ST0295/V2

Apprenticeship reference number	Level of this 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
AO1: Health, safety and welfare compliance Applies health and safety legislation, safe systems of work, and organisational procedures to maintain a safe working	**K1***, **K2**, **K3**, K4, K5, **K6** **S1**, **S2**, **S3**, **S4**

environment. Uses PPE and or RPE, follows risk assessment and method statement guidance.	
AO2: Work area preparation, protection and sustainable practices Prepares, protects work and reinstates the work area. Applies sustainability practices to painting and decorating tasks.	K10, K11, K12, **K15***, K19, K20 **S6***, **S7**, **S8**
AO3: Tools and equipment Selects and uses hand tools, power tools and equipment. Maintains and stores hand tools and power tools.	K13, K14 **S9**, S10, **S11**
AO4: Product preparation, application and finishing systems Prepares and applies coating systems and wallcoverings for internal and external surfaces. Rectifies defects and carries out minor repairs.	K16*, K17*, K18, K21, **K22**, **K23**, K24 S12, S13, S14, **S15**, **S16***, **S17***, **S18***, S19
AO5: Principles of digital and modelling design systems, and information interpretation Understands the basic principles of digital design and modelling systems. Interprets product and task information from a range of sources.	K8*, K9* **S5***
AO6: Professional behaviours, communication and sector practices 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*, **K29**, K30, K31 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 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, adopted practices or other documents that may be published by industry regulators, professional bodies, and other representative groups.

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.

Assessment organisations must design apprenticeship assessment that meets the following requirement(s):

- fully aligns with the Industry Competence Steering Group (ICSG) competence frameworks listed below, where they relate to assessment of the knowledge and skills within the apprenticeship-occupational-standard:

Competence framework for painting and decorating, July 2026.

- fully aligns with the Construction Skills Certification Scheme (CSCS) alliance member card scheme requirements, insofar as they relate to assessment of the knowledge and skills within the apprenticeship-occupational-standard, such that the apprentice may use attainment of the apprenticeship assessment to support an application for the CSCS Blue Skilled Worker card.

Employers expect apprentices to work in accordance with British Standards BS6150:2019 for painting tasks and BS8000-12:1989 for wallcovering tasks.

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.

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
Applied Knowledge	Applies knowledge, facts, procedures and ideas of painting and decorating, appropriately in a significant range of varied work activities and contexts, some of which are complex or non-routine.	Applies knowledge, facts, procedures and ideas of painting and decorating, with consistently high accuracy, insights or efficiency in a significant range of varied work activities and contexts, some of which are complex or non-routine.
Applied Skills	Selects and applies painting and decorating practical skills consistently in a significant range of varied work activities and contexts, some of which are complex or non-routine. Solves straight-forward, well-defined painting and decorating problems, to an acceptable standard.	Integrates painting and decorating practical skills with precision in a significant range of varied work activities and contexts, some of which are complex or non-routine. Solves straight-forward, well-defined painting and decorating problems, that add value.

Regulatory and Procedural Awareness	Gathers and interprets health and safety legislation, regulations and guidance relevant to painting and decorating, with minimal noncritical errors, although depth of insight or adaptability may be limited.	Applies interpretation of health and safety legislation, regulations and guidance relevant to painting and decorating, with minimal noncritical errors and with reasonable depth of insight or adaptability.
Communication and Collaboration	Communicates and collaborates effectively within a team or group setting, and delivers a reliable service.	Communicates with clarity and sensitivity, within a team or group setting, and delivers a reliable and courteous service.
Information Use and Decision Making	Gathers and interprets painting and decorating information relevant to the role, informing decisions and actions that are fit for purpose in the work context.	Applies interpretation of painting and decorating information and feedback relevant to the role, shaping actions that add value.
Responsibility and Autonomy	Takes responsibility for completing painting and decorating tasks and procedures. Exercises autonomy and judgement subject to overall direction or guidance. May collaborate with others perhaps through a work group or team.	Exercises informed judgement and self-direction when taking responsibility for completing painting and decorating tasks and procedures, anticipating the needs of the task or team.

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