



Institute for Apprenticeships
& Technical Education

PAINTER AND DECORATOR

Key information

Reference: ST0295

Version: 1.2

Level: 2

Typical duration to gateway: 24 months

Typical EPA period: 3 months

Maximum funding: £10000

Route: Construction and the built environment

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Lars code: 290

EQA provider: Ofqual

Review: This apprenticeship standard will be reviewed after three years.

End-point assessment plan

V1.2

Introduction and overview

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

Painter and decorator apprentices, their employers and training providers should read this document.

A full-time painter and decorator apprentice typically spends 24 months on-programme (this means in training before the gateway). The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

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

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the register of end-point assessment organisations (RoEPAO).

This EPA has 3 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - multiple-choice test:

- fail

- pass
- distinction

Assessment method 2 - practical assessment with questions:

- fail
- pass
- distinction

Assessment method 3 - interview underpinned by a portfolio of evidence:

- fail
- pass
- distinction

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

- fail
- pass
- merit
- distinction

EPA summary table

<p>On-programme - typically 24 months</p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
<p>End-point assessment gateway</p>	<p>The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules <p>For the interview underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>The apprentice must submit the gateway evidence to their EPAO, including any organisation specific policies and procedures requested by the EPAO.</p>
<p>End-point assessment - typically 3 months</p>	<p>The grades available for each assessment method are below</p> <p>Multiple-choice test:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Practical assessment with questions:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Interview underpinned by a portfolio of evidence:</p>

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

Duration of end-point assessment period

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

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

EPA gateway

The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

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

They must:

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

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this

assessment method. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records
- workplace policies and procedures
- witness statements
- annotated photographs
- video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

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

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

The EPAO should not assess the portfolio of evidence directly as it underpins the interview. The independent assessor should review the portfolio of evidence to prepare questions for the interview. They are not required to provide feedback after this review.

The apprentice must submit the gateway evidence to their EPAO, including any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

The assessment methods can be delivered in any order.

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

Multiple-choice test

Overview

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

Rationale

This assessment method is being used because:

- it allows for the efficient testing of knowledge where there is a right or wrong answer
- it allows for flexibility in terms of when, where and how it is taken

Delivery

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

The test must be computer based or paper-based..

The test will consist of 40 multiple-choice questions.

Multiple-choice questions must have four options, including one correct answer.

The apprentice must be given at least 14 days' notice of the date and time of the test.

Test administration

The apprentice must have 60 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials whilst taking the test.

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

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

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

Marking

An independent assessor or marker employed by the EPAO must mark the test. They must follow a marking scheme produced by the EPAO. Marking by computer is allowed where the types of question support this.

A correct answer gets 1 mark.

Any incorrect or missing answers get zero marks.

The EPAO is responsible for overseeing the marking of the test. The EPAO must ensure standardisation and moderation of tests with written answers.

Assessment location

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

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

Question and resource development

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

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

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

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

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

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

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

Practical assessment with questions

Overview

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

Rationale

This assessment method is being used because:

- it allows for a varied range of tasks to be observed, that could not be guaranteed to be achieved through a single observation in the workplace

- this is a practical role, best demonstrated through completing tasks in a realistic work setting
- it allows for consistency of activities to be completed and efficiency in scheduling
- it is a holistic assessment method

Delivery

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

An independent assessor must conduct and assess the practical assessment with questions.

The independent assessor can observe up to three apprentices at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give an apprentice 14 days' notice of the . practical assessment with questions

The practical assessment with questions must take 12 hours.

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

The practical assessment with questions may take place in parts but must be completed over 2 working day. A working day is typically considered to be 7.5 hours long. The reason for this split is to provide sufficient time for the apprentice to complete all elements of the practical task.

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

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

Practical work area must include the following:

- a four walled area and ceiling with a plaster skimmed finish. Area to be a minimum of 3m width, 3m depth and 2.4m height
- chimney breast to one wall, minimum size 1.2m width and 0.35m depth (unpainted or previously painted)
- wall with chimney breast may be unpainted or previously painted, ceiling and remaining walls to be previously painted
- one outward opening timber casement window, minimal width 0.9m and height 0.9m (previously painted)
- gap or damage to allow for caulking, for example, in between wall and skirting board or window frame and wall. (minimum length of caulking required 0.75m)
- one door frame with architrave (previously painted)

- skirting boards to all four walls (previously painted)
- one hung four panelled door for the apprentice to prepare and apply solvent-borne coating system (previously painted)
- one additional hung or free-standing flush door for the apprentice to prepare and apply a water-borne coating system (previously painted)
- one ceiling light rose and pendant (not live)
- a total of three switches or sockets, one of which to be in a recess of the chimney breast wall and the other two surface mounted on a painted wall. The fixtures must be real, but not live
- one free standing plasterboard panel 1sqm2 (1 metre squared) with defects consisting of gouges, indents and scores (defects should not be through holes)

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

To minimise predictability, the EPAO should produce alternative versions of the practical assessment. The tasks must ensure 12 hours of practical time comparable to the work of a competent painter and decorator. A range of different scenarios may be incorporated into the alternative versions; for example, using different waterborne coatings where the activity allows this; different room sizes, different window dimensions, different room layout but still adhering to the same minimum surface areas created by the work area requirements of the EPA Assessment Plan.

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

The apprentice will plan their own sequence of work to complete the specification within the allocated time of 12 hours.

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

General:

- interpretation and use of drawings, specifications, work instructions, manufacturer's information, colour charts and notations
- comply with health and safety regulations and using personal protective equipment (PPE) Respiratory protective equipment (RPE) and safe working at height
- select and use tools and equipment
- prepare surfaces

Activity 1: Apply solvent-borne coatings

- apply undercoat and gloss to one side and one edge of a hung 4-panelled door

Activity 2: Apply water-borne coatings

There must be clear colour contrasts between each of ceiling, walls, trim (architrave, skirting), window - to highlight the quality of cutting in.

- apply two coats of vinyl emulsion paint: matt finish to ceiling; silk or soft sheen finish to walls
- apply acrylic undercoat and acrylic gloss to skirting boards and architraves
- apply acrylic intermediate coat and acrylic eggshell or low sheen finish to casement window and one side and one edge of hung or free-standing flush door
- cutting in to adjacent surfaces, fittings and glass by brush

Activity 3: Hang paper

- hang 1000 grade lining paper either vertically or horizontally to include two internal and two external angles (on chimney breast wall)
- hang a minimum of six drops of free match or random match finishing paper vertically to include two internal and two external angles (on chimney breast wall) with external angles cut and overlap 10mm and internal angles cut and overlap 5mm
- cut round one socket or switch for both lining paper and finishing paper

Activity 4: Repair to a free-standing plasterboard panel

- identify materials to complete the repair
- carry out repair by making good and finish with 2 coats of vinyl emulsion

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

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

- pass: maximum of 2 defects to the door
- distinction: no defects to the door

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

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

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

- distinction: no defects to the casement window and frame
- distinction: no defects to the flush door

Cutting in

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

Activity 3: Hang paper - tolerances and criteria

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

Cut lengths of lining and finishing paper:

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

Cut and overlap internal and external angles:

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

Application of lining paper (horizontally or vertically) and finishing paper (vertically):

- pass: maximum 2 defects
- distinction: no defects

Joints in lining paper hung horizontally:

- pass: gap does not exceed 2mm, and deviates up to 1mm over 1m length
- distinction: gap does not exceed 1mm, and no deviation

Joints in lining paper and finishing paper hung vertically:

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

Accuracy to plumb:

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

Trim finishing paper top and bottom and around fittings:

- pass: cut within + or - 2mm, and no visible score marks on sockets or switches
- distinction: cut within + or - 0mm and no visible score marks on sockets or switches

Activity 4: Repair to a free-standing plasterboard panel - tolerances and criteria

No repair tolerances, refer to grading section for criteria.

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

The independent assessor must ask questions. The purpose of the questions is to explore aspects of the KSBs and show depth of understanding.

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

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

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

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

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

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

Assessment location

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

Question and resource development

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

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined

and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

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

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

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

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

Interview underpinned by a portfolio of evidence

Overview

In the interview, an independent assessor asks the apprentice questions. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment method is being used because:

- it allows the apprentice to be assessed against KSBs which may not naturally occur during the practical assessment
- it is underpinned by a portfolio of evidence, enabling the apprentice to demonstrate the application of skills and behaviours as well as knowledge
- it allows for testing of responses where there are a number of potential answers that could not be tested through a multiple-choice test
- it is cost-effective

Delivery

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

An independent assessor must conduct and assess the interview.

The purpose of the independent assessor's questions will be to allow the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method at the highest possible grade.

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

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

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

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

The interview must last for 60 minutes. The independent assessor can increase the time of the interview by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 6 questions. The independent assessor must use the questions from the EPAO's question bank.

The independent assessor must make the grading decision.

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

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

Assessment location

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

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

Question and resource development

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

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

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

The EPAO must produce the following materials to support the interview underpinned by a portfolio of evidence:

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

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

Grading

Practical assessment with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Health and safety K2 S1 S2 B1	Complies with health and safety regulations, standards and guidance to maintain a safe working environment which puts health and safety first (S1, B1) Selects and uses personal protective equipment, respiratory protective equipment and dust suppression for the task, in line with manufacturer's instructions, organisational and statutory requirements (K2, S2)	None
Interpreting instructions K9 S5	Interprets information, for example from drawings, specifications, work instructions, manufacturer's safety data sheets and manufacturer's information including colour charts and notations in line with the task requirements (K9, S5)	None
Preparation of work area and surfaces S13	Prepares internal previously coated surfaces to receive finishing systems in order to meet the requirements of the task (S13)	Optimises the preparation of the coated surfaces to receive the finishing and mitigate risk of defects to meet the requirements of the task for example by wet flattening or wet abrading the surface (S13)
Tools K13 S9	Selects and uses hand tools and equipment needed to meet the task requirements. (K13, S9)	None
Application techniques K17 K21 K22 K23 K24 S16 S17 S18 S19 B3	Prepares and applies wall coverings including cross lining, vertical hanging, around socket and switches, internal and external angles in line with the task requirements, tolerances, pass criteria and manufacturers guidance (K17, K21, K22, S17, S18, B3)	Applies wall coverings in line with the distinction criteria and tolerances. (K17, K22, S17, S18) Applies solvent borne and water borne surface coatings in line with the distinction criteria and tolerances. (K23, K24, S16, S19)

	<p>Applies solvent borne and water borne surface coatings using a brush and roller in line with the task requirements, specification tolerances, pass criteria and manufacturer's guidance. (K23, K24, S16, S19, B3)</p> <p>Prepares, repairs and makes good, removing any visible signs of damage. (K24, S19, B3)</p>	
Working at height K4 S3	Checks and uses working at height equipment for example ladders, steps, hop- ups and podiums in line with manufacturer's instructions and task requirements (K4, S3)	None

Interview underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Teamwork K25 S20 B6	Describes how they apply team working principles to achieve their own and team goals (K25, S20, B6)	None
Safe systems of work K6 S4	Describes how they comply with site specific inductions, risk assessments, method statements, control measures and safe systems of work in order to minimise risk in the work area. Describes how hazards in the work area are identified and reported (K6, S4)	Explains the importance of complying with safe systems of work. (K6, S4)
Environment K10 S6 B2	Describes how they comply with environmental and sustainability standards, regulations, and manufacturers' guidance when using materials and disposing of waste materials. (K10, S6, B2)	Explains how actions they take when following sustainability regulations standards, and guidelines when disposing of waste reduces the impact on the environment. (K10, S6)
Communication K27 K28 S21 S22	Describes how they communicate with others using written techniques, in a way that is suitable for the context. (K28, S22) Describes how they verbally communicate with others using construction terminology in a way that is suitable for the context. (K27, S21)	None
Application techniques K11 K12 K18 K20 S7 S8 S12 S14 S15	Describes how they prepare their surrounding work area including removing and storing furnishings, fixtures and equipment and how these are reinstated at the end to meet customer needs. (K11, S7) Describes how they prepare and apply surface coatings to untreated external surfaces, for example brick, stone, render, wood, metal using a	Explains the importance of protecting their work area and selection of materials to do this. (K12, S7) Explains how the environmental conditions affects their selection of surface coating or how they prepare the exterior surfaces. (K18, S15)

	<p>brush and roller in line with the customer requirements. (K18, S15)</p> <p>Describes how they prepare and apply surface coatings to previously coated external surfaces, for example trowelled finishes plaster or render, timber and timber sheet materials; metals (ferrous and non-ferrous) in line with the customer requirements. (K20, S14)</p> <p>Describes how they prepare and protect their work area, surrounding surfaces and environment and the materials they use to do this to meet customer needs. (K12, S8)</p> <p>Describes how they prepare untreated internal and external surfaces in preparation for a finishing system for example trowelled finishes plaster or render, plasterboard, timber and timber sheet materials; metals (ferrous and/or non-ferrous) (S12)</p>	
<p>Tools K14 S10 S11</p>	<p>Describes how they select, use, maintain and store power tools in-line with manufacturer's instructions. (K14, S11)</p> <p>Describes how they maintain and store hand tools in-line with manufacturer's instructions or good practice. (S10)</p>	<p>Explains why power tools should be correctly maintained and stored (K14, S11)</p>
<p>EDI and wellbeing K29 K30 S23 B4</p>	<p>Describes the mental and physical health considerations that impact on individuals' ability to complete the role safely and how to access support if needed (K29)</p> <p>Describes how they follow and support equity, diversity, and inclusion in their work in line with guidance. (K30, S23, B4)</p>	<p>Explains why equity, diversity and inclusivity legislation is important in the construction industry (K30, S23)</p>

Continued Professional Development (CPD) B5	Describes how they have maintained and enhanced their competence in their area of practice through learning and development opportunities they have sought (B5)	None
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Multiple-choice test

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Fail	0	24
Pass	25	32
Distinction	33	40

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

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

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

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall EPA merit, the apprentice must gain a distinction in the practical assessment and a distinction in one other assessment method. To achieve an overall EPA distinction, the apprentice must gain a distinction in all the assessment methods

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

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

Re-sits and re-takes

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

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

Failed assessment methods will typically be re-sat or re-taken within a 6-month period from the EPA outcome notification.

For the practical assessment, only those activities failed will need to be resat/retaken.

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

The apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments

	<ul style="list-style-type: none"> • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the RoEPAO • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> • apprentices • employers • independent assessors • any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year

	<ul style="list-style-type: none"> • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional training where necessary • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • host the EPA or make suitable alternative arrangements • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm overall grade awarded • maintain and apply a policy for conducting appeals
<p>Independent assessor</p>	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan

	<ul style="list-style-type: none"> • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
<p>Training provider</p>	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the register of apprenticeship training providers (RoATP) • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice’s progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • advise the employer, upon request, on the apprentice’s readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA
<p>Marker</p>	<p>As a minimum, the marker must:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider • mark test answers in line with the EPAO’s mark scheme and procedures

Invigilator	<p>As a minimum, the invigilator must:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • not invigilate an assessment, solely, if they have delivered the assessed content to the apprentice • invigilate and supervise the apprentice during tests and in breaks during assessment methods to prevent malpractice in line with the EPAO's invigilation procedures
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Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

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

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

Internal quality assurance

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

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

They must also appoint independent assessors who:

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

Value for money

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

- completing applicable assessment methods online (for example computer-based assessment)
- utilising digital remote platforms to conduct applicable assessment methods
- assessing multiple apprentices simultaneously where the assessment method permits this

Professional recognition

This apprenticeship is not aligned to professional recognition.

KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
<p>K1 Awareness of health and safety regulations, standards, and guidance and impact on role. Control of Substances Hazardous to Health (CoSHH). Fire safety. Health and Safety at Work Act. Asbestos awareness. Manual handling. Signage, Situational awareness. Slips, trips, and falls. Working at height, Working in confined spaces. Reporting injuries, diseases and dangerous occurrences regulations (RIDDOR), Provision and use of work equipment regulations (PUWER). Lone working. Electrical safety (electrical equipment and hand soaking) Hand arm vibration syndrome (HAVS) and Lead at work.</p>	Multiple-choice test
<p>K2 Personal protective equipment (PPE), Respiratory protective equipment (RPE) and dust suppression.</p>	Practical assessment with questions
<p>K3 Working at height equipment and safe use: Ladders, mobile towers, Mobile Elevated Working Platforms (MEWPs) and fixed scaffold.</p>	Multiple-choice test
<p>K4 Working at height equipment and safe use: Steps, hop- ups and podiums.</p>	Practical assessment with questions
<p>K5 Safety Control equipment: High volume low pressure spraying equipment (HVLP), pressure washing.</p>	Multiple-choice test
<p>K6 Safe systems of work: Site specific inductions, risk assessments, method statements and hazard identification in the work area.</p>	Interview underpinned by a portfolio of evidence
<p>K7 Standards and regulations: British Standards, building regulations, quality standards.</p>	Multiple-choice test
<p>K8 Basic principles of digital design and modelling systems.</p>	Multiple-choice test
<p>K9 Interpreting relevant information from drawings, specifications, work instructions, manufacturer's safety data sheets and</p>	Practical assessment with questions

manufacturer's information including colour charts and notations and colour terms.	
K10 Impact of the sector on the environment and sustainability: Efficient use of resources. Recycling, reuse and safe disposal of waste.	Interview underpinned by a portfolio of evidence
K11 Preparation of work area: removal and storage of furnishings, fixtures and equipment and reinstatement.	Interview underpinned by a portfolio of evidence
K12 Characteristics and use of materials to protect work area: Cover materials and tapes.	Interview underpinned by a portfolio of evidence
K13 Hand tool use: preparation tools, application tools.	Practical assessment with questions
K14 Power tool use: Sanders with dust extraction, power drills, infrared and hot air guns.	Interview underpinned by a portfolio of evidence
K15 Preparation materials and their characteristics: Fillers, resin fillers, sealants, stabilisers, caulks, primers, decontaminants, abrasives.	Multiple-choice test
K16 Coatings, their characteristics and uses: Water borne, solvent borne, two-pack, including drying, curing and recoating.	Multiple-choice test
K17 Wallcoverings and their characteristics: Lining paper, free match or random paper and adhesives.	Practical assessment with questions
K18 Preparation processes internal and external locations and materials, considering surface conditions and defects for: untreated trowelled finishes and plasterboard; Untreated timber and timber sheet materials; untreated metals (ferrous and non-ferrous).	Interview underpinned by a portfolio of evidence
K19	Multiple-choice test

<p>Preparation processes for internal locations and materials, considering surface conditions and defects of previously coated surfaces: trowelled finishes and plasterboard; timber and timber sheet materials; metals (ferrous and non-ferrous); removal of previously applied coatings.</p>	
<p>K20 Preparation processes for external locations and materials, considering surface conditions and defects of previously coated surfaces: trowelled finishes and plasterboard; timber and timber sheet materials; metals (ferrous and non-ferrous); removal of previously applied coatings.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>K21 Characteristics, preparation and application techniques for preparatory papers (damp preventative, reinforcing, insulating, lining): cross lining, vertical hanging, around socket and switches, internal and external angles.</p>	<p>Practical assessment with questions</p>
<p>K22 Preparation and application techniques for standard papers: cross lining, vertical hanging, around socket and switches, internal and external angles.</p>	<p>Practical assessment with questions</p>
<p>K23 Application techniques and sequencing for surface coatings: solvent borne, water borne, brush and roller to ceilings, walls, linear work (skirting board and architrave) doors (flush and panelled) and opening windows.</p>	<p>Practical assessment with questions</p>
<p>K24 Techniques to rectify defects: Third party damage and post application defects.</p>	<p>Practical assessment with questions</p>
<p>K25 Principles of good team working.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>K26 The painting and decorating sector: Regulators, types of services and products, types of employers, types of customers, supply chain and stakeholders.</p>	<p>Multiple-choice test</p>
<p>K27 Verbal communication techniques and construction terminology.</p>	<p>Interview underpinned by a portfolio of evidence</p>

K28 Written communication techniques using construction terminology.	Interview underpinned by a portfolio of evidence
K29 Well-being: mental and physical health considerations for self and others and how to access support.	Interview underpinned by a portfolio of evidence
K30 Inclusion, equity and diversity in the workplace.	Interview underpinned by a portfolio of evidence
K31 Employment types (self employed and employed), small business start up principles and tax responsibilities.	Multiple-choice test

SKILL	ASSESSMENT METHODS
<p>S1 Comply with health and safety regulations, standards, and guidance.</p>	<p>Practical assessment with questions</p>
<p>S2 Select and use personal protective equipment (PPE), Respiratory protective equipment (RPE) and dust suppression.</p>	<p>Practical assessment with questions</p>
<p>S3 Check and safely use working at height equipment for example steps, hop-ups, and podiums.</p>	<p>Practical assessment with questions</p>
<p>S4 Identify hazards and comply with risk assessments, method statements, control measures and safe systems of work and report to manager when required.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S5 Read and interpret information for example from drawings, specifications, work instructions, manufacturer's safety data sheets and manufacturer's information such as colour charts and notations.</p>	<p>Practical assessment with questions</p>
<p>S6 Ensure materials are used efficiently and sustainably including suitable disposal of waste.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S7 Prepare work area: remove and store furnishings, fixtures and equipment and reinstate.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S8 Protect and prepare a safe working area, surrounding surfaces and environment.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S9 Select and use hand tools and equipment.</p>	<p>Practical assessment with questions</p>
<p>S10 Maintain and store hand tools.</p>	<p>Interview underpinned by a portfolio of evidence</p>

<p>S11 Select, use, maintain and store power tools.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S12 Prepare internal and external untreated surfaces ready to receive finishing systems for example: trowelled finishes plaster or render, plasterboard, timber and timber sheet materials; metals (ferrous and non-ferrous).</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S13 Prepare internal previously coated surfaces ready to receive finishing systems for example trowelled finishes plaster or render, plasterboard, timber and timber sheet materials.</p>	<p>Practical assessment with questions</p>
<p>S14 Prepare external previously coated surfaces ready to receive finishing systems for example trowelled finishes plaster or render, timber and timber sheet materials; metals (ferrous and non-ferrous).</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S15 Prepare and apply surface coatings to untreated external surfaces for example brick, stone, render, wood, metal using a brush and roller.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S16 Apply solvent borne and water borne coating systems using brush and roller to ceilings, walls, linear work (skirting board and architrave) doors: flush and panelled and opening windows.</p>	<p>Practical assessment with questions</p>
<p>S17 Prepare and apply foundation paper: Cross lining or vertical hanging around socket and switches, internal and external angles.</p>	<p>Practical assessment with questions</p>
<p>S18 Prepare and apply Wallcoverings: Free match or random match finishing papers, vertical hanging, around socket and switches, internal and external angle.</p>	<p>Practical assessment with questions</p>
<p>S19 Carry out minor repair for example third party damage or post application defect.</p>	<p>Practical assessment with questions</p>

S20 Apply team working principles.	Interview underpinned by a portfolio of evidence
S21 Verbally communicate with others, applying construction terminology.	Interview underpinned by a portfolio of evidence
S22 Communicate in writing with others for example, internal and external customers, colleagues.	Interview underpinned by a portfolio of evidence
S23 Follow equity, diversity and inclusion guidance.	Interview underpinned by a portfolio of evidence
BEHAVIOUR	ASSESSMENT METHODS
B1 Put health, safety first.	Practical assessment with questions
B2 Consider the environment when using resources and carrying out processes.	Interview underpinned by a portfolio of evidence
B3 Take ownership of given work.	Practical assessment with questions
B4 Contribute to an inclusive and diverse culture.	Interview underpinned by a portfolio of evidence
B5 Seek learning and development opportunities to maintain and enhance competence in their own practice.	Interview underpinned by a portfolio of evidence
B6 Team-focused to achieve team goals.	Interview underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Practical assessment with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Health and safety K2 S1 S2 B1	Personal protective equipment (PPE), Respiratory protective equipment (RPE) and dust suppression. (K2)	Comply with health and safety regulations, standards, and guidance. (S1) Select and use personal protective equipment (PPE), Respiratory protective equipment (RPE) and dust suppression. (S2)	Put health, safety first. (B1)
Interpreting instructions K9 S5	Interpreting relevant information from drawings, specifications, work instructions, manufacturer's safety data sheets and manufacturer's information including colour charts and notations and colour terms. (K9)	Read and interpret information for example from drawings, specifications, work instructions, manufacturer's safety data sheets and manufacturer's information such as colour charts and notations. (S5)	None
Preparation of work area and surfaces S13	None	Prepare internal previously coated surfaces ready to receive finishing systems for example trowelled finishes plaster or render, plasterboard, timber and timber sheet materials. (S13)	None
Tools K13 S9	Hand tool use: preparation tools, application tools. (K13)	Select and use hand tools and equipment. (S9)	None

<p>Application techniques K17 K21 K22 K23 K24 S16 S17 S18 S19 B3</p>	<p>Wallcoverings and their characteristics: Lining paper, free match or random paper and adhesives. (K17)</p> <p>Characteristics, preparation and application techniques for preparatory papers (damp preventative, reinforcing, insulating, lining): cross lining, vertical hanging, around socket and switches, internal and external angles. (K21)</p> <p>Preparation and application techniques for standard papers: cross lining, vertical hanging, around socket and switches, internal and external angles. (K22)</p> <p>Application techniques and sequencing for surface coatings: solvent borne, water borne, brush and roller to ceilings, walls, linear work (skirting board and architrave) doors (flush and panelled) and opening windows. (K23)</p> <p>Techniques to rectify defects: Third party damage and post application defects. (K24)</p>	<p>Apply solvent borne and water borne coating systems using brush and roller to ceilings, walls, linear work (skirting board and architrave) doors: flush and panelled and opening windows. (S16)</p> <p>Prepare and apply foundation paper: Cross lining or vertical hanging around socket and switches, internal and external angles. (S17)</p> <p>Prepare and apply Wallcoverings: Free match or random match finishing papers, vertical hanging, around socket and switches, internal and external angle. (S18)</p> <p>Carry out minor repair for example third party damage or post application defect. (S19)</p>	<p>Take ownership of given work. (B3)</p>
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Working at height K4 S3	Working at height equipment and safe use: Steps, hop-ups and podiums. (K4)	Check and safely use working at height equipment for example steps, hop-ups, and podiums. (S3)	None
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Interview underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Teamwork K25 S20 B6	Principles of good team working. (K25)	Apply team working principles. (S20)	Team-focused to achieve team goals. (B6)
Safe systems of work K6 S4	Safe systems of work: Site specific inductions, risk assessments, method statements and hazard identification in the work area. (K6)	Identify hazards and comply with risk assessments, method statements, control measures and safe systems of work and report to manager when required. (S4)	None
Environment K10 S6 B2	Impact of the sector on the environment and sustainability: Efficient use of resources. Recycling, reuse and safe disposal of waste. (K10)	Ensure materials are used efficiently and sustainably including suitable disposal of waste. (S6)	Consider the environment when using resources and carrying out processes. (B2)
Communication K27 K28 S21 S22	Verbal communication techniques and construction terminology. (K27) Written communication techniques using construction terminology. (K28)	Verbally communicate with others, applying construction terminology. (S21) Communicate in writing with others for example, internal and external customers, colleagues. (S22)	None
Application techniques K11 K12 K18 K20 S7 S8 S12 S14 S15	Preparation of work area: removal and storage of furnishings, fixtures and equipment and reinstatement. (K11) Characteristics and use of materials to	Prepare work area: remove and store furnishings, fixtures and equipment and reinstate. (S7) Protect and prepare a safe working area, surrounding	None

	<p>protect work area: Cover materials and tapes. (K12)</p> <p>Preparation processes internal and external locations and materials, considering surface conditions and defects for: untreated trowelled finishes and plasterboard; Untreated timber and timber sheet materials; untreated metals (ferrous and non-ferrous). (K18)</p> <p>Preparation processes for external locations and materials, considering surface conditions and defects of previously coated surfaces: trowelled finishes and plasterboard; timber and timber sheet materials; metals (ferrous and non-ferrous); removal of previously applied coatings. (K20)</p>	<p>surfaces and environment. (S8)</p> <p>Prepare internal and external untreated surfaces ready to receive finishing systems for example: trowelled finishes plaster or render, plasterboard, timber and timber sheet materials; metals (ferrous and non-ferrous). (S12)</p> <p>Prepare external previously coated surfaces ready to receive finishing systems for example trowelled finishes plaster or render, timber and timber sheet materials; metals (ferrous and non-ferrous). (S14)</p> <p>Prepare and apply surface coatings to untreated external surfaces for example brick, stone, render, wood, metal using a brush and roller. (S15)</p>	
<p>Tools K14 S10 S11</p>	<p>Power tool use: Sanders with dust extraction, power drills, infrared and hot air guns. (K14)</p>	<p>Maintain and store hand tools. (S10)</p> <p>Select, use, maintain and store power tools. (S11)</p>	<p>None</p>
<p>EDI and wellbeing K29 K30</p>	<p>Well-being: mental and physical health considerations for</p>	<p>Follow equity, diversity and</p>	<p>Contribute to an inclusive and diverse culture. (B4)</p>

S23 B4	self and others and how to access support. (K29) Inclusion, equity and diversity in the workplace. (K30)	inclusion guidance. (S23)	
Continued Professional Development (CPD) B5	None	None	Seek learning and development opportunities to maintain and enhance competence in their own practice. (B5)

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.2	Standard, end-point assessment and funding band revised.	19/08/2023	Not set	Not set
1.1	End-point assessment plan revised	27/07/2022	18/08/2023	Not set
1.0	Approved for delivery	22/06/2018	26/07/2022	Not set

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