



## Draft Preview

# DRAFT APPRENTICESHIP ASSESSMENT PLAN FOR THE PAINTER AND DECORATOR APPRENTICESHIP

ST0295/V2

| APPRENTICESHIP REFERENCE<br>NUMBER | LEVEL OF THIS<br>APPRENTICESHIP | INTEGRATION |
|------------------------------------|---------------------------------|-------------|
| ST0295                             | 2                               | None        |

## Assessment Plan

### Assessment details

#### Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the level 2 painter and decorator apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts, for example, a different workplace

#### Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Knowledge and skills statements which offer opportunities to develop functional English and maths are identified with an asterisk.

| Assessment Outcome                                                                                                                                                                                                                                                     | Mapping                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>AO1: Health, Safety and Welfare Compliance</b><br><br>Complies with health and safety legislation, safe systems of work, and organisational procedures to maintain a safe working environment. Uses PPE/RPE, follows risk assessment and method statement guidance. | <b>K1*, K2, K3, K4, K5, K6</b><br><br><b>S1, S2, S3, S4</b>                    |
| <b>AO2: Work area preparation, protection and sustainable practices</b><br><br>Prepares and protects work areas and reinstates work area on completion of the tasks.                                                                                                   | K10, K11, K12, <b>K15*</b> K19, K20<br><br><b>S6*, S7</b>                      |
| <b>AO3: Tools and equipment</b><br><br>Selects and uses hand tools, power tools and equipment. Maintains and stores hand tools and power tools.                                                                                                                        | K13, K14<br><br><b>S9, S10, S11</b>                                            |
| <b>AO4 : Product preparation, application and finishing systems</b><br><br>Prepares and applies coating systems and wallcoverings for internal and external surfaces. Rectifies defects and carries out minor repairs.                                                 | K16, K17, K21, <b>K22, K23</b> , K24<br><br><b>S15, S16*, S17*, S18*</b> , S19 |
| <b>AO5: Principles of digital and modelling design systems, and information interpretation</b><br><br>Understands the basic principles of digital design and modelling systems. Interprets product and task information from a range of sources.                       | K8*, K9*<br><br><b>S5*</b>                                                     |

|                                                                                                                                                                                                                                                        |                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>AO6: Professional behaviours, communication and sector practices</b><br><br>Communicates verbally and in writing using construction terminology, works effectively with others, and applies equity, diversity, inclusion and well being principles. | K7, K25, K26, K27*, K28*, <b>K29</b> , K30, K31,<br><br>S20, S21*, S22*, S23 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|

### **Assessment requirements**

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must have due regard to occupationally relevant frameworks, standards, and industry-recognised practices and guidance published by regulators, Sector Representative Organisations (SROs), Standard Setting Bodies (SSBs) and professional bodies.

Assessment must align with the relevant Industry Competence Steering Group (ICSG) competence frameworks where published, and generate the evidence required for successful apprentices to obtain the Construction Skills Certification Scheme (CSCS) Alliance member **blue** card without duplication of assessment.

Assessment organisations must design apprenticeship assessments to include a **simulation**.

Any additional assessment, or assessments, must be selected from the following list of methods, to ensure the assessment outcomes are met in full. Assessments available in the list may be used more than once:

- **portfolio**
- **question and answer**
- **demonstration**
- **written test**
- **observation**

Assessment organisations must have due regard to any relevant frameworks, standards, guidance or other documents that may be published by [industry regulators, professional bodies, and other representative groups.

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Employers expect apprentices to work in accordance with manufacturer's instructions and specifications. Where these are not applicable apprentices must work to specifications set by

the assessment organisation, with a maximum deviation tolerance of 2 mm and no more than 2 task related defects for the skills assessed in AO4.

### **Performance descriptors**

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

| Performance Category                       | Pass                                                                                                                                                                                                                                                               | Distinction                                                                                                                                                                                                                                                          |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Applied Knowledge</b>                   | Applies painting and decorating knowledge, facts, procedures, and ideas appropriately to complete well-defined tasks and solve straightforward problems across routine and some varied work activities, showing consistency even when depth of insight is limited. | Demonstrates highly accurate, insightful, and efficient application of painting and decorating knowledge, facts, procedures, and ideas to solve straightforward problems and adapt effectively to well-defined tasks across routine and some varied work activities. |
| <b>Applied Skills</b>                      | Selects and uses cognitive and practical painting and decorating skills to carry out mostly routine tasks with consistency and purpose, completing well-defined activities in familiar situations with appropriate technique and control.                          | Integrates cognitive and practical painting and decorating skills to execute mostly routine tasks with precision, maintaining control and adapting effectively even when faced with subtle complexities or shifting requirements within well-defined activities.     |
| <b>Regulatory and Procedural Awareness</b> | Applies legislation, regulations, and organisational procedures relevant to painting and decorating work without error, following required steps accurately, although depth of insight or adaptability may be                                                      | Demonstrates proactive and confident interpretation of legislation, regulations, and organisational procedures relevant to painting and decorating work, showing clear assurance when adjusting responses within well-defined and straightforward situations.        |

|                                            |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                        |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | limited in less familiar situations.                                                                                                                                                                                         |                                                                                                                                                                                                                                                        |
| <b>Communication and Collaboration</b>     | Communicates and collaborates effectively with others using appropriate construction terminology, contributing reliably to teamwork and service delivery across well-defined and familiar work situations.                   | Consistently communicates with clarity and sensitivity using construction terminology, responding resourcefully to others and demonstrating strong awareness of team needs across routine and some varied work activities.                             |
| <b>Information Use and Decision Making</b> | Gathers and interprets relevant information to inform decisions and actions that are fit for purpose within well-defined painting and decorating tasks, solving straightforward problems in familiar and routine situations. | Gathers and interprets relevant information and feedback to shape purposeful actions that add efficiency or improved outcomes within well-defined painting and decorating tasks, showing confident judgement in straightforward and varied situations. |
| <b>Responsibility and Autonomy</b>         | Takes responsibility for completing well-defined painting and decorating tasks, demonstrating autonomy within familiar situations and maintaining reliable performance across routine and some varied work activities.       | Exercises informed judgement and self-direction in completing well-defined painting and decorating tasks, often anticipating the needs of the task or team while working confidently across routine and some varied activities.                        |

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