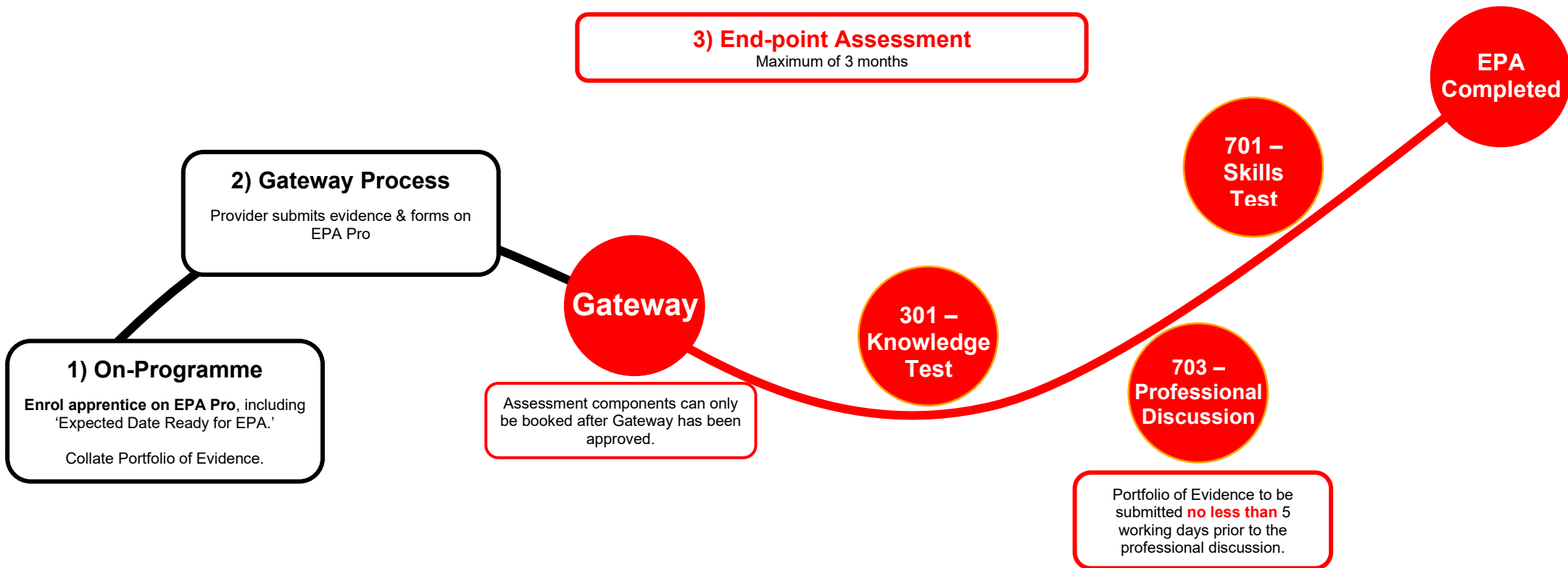
End-point Assessment	Evidence & Forms
<b>Apprentice</b> <ul style="list-style-type: none"> <li>Completes End-point Assessments in the following order: 301: Knowledge Test 703: Professional Discussion 701: Practical Skills Test.</li> </ul>	
<b>Employer</b> <ul style="list-style-type: none"> <li>Ensures the apprentice has access to the resources required for the assessments (see the <a href="#">Resources</a> section).</li> </ul>	Submits to provider: <ul style="list-style-type: none"> <li>Declaration of Authenticity</li> </ul>
<b>Provider</b> <ul style="list-style-type: none"> <li>Submits evidence and forms.</li> </ul>	Uploads onto EPA Pro: <ul style="list-style-type: none"> <li>Declaration of Authenticity</li> </ul>
<b>IEPA</b> <ul style="list-style-type: none"> <li>Reviews the apprentice's Portfolio of Evidence prior to EPA events.</li> <li>Chooses questions from the City &amp; Guilds question bank and those generated by themselves for Professional Discussion.</li> <li>Carries out End-point Assessments.</li> <li>Marks each assessment, communicates the results to the LIEPA, via EPA Pro within the SLA three-days.</li> </ul>	Completes: <ul style="list-style-type: none"> <li>Professional Discussion: Recording Form – Production/Assembly</li> <li>Practical Skills Test: Recording Form – Level 3 Vehicle Damage Panel Technician</li> </ul>

End-point Assessment	Evidence & Forms
<ul style="list-style-type: none"> <li>Provides feedback for assessments in EPA Pro.</li> </ul>	<ul style="list-style-type: none"> <li>Practical Skills Test: Grading Descriptors Table – Level 3 Vehicle Damage Panel Technician</li> <li>End-point Assessment Grading Form</li> <li>Apprentice Feedback Form</li> <li>End-point Assessment Pass+ Feedback Form</li> </ul>
<p><b>LIEPA</b></p> <ul style="list-style-type: none"> <li>Samples and quality assures assessments.</li> <li>Confirms overall grade to EPA Team.</li> </ul>	<p>Reviews:</p> <ul style="list-style-type: none"> <li>EPA Recording Forms</li> <li>Overall Grade Recording Form</li> </ul>
<p><b>City &amp; Guilds EPA Team</b></p> <ul style="list-style-type: none"> <li>Communicates the results to the Provider via EPA Pro.</li> <li>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.</li> </ul>	<p>n/a</p>

## 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](http://www.cityandguilds.com)



## 5. End-Point Assessment Resources

Please see separate **9321-22 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, K7, K8 Skills: N/A Behaviours: N/A	X/P/D

## Provider & Employer Instructions – 9322-301

### Knowledge Test

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

- Sharing the 9322-301 assessment specification as well as the Vehicle Damage Panel Technician standard (see section 2 of this document)
- Encouraging apprentices to sit the sample multiple choice paper under invigilated exam conditions (available on the 9322 webpages [www.cityandguilds.com](http://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

<b>Number of questions</b>	60
<b>Marks available</b>	60 (1 mark per question)
<b>Grading</b>	<p>P/D/X</p> <p>To achieve a Pass the apprentice must achieve a minimum of 48 marks (48 questions correct).</p> <p>To achieve a Distinction the apprentice must achieve a minimum of 56 marks (56 questions correct).</p>
<b>Type of questions</b>	Multiple choice
<b>Time allowed</b>	90 minutes
<b>Information</b>	<p>The test will be carried out online and marked electronically<sup>1</sup>.</p> <p>Apprentices must take the knowledge test in the presence of an EPAO administrator/invigilator.</p>

---

<sup>1</sup> A paper-based version will be available for reasonable adjustments

The maximum administrator/invigilator to apprentice ratio must be 1 to 10 if face-to- face; or 1 to 5 if remote.

The knowledge test 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: K6, K8, K9 Skills: N/A Behaviours: B1, B2, B3, B4, B5, 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 – 9322-703

### 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 – personal and professional 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 Panel 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 – 9322-703

## 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?

## 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 58.

## 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 Panel 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?	
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?	
<p>* 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</p>		
<p><b>Reminder:</b> The Apprentice must upload the completed 'Portfolio of Evidence Checklist' to EPA Pro in Word format.</p>		



## 8. Assessment Instructions: 701 Practical Skills Test

### Assessment Specification

Description	Coverage	Grade
Practical Skills Test	Knowledge: K2, K8 Skills: S1, S2, S3, S4, S5, S6, S7, S8 Behaviours: B1, B6	X/P/D

## Generic Specification

The practical test is comprised of five separate tasks which are not linked. The practical test will take 12 hours (if a universal measuring system has been selected for the misalignment task) or 13 hours (if a fix bracket system has been selected for the misalignment task). 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 E**

**Day 2 – Task C**

**Day 3 – Task D**

The tasks are as follows:

### **Task A: Remove and replace body panels and identify and communicate supplementary damage**

#### **Overview**

The candidate is required to:

- Remove a combination of 2 adjacent body panels (bolted type).
- Identify supplementary damage and report/suggest the correct rectification process required.

The candidate will be able to:

- Remove 2 adjacent panels with a bolt on fitting.
- Identify any supplementary damage and explain the correct rectification process to the assessor.
- Replace and align the panels in accordance with the vehicle manufacturer's specification.

#### **Justification**

The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify any supplementary damage effecting the repair and the process to align body panels.

#### **Time allowed**

Task shall not exceed 1 hours 30 minutes total.

### **Task B: Select and operate panel pulling equipment, repair tools and complete the repair**

#### **Overview**

The candidate is required to:

- Repair damage to a door using correct panel pulling equipment and tooling.
- Finish the repair to industry standard using appropriate filing and filling techniques.

The candidate will be able to:

- Select and use the correct method to remove damage using panel pulling equipment and correct tooling to remove damage to between 0mm to 2mm tolerance prior to applying filler.
- Reinststate contours using appropriate methods.

### **Justification**

The practical task is designed to assess the candidate on the skills and knowledge gained, allowing for accurate repair and filing/filling techniques associated in the panel repair functions of a business.

### **Time allowed**

Task shall not exceed 2 hours total.

## **Task C: Rectify vehicle misalignment**

### **Overview**

The candidate is required to:

- Mount the vehicle onto the jig system
- Correctly measure the vehicle misalignment using the relevant jig data
- Record damage measurement of damaged vehicle and compare to data sheet, then communicate to the assessor the correct rectification process to realign body
- Rectify the damage by using the appropriate pulling and safety equipment.

The candidate will be able to:

- Correctly mount a vehicle onto a jig system (fix bracket or universal measuring system)  
*Please note: the apprentice must use 4 measuring points or 4 jig brackets, (dependent on system selected) to ensure vehicle is correctly aligned on the jig prior to identifying damaged area.*
- The apprentice must then use a minimum of 4 additional measurement points or fix brackets to identify misalignment.
- From their data sheet recordings, communicate to the assessor the process of realignment required.
- The apprentice must then realign the vehicle back to within the original data sheet tolerances.  
*Please note: the time for this task does not relate to the removal of any suspension, running gear or parts obstructing the measuring points, these must be removed from the vehicle prior to the apprentice undertaking this task if access is needed.*

### **Justification**

The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify vehicle misalignment and skills to realign a vehicle structure back to manufacturers tolerances associated in the panel repair functions of a business.

### **Time allowed**

Task shall not exceed the following times:

3 hours and 30 minutes for using a fix bracket system or 2 hours and 30 minutes for a using a universal measuring system. Plus 1 hour for the rectification/pulling procedure.

## **Task D: Joining technology**

### **Overview**

The candidate is required to:

- Remove a damaged section of between 300mm to 350mm minimum/maximum in length, following approved methods and using correct tools.
- Align and replace the section using, bonding, riveting, spot welding, brazing, MIG and MAG welding techniques.

The candidate will be able to:

- Remove damage from an approved sill section placed on a rig, following appropriate methods, using correct measurements, drilling techniques and cutting techniques.
- Replace the damaged section with a new part following supplied joining methods, achieving the correct penetration, heat bands and weld caps.

### **Justification**

The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to remove a damaged section and replace using methods associated in the panel repair functions of a business.

### **Time allowed**

Task shall not exceed 4 hours and 30 minutes total.

## **Task E: Methods Deviation**

### **Overview**

The candidate is required to:

- Identify a deviation for a less intrusive repair on a cosmetic panel using a repair method.

The candidate will be able to:

- Review an image of a damaged area of a sill panel and move the cut lines to accommodate a less intrusive repair (the repair method for this task, should only cover a full sill replacement for this task).
- Include in their report the joining technologies/methods that would be used.

### **Justification**

The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify and record the use of a deviation for a less intrusive repair.

### **Time allowed**

Task shall not exceed 30 mins total.

# Provider & Employer Instructions – 9322-701

## 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 – **9322-12 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 version. The **9322-12 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, panels and workstations used for practical test purposes shall be screened off appropriately to prevent prior viewing of the tests although it may be that the vehicles have been used during the training.

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: Remove and replace body panels and identify and communicate supplementary damage**

#### **Overview**

The candidate is required to:

- Remove a combination of 2 adjacent body panels (bolted type).
- Identify supplementary damage and report/suggest the correct rectification process required.

The candidate will be able to:

- Remove 2 adjacent panels with a bolt on fitting.
- Identify any supplementary damage and explain the correct rectification process to the assessor.
- Replace and align the panels in accordance with the vehicle manufacturer's specification.

#### **Justification**

The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify any supplementary damage effecting the repair and the process to align body panels.

#### **Time allowed**

Task shall not exceed 1 hours 30 minutes total.

### **Task B: Select and operate panel pulling equipment, repair tools and complete the repair**

#### **Overview**

The candidate is required to:

- Repair damage to a door using correct panel pulling equipment and tooling.
- Finish the repair to industry standard using appropriate filing and filling techniques.

The candidate will be able to:

- Select and use the correct method to remove damage using panel pulling equipment and correct tooling to remove damage to between 0mm to 2mm tolerance prior to applying filler.
- Reinstate contours using appropriate methods.

#### **Justification**

The practical task is designed to assess the candidate on the skills and knowledge gained, allowing for accurate repair and filing/filling techniques associated in the panel repair functions of a business.

#### **Time allowed**

Task shall not exceed 2 hours total.

## Task C: Rectify vehicle misalignment

### Overview

The candidate is required to:

- Mount the vehicle onto the jig system
- Correctly measure the vehicle misalignment using the relevant jig data
- Record damage measurement of damaged vehicle and compare to data sheet, then communicate to the assessor the correct rectification process to realign body
- Rectify the damage by using the appropriate pulling and safety equipment.

The candidate will be able to:

- Correctly mount a vehicle onto a jig system (fix bracket or universal measuring system)  
*Please note: the apprentice must use 4 measuring points or 4 jig brackets, (dependent on system selected) to ensure vehicle is correctly aligned on the jig prior to identifying damaged area.*
- The apprentice must then use a minimum of 4 additional measurement points or fix brackets to identify misalignment.
- From their data sheet recordings, communicate to the assessor the process of realignment required.
- The apprentice must then realign the vehicle back to within the original data sheet tolerances.  
*Please note: the time for this task does not relate to the removal of any suspension, running gear or parts obstructing the measuring points, these must be removed from the vehicle prior to the apprentice undertaking this task if access is needed.*

### Justification

The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify vehicle misalignment and skills to realign a vehicle structure back to manufacturers tolerances associated in the panel repair functions of a business.

### Time allowed

Task shall not exceed the following times:

3 hours and 30 minutes for using a fix bracket system or 2 hours and 30 minutes for a using a universal measuring system. Plus 1 hour for the rectification/pulling procedure.

## Task D: Joining technology

### Overview

The candidate is required to:

- Remove a damaged section of between 300mm to 350mm minimum/maximum in length, following approved methods and using correct tools.
- Align and replace the section using, bonding, riveting, spot welding, brazing, MIG and MAG welding techniques.

The candidate will be able to:

- Remove damage from an EPAO approved sill section placed on a rig, following appropriate methods, using correct measurements, drilling techniques and cutting techniques.
- Replace the damaged section with a new part following supplied joining methods, achieving the correct penetration, heat bands and weld caps.

### **Justification**

The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to remove a damaged section and replace using methods associated in the panel repair functions of a business.

### **Time allowed**

Task shall not exceed 4 hours and 30 minutes total.

## **Task E: Methods Deviation**

### **Overview**

The candidate is required to:

- Identify a deviation for a less intrusive repair on a cosmetic panel using a repair method.

The candidate will be able to:

- Review an image of a damaged area of a sill panel and move the cut lines to accommodate a less intrusive repair (the repair method for this task, should only cover a full sill replacement for this task).
- Include in their report the joining technologies/methods that would be used.

### **Justification**

The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify and record the use of a deviation for a less intrusive repair.

### **Time allowed**

Task shall not exceed 30 mins total.

### **Timings**

The assessment time across the five tasks equates to a total of 12 hours if a universal measuring system is being used, or 13 hours if a fix bracket system is being used.

The assessments are to take place over three 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% (72 or 78 minutes depending on jig used in Task C) if required. This would be allocated as follows:

Task A – 9 minutes

Task B – 12 minutes

Task C – 27 minutes if fix bracket or 21 minutes universal measuring system

Task D – 27 minutes

Task E – 3 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 – 9322-701

## Practical Skills Test

### Brief for the assessment days

#### The assessment

This is a practical test which will be assessed by an Independent End-point Assessor (IEPA). The test is split into 5 tasks. These are separate tasks which are not related to each other.

The tasks are of varying lengths, as follows:

**Task A** – 1 hour and 30 minutes

**Task B** – 2 hours

**Task C** – 3 hours and 30 minutes for using a fix bracket system or 2 hours and 30 minutes for a universal measuring system. Plus 1 hour for the rectification/pulling procedure on each system.

**Task D** – 4 hours and 30 minutes

**Task E** – 30 minutes

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

During the course of the day, 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 day.

#### 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: Remove and replace body panels and identify and communicate supplementary damage

#### Overview

You are required to:

- Remove a combination of 2 adjacent body panels (bolted type).
- Identify supplementary damage and report/suggest the correct rectification process required.

You will be able to:

- Remove 2 adjacent panels with a bolt on fitting.
- Identify any supplementary damage and explain the correct rectification process to the assessor.
- Replace and align the panels in accordance with the vehicle manufacturer's specification.

#### Justification

The practical task is designed to assess you on the skills and knowledge gained, allowing you to correctly identify any supplementary damage affecting the repair and the process to align body panels.

#### Time allowed

Task shall not exceed 1 hours 30 minutes total.

### Task B: Select and operate panel pulling equipment, repair tools and complete the repair

#### Overview

You are required to:

- Repair damage to a door using correct panel pulling equipment and tooling.
- Finish the repair to industry standard using appropriate filing and filling techniques.

You will be able to:

- Select and use the correct method to remove damage using panel pulling equipment and correct tooling to remove damage to between 0mm to 2mm tolerance prior to applying filler.
- Reinstate contours using appropriate methods.

#### Justification

The practical task is designed to assess you on the skills and knowledge gained, allowing for accurate repair and filing/filling techniques associated in the panel repair functions of a business.

#### Time allowed

Task shall not exceed 2 hours total.

## Task C: Rectify vehicle misalignment

### Overview

You are required to:

- Mount the vehicle onto the jig system
- Correctly measure the vehicle misalignment using the relevant jig data
- Record damage measurement of damaged vehicle and compare to data sheet, then communicate to the assessor the correct rectification process to realign body
- Rectify the damage by using the appropriate pulling and safety equipment.

You will be able to:

- Correctly mount a vehicle onto a jig system (fix bracket or universal measuring system)

Please note: you must use 4 measuring points or 4 jig brackets, (dependent on system selected) to ensure vehicle is correctly aligned on the jig prior to identifying damaged area.

- You must then use a minimum of 4 additional measurement points or fix brackets to identify misalignment.
- From their data sheet recordings, communicate to the assessor the process of realignment required.
- You must then realign the vehicle back to within the original data sheet tolerances.

*Please note: the time for this task does not relate to the removal of any suspension, running gear or parts obstructing the measuring points, these must be removed from the vehicle prior to the candidate undertaking this task if access is needed.*

### Justification

The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify vehicle misalignment and skills to realign a vehicle structure back to manufacturers tolerances associated in the panel repair functions of a business.

### Time allowed

Task shall not exceed the following times:

3 hours and 30 minutes for using a fix bracket system or 2 hours and 30 minutes for a using a universal measuring system. Plus 1 hour for the rectification/pulling procedure.

## Task D: Joining technology

### Overview

You are required to:

- Remove a damaged section of between 300mm to 350mm minimum/maximum in length, following approved methods and using correct tools.
- Align and replace the section using, bonding, riveting, spot welding, brazing, MIG and MAG welding techniques.

You will be able to:

- Remove damage from an approved sill section placed on a rig, following appropriate methods, using correct measurements, drilling techniques and cutting techniques.

- Replace the damaged section with a new part following supplied joining methods, achieving the correct penetration, heat bands and weld caps.

### **Justification**

The practical task is designed to assess you on the skills and knowledge gained, allowing you to remove a damaged section and replace using methods associated in the panel repair functions of a business.

### **Time allowed**

Task shall not exceed 4 hours and 30 minutes total.

## **Task E: Methods deviation**

### **Overview**

You are required to:

- Identify a deviation for a less intrusive repair on a cosmetic panel using a repair method.

You will be able to:

- Review an image of a damaged area of a sill panel and move the cut lines to accommodate a less intrusive repair (the repair method for this task, should only cover a full sill replacement for this task).
- Include in your report the joining technologies/methods that would be used.

### **Justification**

The practical task is designed to assess you on the skills and knowledge gained, allowing you to correctly identify and record the use of a deviation for a less intrusive repair.

### **Time allowed**

Task shall not exceed 30 mins total.

## 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 not the whole assessment method.

## Appendix A – 9322-12 Vehicle Damage Panel 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	Motor vehicle chassis and body alignment, e.g. underbody measurement and its impact on suspension and steering geometry.	<p><b>Types of damage-</b> minor, moderate and heavy, primary and secondary damage and its effects on vehicle structure, steering, and suspension systems.</p> <p><b>Steering angles/geometry and wheel alignment –</b> suspension types/layouts, steering arrangements, components within each system and their function. Wheel alignment such as camber, castor, thrust angle, setback and included angle. Effects of impact and collision damage on steering and suspension geometry.</p> <p><b>Assessments and tests -</b> to verify faults, defects and damage. Use of dye penetrants (on cast alloy suspension turrets), calibration and alignment on steering angles and geometry.</p> <p><b>Underbody measurement –</b> safe loading of vehicles onto measuring systems (including anchoring, holding and fixing), interpretation of research/repair methods and body specification, types of measurement, equipment used for underbody measurements, processes of underbody measurement, straightening and body alignment, saving data from alignment process.</p> <p><b>Tools and equipment –</b> associated with chassis and body alignment, such as four wheel alignment systems, advanced driver assistance systems (ADAS), calibration systems.</p>	✓		

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
K2	Vehicle body types, panel identification, safety systems, materials and alternative fuel.	<p><b>Body types</b> – hatchback, saloon, estate, convertible, SUV, MPV, sportscar, light commercial.</p> <p><b>Panel identification – what are they and how do you identify them?</b></p> <ul style="list-style-type: none"> <li>• Methods of identification – use researched repair methods, identification codes, appearance (presence of rust/corrosion etc.), recognising when to replace rather than repair.</li> <li>• Materials – steel, high strength steel, ultra-high strength steel, alloys, aluminium, plastics, fibreglass, composite panels, carbon fibre, sheet-moulded compound (SMC). Characteristics of construction materials, including yield strength, crumple zones. Location of tailored blanks and their purpose. Location of cavity foams and processes for working with cavity foams.</li> <li>• Types – structural, non-structural, names of panels including wings, bonnets, cant rail, safety cage, etc.</li> </ul> <p><b>Safety systems:</b> Location and operation of: supplementary restraint systems (SRS) – passive and active systems, pyrotechnic systems – airbags, seatbelt pretensioners, pedestrian systems. whiplash protection systems. Removal and refitting procedures, fault code reading and diagnostic testing, rectification processes.</p> <p><b>Advanced driver assistance systems (ADAS):</b> Potential impacts on ADAS from panel repair, including location of: pedestrian systems, cameras, RADAR sensors, LIDAR sensors. Adaptive cruise control, blind-spot detection, driver</p>	✓		✓

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		<p>alerts, stability control, collision warning, lane detection warning, cross-traffic warning, night-vision, head up display (HUD), parking aids. Removal and refitting procedures, fault code reading and diagnostic testing, rectification processes and calibration.</p> <p><b>Alternative fuel</b> – awareness of different types including: electric, hybrid, plug-in hybrid, natural compressed gas, hydrogen fuel cell.</p>			
K3	Use of Body Panel Repair tools, equipment and devices used in the process e.g. alignment jigs, resistance welding equipment, riveting and bonding tools.	<p><b>Identification and use of body panel repair tools, to include:</b></p> <p><b>Hand tools</b> hammers, dollies, levers and spoons, panel clamps and securing devices, extraction block/rubber block, sealant/adhesive gun, dent removal tools, files, body files, wire brushes, metal snips, pin punches, door skin crimping tools, spot-weld removers, and tip cleaners for welding equipment.</p> <p><b>Power tools</b> electric/pneumatic, grinders, dual action sanders, rotary sanders, belt sanders, sealant/adhesive guns, drills, joining equipment (e.g. riveters and dies), induction heater, saw.</p> <p><b>Joining equipment</b> MIG/MAG and brazing equipment - Differences between the equipment depending on substrate being repaired, gas types,</p>	✓		

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		<p>equipment setups/parameters, different types of wire, types of liners, gas regulators/gas-flow gauges, equipment layout and functions, transfer methods to include spray and pulse spray, maintenance of equipment.</p> <p>Resistance welding equipment - extraction unit, welders, stud-welding equipment, resistance spot-welding electrodes and tips, shrinking rods, maintenance of equipment.</p> <p>Riveting and bonding tools - trestles and stands, riveters, rivets, dies, adhesive application equipment such as adhesive guns and spreaders, drying and curing equipment, signage.</p> <p>Alignment equipment - universal measuring systems, bracket systems, pulling equipment, computer-based equipment, lifting equipment, clamps, chains, safety chains.</p> <p><b>Devices</b></p> <p>Computer-based and electronic equipment including circuit protection equipment, digital displays/readouts.</p> <p><b>Safety equipment</b></p> <p>Personal protective equipment (PPE) and collective protective equipment (CPE) related to using the above tools and equipment, for example welding helmets.</p>			
K4	Removal and replacement of body panels and associated parts e.g. mechanically fixed components, chemically fixed components.	<p><b>Understand how to remove and replace body panels and associated parts.</b></p> <p><b>Methods of removal</b> – consult researched repair methods, ensure vehicle is isolated prior to carrying out panel removal, locate any SRS or sensitive components prior to removal, methods to avoid damage to surrounding panels and</p>	✓		

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		<p>surfaces, location of panel section cuts, methods of sectioning panels, use of appropriate extraction, working methods with mixed materials, prevention of cross-contamination, surface preparation methods, sanding and grinding techniques, appropriate tool selection, removal of welds, removal of bonded panels, fastenings and joining materials, appropriate techniques for panel removal.</p> <p><b>Methods of replacement</b> – prepare adjoining surfaces, set up equipment and materials for joining panels, appropriate tool selection, selection of appropriate materials/consumables, assess panel stack thickness, carry out test welds and adhesive bead samples, assess results of the test, carry out pre or dry fit as part of alignment process. Establish appropriate fixing or joining methods to include taking precautions to prevent galvanic corrosion when joining different metals (e.g., steel and aluminium), spot welds, plug welds, slot welds, butt welds, brazing, bonding, and mechanical fastenings and reinforcement sections. Curing methods for bonded panels.</p> <p>Methods of fitting new panel sections and alignment including clamping, checking panel gaps, rectification of any joint defects that occur, joining the panel with appropriate methods, dressing welds, cleaning off excess bonding materials, application of rivets and mechanical fastenings, clean up and rectification, final quality checks to include replacement of any corrosion protection materials.</p> <p><b>Types of fixings</b> – Understanding permanent and semi-permanent fixings to include mechanical, chemical (structural and non-structural adhesive), welding, brazing. Nuts and bolts, blind rivets, self-piercing rivets, flow form rivet, flow drill</p>			

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		fastenings, reinforcement/backing plates, rivet nuts, locking nuts, stud fastenings, spring fastenings, manufacturer-specific fixings (e.g. electromagnetic compatibility/EMC screws).			
K5	Interpretation of technical data for joining techniques and replacement panels.	<p><b>Technical data</b> – knowing location of and access to technical data, identification of correct technical data, use the researched repair method, product information, datasheets, equipment manuals, work processes, process charts, equipment setups and alignment data and specifications.</p> <p><b>Interpretation</b> – able to understand and follow information, operation procedures, common acronyms/abbreviations, calculations, ratios, weights, measurements, comparison of specification on data to the actual vehicle, diagrams, colour keys, symbols, understanding plan views and 3D views.</p>	✓		
K6	Quality control process and the implications of poor quality.	<p><b>Quality control process:</b> the importance of quality control, structured and standardised processes, roles and responsibilities in the process, self –assessing the quality of your own work, inspection checklists and quality control documentation, monitoring technician performance and drawing conclusions. Reviewing and improving quality.</p> <p><b>The implications of poor quality repairs:</b> liability for repairs that fail to return the vehicle to its original condition and specifications, driver, passenger and pedestrian safety, customer complaints, reduced business and profits, redundancies/staff reductions/disciplinarys.</p>		✓	
K7	Knowledge of key process for vehicle panel repair such as Welding utilising either Tungsten, Inert Gas (TIG) and Metal, Inert Gas (MIG) & brazing along with spot welding, riveting	<p><b>The following list should be applied to the relevant joining methods in the knowledge statement, where applicable:</b></p> <ul style="list-style-type: none"> <li>• Work area preparation</li> <li>• Identification of which processes are appropriate to</li> </ul>	✓		

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
	utilising self-piercing rivets and utilising panel adhesive bonding as specified by the manufacturer.	<p>use</p> <ul style="list-style-type: none"> <li>• Product knowledge and selection</li> <li>• Tool selection and equipment setup and use, to include tip sharpening when TIG welding</li> <li>• Panel repair methods to include panel beating, straightening, shaping and metal finishing</li> <li>• Surface and joint preparation</li> <li>• Dry-fitting, clamping and adjustment</li> <li>• Weld or bonding test using test panels</li> <li>• For welding applications, apply corrosion protection materials such as weld-through primer</li> <li>• Welding and joining processes</li> <li>• Weld dressing/sanding/adhesive clean-up</li> <li>• Final quality checks</li> <li>• Welding defects – their causes and rectification processes</li> <li>• Curing process for adhesive bonding and fillers</li> <li>• Use of appropriate signage - “Wet adhesive” for example</li> <li>• Apply and shape body fillers to panel contours</li> <li>• Equipment shutdown</li> <li>• Application of corrosion protection materials</li> <li>• Tidy work area and correctly dispose of waste materials</li> </ul> <p><b>The above list is indicative only, and specific manufacturer methods should be used where appropriate.</b></p>			

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
K8	Health & Safety and compliance requirements of the bodyshop industry.	<p><b>Health and safety requirements</b> when working with systems and components. For example, the potential impact on safety systems – supplementary restraint systems (SRS) – passive and active systems.</p> <p><b>Health &amp; Safety:</b> Personal Protective Equipment (PPE), roles &amp; responsibilities, workshop layout, safe working practices including working with electricity, designated walkways, hazards and risks and how to reduce them, moving vehicles, moving loads, safe lifting techniques, maintaining the working environment, company safety inductions, safety data sheets, training and mentoring new staff.</p> <p><b>Health &amp; Safety when working with alternative fuelled vehicles:</b> electric, hybrid, hydrogen fuel cell and gas.</p> <p><b>Compliance:</b> regulations, health and safety laws and legislation, usage and storage of flammable, explosive and hazardous materials/ components. Workshop signage, workshop procedures, to include: fire evacuation procedures, reporting procedures, waste disposal, recycling, first aid and environment protection.</p>	✓	✓	✓
K9	Their direct commercial productivity and efficiency impact of their role within the whole repair process. E.g, understanding the cost of mistakes and the need for accuracy. The impact of rework on resources and reputation.	<p><b>Commercial productivity and efficiency:</b> the need for accuracy and a right first time approach, methodical working, correct labelling and storage of parts, the importance or minimising the time the vehicle is away from the customer, the advantages of being efficient under pressure, meeting deadlines and contractual agreements, the ability to work in a team, developing skills and efficient working methods, the consequences of failing to update knowledge and skills, maintain tools and equipment, reviewing and updating working processes and procedures, advantages of organised</p>		✓	

REF	Knowledge and Understanding	Spec	Method of assessment		
			KT	PD	PST
		<p>workspaces/workshops and effective communication.</p> <p><b>Efficiency impact of their role within the whole repair process:</b> the effects that rework and sub-standard work has on resources, profits and reputation. Losing business, the consequences of: taking shortcuts, out of date software, information, tools and equipment.</p>			

## Contact Us

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

## 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](http://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.