

# End-point assessment plan for Signage technician apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0824	3	No

## Contents

Introduction and overview .....	2
EPA summary table.....	4
Length of end-point assessment period.....	5
Order of end-point assessment methods.....	5
EPA gateway .....	5
End-point assessment methods .....	6
Reasonable adjustments .....	12
Overall EPA Grading .....	13
Re-sits and re-takes.....	14
Roles and responsibilities .....	15
Internal Quality Assurance (IQA) .....	18
Value for money .....	19
Mapping of knowledge, skills and behaviours (KSBs) .....	20
Grading descriptors.....	24

## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Signage technician apprenticeship standard. It explains how EPA for this apprenticeship must operate.

It provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 24 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and mathematics at Level 2<sup>1</sup>
- the EPAO should sign off the apprentice's project's title and scope to confirm its suitability at the gateway

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for four months.

This EPA consists of two discrete assessment methods.

It will be possible to achieve the following grades in each assessment method:

End-point assessment method 1: Project, report and questions

- fail
- pass
- distinction

---

<sup>1</sup> For those with an education, health and care plan or a legacy statement, the apprenticeship's English and Mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

End-point assessment method **2**: Observation with questions

- fail
- pass
- distinction

Performance in these assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

## EPA summary table

<b>On-programme</b> (typically 24 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics Level 2, if required.</p>
<b>End-point assessment gateway</b>	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>Achieved English and mathematics at Level 2, as a minimum.</p> <p>The EPAO should sign off the project's title and scope to confirm its suitability at the gateway.</p>
<b>End-point assessment</b> (typically four months)	<p>End-point assessment method <b>1</b>: Project, report and questions</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>End-point assessment method <b>2</b>: Observation with questions</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically four months, starting when the EPAO has confirmed that all gateway requirements have been met.

## Order of end-point 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.

## EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all other gateway requirements have been met, and the EPA period will only commence once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirement prior to beginning EPA:

- achieved English and mathematics at Level 2.  
For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3.  
British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the project, report and questions:

- the EPAO should sign off the apprentice's project title and scope to confirm its suitability at the gateway

For the observation with questions:

- no specific requirements

# End-point assessment methods

## End-point assessment method 1: Project, report and questions

### Overview

This assessment method has two components: 1. Report and 2. Questions.

A project involves the apprentice completing a significant and defined piece of work that has a real business benefit. The project must be undertaken after the apprentice has gone through the gateway.

The project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be assessed for the EPA. Therefore, the project's subject, title and scope will be agreed between the employer and the EPAO. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method), as shown in the mapping of assessment methods. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

The independent assessor will assess the components of this assessment method holistically.

The independent assessor will make all grading decisions.

The rationale for this assessment method is:

- it assesses the apprentice undertaking key activities of a signage technician completed in normal working conditions, which will allow them to perform at their best
- it allows for a wide range of signage technician work to be demonstrated
- it provides a cost-effective assessment, as it minimises independent assessor time and makes use of the apprentice's employer's workplace, equipment and resources, and should contribute to workplace production
- it is holistic

### Project

The project must be based on the design, manufacture and application, installation or erection of signage in response to a customer brief(s); preparing costings and quotations for the work.

The EPAO must sign off the project's subject and scope to confirm its suitability at gateway.

The project starts after the apprentice has gone through the gateway. The typical duration of the project should represent 40 hours of work, separate to the time to complete the project report. The time to complete the project does not need to be consecutive and can be completed at any time up to project report submission. The apprentice will complete their project and submit the report to the EPAO after a maximum of eight weeks from the gateway.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

Whilst completing the project, the apprentice should be subject to the workplace's normal supervision arrangements.

The following activities should be undertaken as part of the project:

- identify signage requirements
- prepare costs and quotations
- plan and schedule work
- design signage using graphic design software
- prepare pre-fabrication files and instructions
- install signs
- quality assurance
- communication and documentation

All the activities should relate to the same signage.

The customer brief must be one where there is the opportunity for the apprentice to demonstrate interpretation in the solution/requirements and design.

The signage must require colour management, font management, an image, use of at least two types of materials, at least three different applications, at least two manufacturing techniques and at least two installation techniques.

## Project location

The project should take place in the apprentice's workplace and signage installation location.

## Component 1 – Report

### Delivery

The project outcome should be in the form of a report, with supporting evidence.

All reports should include:

- identification of signage requirements: the customer brief and site survey finding requirements, regulations and guidelines considered and material considerations
- preparation of costings and quotations: costing and quotation considerations and requirements
- planning and scheduling of work: project plan showing order of tasks
- designing signage using graphic design software: how the design meets the customer brief and conforms with design principles and identified signage requirements
- preparation of pre-fabrication files and instructions: how the pre-fabrication file/instructions will enable manufacture of the signs
- installation of signs: techniques used and why they were suitable
- quality assurance: checks completed on signage materials and products to meet company requirements
- communication and documentation: key communication and documentation required for the project
- adaptability: how they adapted for the project's benefit for example, to meet changing priorities or deadlines.

- Continued Professional Development (CPD): their plans for CPD and why it is important to projects such as this

The report structure should include:

- an introduction
- the scope of the project
- project plan showing timescales
- project outcomes
- conclusions
- supporting evidence

The report has a maximum word limit of 3,000. A tolerance of plus or minus 10% is allowed at the apprentice's discretion. Supporting evidence, references and diagrams etc will not be included in this total. The report must map, in an appendix, how the report and evidence demonstrates the KSBs mapped to this assessment method.

Supporting evidence should include:

- design artwork
- pre-fabrication file
- photographs/video evidence of installed signage
- costings and quotation/invoice
- work communication/documentation, for example, emails, letters, works order, job bag

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

Evidence requirements

- only evidence directly related to the project can be included, except evidence relating to future continued professional development
- evidence should be mapped against the KSBs assessed by the project – see KSB mapping
- video clips must be combined and be a maximum total duration of 10 minutes
- the evidence provided must be valid and attributable to the apprentice

The apprentice will conduct their project and submit the report to the EPAO after a maximum of eight weeks from the gateway. The report can be submitted in paper-form or electronically.

When the report and supporting evidence is submitted, the employer and the apprentice should provide a statement to verify the submitted work is that of the apprentice.

### **Project report location**

The project report production can take place in the apprentice's workplace or suitable location for example training provider's premises.

## Component 2 – Questions

### Delivery

Questions must be asked. The purpose of questioning is to assess the level of competence against the grading descriptors. Those KSBs that the apprentice did not have the opportunity to demonstrate during the report can instead be covered by questioning, although these should be kept to a minimum.

The independent assessor must ask a minimum of six questions. They may ask follow-up questions where clarification is required.

Independent assessors must use their EPAO's question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAOs training and standardisation process.

The duration should be fixed at 45 minutes +10% at the independent assessor's discretion. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available, unless the apprentice has already achieved the highest grade available.

KSBs met and answers to questions, must be recorded by the independent assessor.

### Assessment location

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

The project questions should take place in the apprentice's workplace or any suitable venue sourced by the EPAO.

Video conferencing can also be used to conduct the questions, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

### Question and resource development

EPAOs will create and set open questions to assess related underpinning KSBs. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their questions if employers are consulted. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied, yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials

- assessment specifications
- grading guidance
- question banks
- guidance document for employers and apprentices on the process / timescales for the assessment as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment
- example projects or report templates to support apprentices

## End-point assessment method 2: Observation with questions

### Overview

This assessment method has one component.

An observation with questions involves an independent assessor observing and questioning an apprentice undertaking work as part of their normal duties, in the workplace. This allows for a demonstration of the KSBs through naturally-occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted. Apprentices must be observed by the independent assessor completing work under normal working conditions. The independent assessor will ask questions to assess the level of competence against the grading descriptors or to assess KSBs where an opportunity to observe them has not naturally occurred.

The rationale for this assessment method is:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- questioning allows for the testing of related underpinning knowledge and behaviours
- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method

### Delivery

The observation with questions must take two hours. The time for questioning is included in the overall assessment time.

The observation with questions may be split into discrete sections held on the same working day.

Where breaks occur, they will not count towards the total assessment time. EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor has the discretion to increase the time of the observation with questions by up to 10% to allow the apprentice to complete a task or respond to a question.

One independent assessor may observe only one apprentice at any one time, to ensure quality and rigour.

Apprentices must be provided with information on the format of the observation with questions, including the timescales they will be working to, before the start of the observation with questions. The time taken to give this information is exclusive of the assessment time.

The following activities should be observed during the observation:

- manufacture signs using machinery, tools and/or equipment
- perform finishing operations
- maintain work area, tools and equipment
- prevent damage to signage

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates.

The activity may relate to the same signage as assessment method 1: Project, report and questions, or different signage.

The activities can relate to one or more signs, with work completed in full or part, which enables the apprentice to use at least two different pieces of machinery, tools or equipment – one electrical and one non-electrical.

The independent assessor must be unobtrusive whilst conducting the observation and questions.

Questions must be asked. The purpose of the questioning is to assess the level of competence against the grading descriptors. As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

The independent assessor must ask a minimum of six questions. They may ask follow-up questions where clarification is required.

Independent assessors must use their EPAO's question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAOs training and standardisation process.

The questions can be asked by the independent assessor both during and after work completion. In order to remain as unobtrusive as possible, independent assessors should ask questions during natural stops between tasks and/or after completion of work rather than disrupting the apprentice's flow.

The observation and responses to questions will be assessed holistically.

KSBs observed, and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

## Assessment location

The observation with questions should take place in the apprentice's workplace. Questioning should take place in a quiet space free from distraction and influence.

The employer is responsible for ensuring that all necessary machinery, tools and equipment required for the observation are available and are in good working order.

## Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied, yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- grading guidance
- question banks
- marking materials
- guidance document for employers and apprentices on the process / timescales for the observation with questions as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

## Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction.

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

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

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods.

In order to achieve an overall EPA 'distinction', apprentices must achieve a distinction in the project report and questions and a distinction in the observation with questions.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1 – Project report and questions	Assessment method 2 – Observation with questions	Overall grading
Fail	Any grade	<b>Fail</b>
Any grade	Fail	<b>Fail</b>
Pass	Pass	<b>Pass</b>
Distinction	Pass	<b>Pass</b>
Pass	Distinction	<b>Pass</b>
Distinction	Distinction	<b>Distinction</b>

Any grade = fail, pass, or distinction

## Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

An apprentice who fails one or more assessment methods, and therefore the EPA in the first instance, will be required to re-sit or re-take the failed assessment method(s) only.

The timescale for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within two 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 four months of the EPA outcome notification. If the apprentice fails the project report, they will be required to amend the project report in line with the independent assessor's feedback. The apprentice will be given 3 weeks to rework and submit the amended project report.

All assessment methods must be taken within a six-month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• work with the training provider (where applicable) to support the apprentice in the workplace to provide the opportunities to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• select the EPAO</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer specific documentations as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for and complete any post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> </ul>

EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• agree the EPA price</li> <li>• understand the occupational standard</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• deliver the EPA as outlined in this EPA plan in a timely manner</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to required resources and liaise with the employer to agree this if necessary</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances including when the EPAO is the training provider (i.e. HEI) there must be no conflict of interest</li> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• conform to the requirements of the nominated external quality assurance provider (EQAP)</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• deliver induction training for independent assessors, and for invigilators and markers where used</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with their malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> </ul>
------	--

	<ul style="list-style-type: none"> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul>
Independent assessor	<p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up to date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances including when the EPAO is the training provider (i.e. HEI)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and assessment recording documentation provided by the EPAO in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> </ul>
Training provider	<p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> </ul>

	<ul style="list-style-type: none"> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor apprentices progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. HEI) there must be procedures in place to mitigate against any conflict of interest</li> </ul>
--	---

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPA organisations must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who:
  - have recent relevant experience of the occupation/sector gained in the last three years or significant experience of the occupation/sector and evidence of continued professional development
  - are competent to deliver the end-point assessment and have experience of design, manufacture and installation of a range of signage products and commercial operations i.e. producing costings and quotations This should be at least at the same level as the apprenticeship standard
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
  - provide training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades

## Value for money

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

- use of technology – for example video conferencing for the project questioning
- location – for example use of employer premises
- making maximum use of each typical 7.5 hour working day
- observation of naturally occurring evidence in the workplace
- using an employer's equipment and resources for the project
- the possibility of scheduling the observation and project questions on the same day

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Project report and questions

Knowledge
<b>K1</b> The signage industry: types of markets/customers and different types of signs produced and their use: vehicle signs, wraps and graphics, window graphics, building frontage signs (sign trays, projecting signs, flat panels), post mounted signs (totem's and road signage), street furniture and pavement signs, point of sale, floor graphics, exhibitions and displays, built up 3D letters, flat cut letters, health and safety warning signs, plaques and nameplates, information signs, road traffic signs (standards, chevrons, directional, advanced directional and gantry signs). Option for signage illumination by a variety of means.
<b>K2</b> Regulations and guidelines: British Standards for Signage BS559 2020, Consumer Rights.
<b>K3</b> Materials used in sign-making; their uses and characteristics, including self-adhesive vinyls (monomeric, polymeric, cast, reflective/fluorescent, grades of vinyl), self-adhesive laminates, adhesives for different applications (removable, permanent, high tack), banner material (scrim and mesh, total block out), wallpapers (self-adhesive and pastable), card, rigid substrates, plastic and metals (PVC, foamed PVC, acrylic, resin, fluted PVC, polycarbonate), aluminium composite material, aluminium (panels and extrusions), steel, fibreglass, soft signage (polyester fabric) and Paint, powders & ink. Illumination (LED, Neon).
<b>K7i.</b> Information technology: Management Information Software.
<b>K7ii.</b> Information technology: Computer Aided Design and Manufacture.
<b>K8</b> Colour management and coding references: Pantone, RAL (European colour matching system), Cyan Magenta Yellow black (CMYK), Red Green Blue (RGB).
<b>K9</b> Design principles: layout, colour selection, positioning, scale and proportion.
<b>K10</b> Installation techniques: self-adhesive vinyl application (vehicle wrap, windows, substrates), screw or resin fixing, concrete post fixing, channel and clip post fixing, wallpaper (self-adhesive and pastable), electrical. Site survey requirements.
<b>K11</b> Commercial operations: costing and quotation considerations and requirements.
<b>K12</b> Planning techniques; work scheduling.
<b>K13</b> Communication techniques – verbal and written. Signage terminology.
<b>K14</b> Documentation requirements: client records, works order/job bag, invoices. General Data Protection Regulation (GDPR).
<b>K15</b> Quality assurance requirements.

Skills
<b>S1</b> Interpret information, for example customer briefs, specifications and work instructions.
<b>S2</b> Conduct site survey.
<b>S3</b> Calculate costs and prepare quotations.
<b>S4</b> Plan and schedule work.
<b>S6</b> Use graphic design software to design signage.
<b>S7</b> Create pre-fabrication files/instructions.
<b>S12</b> Apply, install or erect signs.
<b>S13</b> Check signage materials and products against quality requirements.
<b>S19</b> Use access equipment in the installation process, for example ladders, fixed and mobile platforms.
<b>S20i</b> Communicate with stakeholders – verbal, written or electronic; use industry terminology.
<b>S21</b> Complete documentation for example job sheets, maintenance records.

Behaviours
<b>B5</b> Adaptable, for example to changing priorities and deadlines.
<b>B6</b> Committed to continued professional development, for example keeps up to date with developments in the industry.

## Assessment method 2: Observation with questions

Knowledge
<b>K4</b> Health and safety regulations and requirements: Health & Safety at Work Act 1974, manual handling, Control of Substances Hazardous to Health (CoSHH), Working at Height, Provision and Use of Work Equipment Regulations (PUWER), Personal Protective Equipment (PPE), Risk assessments, method statements.
<b>K5</b> Environmental policy and requirements: Environmental Protection Act 1990. Sustainability. Disposal of waste, segregation of recyclable materials.
<b>K6</b> Machinery, tools and equipment used in sign-making – their purpose and use: Inkjet printers (roll fed or flat bed), vinyl cutters/plotters, laminators (roll fed and table), Flat bed cutters, routers, laser cutters, engraving and etching machines, 3D printers, spray equipment, screen print equipment & guillotine. Portable Appliance Testing requirements.
<b>K16</b> Equality and diversity in the workplace.

Skills
<b>S5</b> Prepare for signage work.
<b>S8</b> Select and use materials and components.
<b>S9</b> Assemble signs.
<b>S10</b> Trim, clean and add fixing features to signage such as eyelets, hinges and brackets, as required.
<b>S11</b> Protect materials and signs to prevent damage during manufacture, transportation and storage.
<b>S14</b> Identify and document risks and hazards in the workplace; advise on and apply control measures.
<b>S15</b> Comply with health and safety regulations and requirements.
<b>S16</b> Comply with organisational and statutory environmental and sustainability considerations: safe disposal of waste, recycling of materials and efficient use of resources.
<b>S17</b> Select, set up, complete pre-checks and operate sign-making machinery, tools and equipment.
<b>S18</b> Maintain work area, tools and equipment for example, charge batteries and sharpen blades.
<b>S20ii</b> Communicate with colleagues – verbal, written or electronic.
<b>S22</b> Rectify or report issues.

Behaviours
<b>B1</b> Prioritises health, safety and the environment.
<b>B2</b> Acts professionally, for example represents employer well, uses appropriate language, neat and tidy in appearance and takes account of equality and diversity considerations.
<b>B3</b> Takes responsibility, for example completes work with minimal supervision, knows own limitations and asks for help where required
<b>B4</b> Team player, for example keeps colleagues informed, supports colleagues to complete work and develop.

# Grading descriptors

## End-point assessment method 1: Project

Theme KSBs	Pass Apprentices must demonstrate all the pass descriptors	Distinction Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
<b>Identify signage requirements</b> K1 K2 K3 S1 S2	Identifies and interprets the customer's signage requirements from customer brief and conducts a site survey, correctly taking account of the type of market/customer and different types of signs, regulations, guidelines and material characteristics	Presents suitable options that expand on the customer brief and/or present alternative ideas to the customer's original brief
<b>Prepare costs and quotations</b> K11 S3	Identifies and calculates costs for the work and prepares quotation based on costings and company requirements.	
<b>Plan and schedule work</b> K12 S4	Plans and schedules work using appropriate techniques, identifying the order of tasks and length of tasks	Justifies the order of tasks including prioritisation and any grouping of tasks in relation to cost and time savings
<b>Design signage</b> K7ii K9 S6	Uses graphic design software to produce design work that meets the customer brief and conforms with design principles and identified signage requirements	Uses enhanced features of the graphic design software to the projects benefit for example, different elevations, signage superimposed in situ
<b>Prepare pre-fabrication files and instructions</b> K8 S7	Creates pre-fabrication file/instructions that will enable manufacture of the signs, including colour management and coding references	Explains how the pre-fabrication file/instructions maximise efficiency and minimise use of resources

<b>Install signs</b> <b>K10</b> <b>S12 S19</b>	Applies, installs or erects signs using suitable techniques, taking account of site survey requirements, to meet the customer's requirements  Identifies access equipment used, outlining safety measures applied in line with the method statement	Compares at least two alternative installation techniques and justifies installation choice made
<b>Quality assurance</b> <b>K15</b> <b>S13</b>	Describes checks completed on signage materials and products to meet company requirements, outlining issues if they occurred and where they occurred action taken to rectify them in line with company procedures	Identifies and explains the potential quality issues that could arise during the work and how they mitigate against them
<b>Communication / Documentation</b> <b>K7i K13 K14</b> <b>S20i S21</b>	Uses the most appropriate communication with stakeholders - verbal, written or electronic and completes documentation required for the project; information is suitable for the audience, uses technical terminology, and technology accurately and appropriately and complies with GDPR requirements.	
<b>Adaptable</b> <b>B5</b>	Describes when they have been adaptable for the project's benefit	
<b>Continued Professional Development</b> <b>B6</b>	Outlines future plans for CPD, explaining why keeping up to date with industry developments is important to projects such as this one	
<b>Fail – Apprentices will fail where they do not demonstrate all the pass descriptors</b>		

## End-point assessment method 2: Observation with questions

Theme KSBs	Pass Apprentices must demonstrate all the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors, plus all of the following distinction descriptors
<b>Preparation</b> <b>S5 S18</b>	Identifies and organises the resources and work area(s) required for the task i.e. machinery, tools and equipment, materials and components Personal Protective Equipment  Maintains work area, tools and equipment; for example, charges batteries and sharpens blades	
<b>Health &amp; safety / Environment</b> <b>K4 K5</b> <b>S14 S15 S16</b> <b>B1</b>	Identifies and documents risks and hazards present in the workplace; advises on and applies appropriate control measures  Works in accordance with health, safety and environmental regulations, policy and requirements, prioritising over other factors for example time and cost  Disposes of waste safely; segregates and recycles materials where possible in line with company and statutory guidance and policies	Explains the importance of compliance with health, safety and environmental regulations, policy and requirements, with reference to the impact on individuals, business and the environment
<b>Machinery, tools and equipment</b> <b>K6</b> <b>S17</b>	Selects machinery, tools and equipment appropriate for the task  Conducts set-up, completes pre-checks and operates machinery, tools and equipment required for the task in line with	Analyses and explains the potential consequences of not undertaking pre-checks and operating in line with manufacturers' / employer's requirements, for a piece of machinery, tool or equipment as

	manufacturers'/employer's requirements	identified by the independent assessor
<b>Assemble signage</b> <b>S8 S9 S10 S11</b>	<p>Selects and uses components and materials appropriate for the task</p> <p>Assembles signs in line with company tolerances</p> <p>Completes finishing – trim clean and add fixing features, required and in line with work instructions</p> <p>Protects materials and signs to prevent damage</p>	<p>Compares at least two different assembly techniques and justifies choices made</p> <p>Identifies and explains the potential assembly issues that could arise during the work and how they mitigate against them</p> <p>Identifies and explains the potential damage that can occur to signs and how they mitigate against them</p>
<b>Responsible</b> <b>S22</b> <b>B3</b>	Takes responsibility to complete the work with minimal supervision, rectifying or reporting issues in line with limits of authority	
<b>Professional / teamwork / equality &amp; diversity</b> <b>K16</b> <b>S20ii</b> <b>B2 B4</b>	<p>Acts professionally, for example polite and respectful, uses appropriate language, neat and tidy in appearance and takes account of equality and diversity considerations in interactions with others</p> <p>Demonstrates being a team player, communicates with colleagues as required for the task</p>	Explains how and why they would adapt the communication methods used when presented with a different audience as identified by the independent assessor
Fail – Apprentices will fail where they do not demonstrate all the pass descriptors		