



End-point assessment plan for Vehicle Damage Assessor apprenticeship standard

Apprenticeship standard reference number	Level of this end point assessment (EPA)	Integrated
ST0406	4	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Vehicle Damage Assessor apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Vehicle Damage Assessor apprentices, their employers and training providers.

Full time apprentices will typically spend 36 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting a maximum of 6 months, beginning when the apprentice has passed the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Observation with questioning

- Fail
- Pass
- Merit
- Distinction

Assessment method 2: Multiple Choice Test

- Fail
- Pass

Performance in the EPA will determine the overall apprenticeship standard and grade of:

- Fail
- Pass
- Merit
- Distinction

EPA summary table

On-programme (typically 36 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
End-point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • Apprentices must complete: English/mathematics Level 2
End Point Assessment (which would typically take 6 months)	<p>Assessment Method 1: Observation with questioning</p> <p>With the following grades:</p> <p>Fail Pass Merit Distinction</p> <p>Assessment Method 2: Multiple Choice Test</p> <p>With the following grades:</p> <p>Fail Pass</p>

Length of end-point assessment period:

All EPA assessment methods must be completed within an EPA period lasting a maximum of 6 months, beginning when the apprentice has passed the EPA gateway.

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 taking the other.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they have achieved occupational competence. 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.

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 requirements prior to beginning EPA:

English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For Observation with questioning:

- no specific requirements

For Multiple Choice Test:

- no specific requirements

Assessment methods

Apprentices must complete

- Assessment Method 1
 - Observation with Questioning
- Assessment Method 2
 - Multiple Choice test

Assessment Method 1: Observation with questioning (This Method has 1 component.)

Method 1 Component 1: Observation with questioning

Overview

Apprentices must be observed by an independent assessor completing 1 practical demonstration in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for the observation to take place, in consultation with the employer. The practical demonstration must be carried out over a total assessment time of 4 hours. The demonstration may not be split, other than to allow comfort breaks as necessary. The assessor has the discretion to increase the time of the practical demonstration by up to 10% to allow the apprentice to complete the last task that is part of this element of the EPA.

Assessors may observe up to a maximum of 4 apprentices per day, to allow for cost effective use of resources while maintaining quality and rigour. This will typically be two apprentices in the morning and two in the afternoon. At each session (morning and afternoon) the assessor will be assisted by an invigilator. Their role is to observe the apprentice during the time when the assessor is observing the other candidate. The invigilator cannot play a role in assessing the apprentice. Their role is to ensure that the apprentice carries out the task unaided during the period when the assessor is absent.

The rationale for this assessment method is:

Employers were consulted and decided to select a simulation for the practical task rather than a "live" demonstration on a customer's vehicle. This was due to concerns that smaller employers may not be able to guarantee a suitably damaged vehicle would be available on the day of the assessment.

In order to tangibly demonstrate vocational competence in the role of Vehicle Damage Assessor, there must be a practical element to demonstrate practical competence. To ensure all apprentices have the same opportunity to identify and assess damage to the required occupational standard, the observation will be conducted in a simulated environment on a vehicle with sufficient damage to fully test the knowledge, skills and behaviours assigned to this assessment method. The vehicles provided will have the necessary damage to address the KSBs being assessed (to ensure validity, consistency and comparability across assessments).

Steps must be put in place by the EPAO to prevent predictability of assessment. The EPAO will use a variety of vehicles which will all have necessary damage to ensure that KSBs are robustly assessed.

Delivery

Apprentices must be provided with both written and verbal instructions on the tasks they must complete, including the timescales they are working to. They will be given them at the beginning of the task and this will be included in the 4 hour assessment time.

The practical demonstration should be conducted in the following way to take account of the occupational context in which the apprentice operates:

- The assessor will provide a written briefing to the apprentice, then conduct an oral briefing outlining the requirements of the task. This must take place within the first 10 minutes of the 4 hour task.
- They will assess the damaged vehicle and carry out data capture.
- They will then upload information into estimating software.
- They will conclude their damage assessment and give the results to the assessor.
- The assessor can ask a minimum of 6 clarifying questions in order to aid differentiation between grade boundaries. Additional follow up questions are allowed but these must be asked and responded to within the observation window. The EPAO must produce a bank of sample questions to help the assessor, but these are for illustration only and the assessor must target their question to the apprentice's individual circumstances.

The following activities **MUST** be observed during the practical demonstration: a practical demonstration without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method.

- The apprentice must assess damage on a vehicle and use manual and digital image technology to record the damage. They must then prepare a record of the damage.
- They must be asked to locate and record the vehicle unique identification details.
- The damage to the vehicle must include safety faults and damage to mechanical and electronic parts.
- They must also be observed using estimating software, spreadsheets and on-line databases.
- The assessor must be provided with a copy of the apprentice's organisational structure prior to commencement of the assessment as this may be used as a basis for questions about this.
- The employer must provide the EPAO with an example of a job card in order for the assessor to test K14, which requires the apprentice to understand how to complete a job card (which may have some variance between employers).

- The organisational structure and the job card must be provided to the EPAO at least 5 working days before the date of the assessment to give the assessor time to review them and prepare questioning.

There may be breaks during the practical demonstration to allow the apprentice to move from one location to another and for meal/comfort breaks and these are excluded from the four hour observation time. During these breaks, the clock must be stopped and restarted to ensure that the assessment duration is not reduced.

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

The independent assessor will make all grading decisions, using clarifying questions as part of this decision making process.

Questions and resources development

EPAOs will produce specifications to outline in detail how the practical demonstration will operate, what it will cover and what should be looked for. It is recommended that this be done in consultation with employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications must be varied, yet allow assessment of the relevant KSBs.

EPAOs must develop a bank of sample questions of sufficient size to prevent predictability which will be reviewed regularly, at least once per year.

Venue

Practical demonstrations must be conducted in one of the following locations:

- a suitable venue selected by the EPAO (e.g. a training provider's premises or another employer's premises) which ensures sufficient space for the ratio of assessor to candidates for each practical test
- the employer's premises

The venue must:

Be appropriate and reasonable for examination conditions. The EPAO is responsible for ensuring that the apprentice is familiar with the environment and that it is representative of the apprentice's workplace.

It must have the appropriate equipment required for the test (damaged vehicle, ramps, recording equipment and electronic/software/IT, paper, writing equipment, calculator, clipboard, template forms to record damage of vehicle).

If the venue is selected by the EPAO it is their responsibility to ensure it meets these requirements.

Support material

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

- A briefing sheet on administration of the task to share with employers and apprentices.
- Marking documentation to record evidence against KSBs mapped to the assessment method

- A list of equipment required to deliver EPA (eg. digital recording device (video and/or audio) to record questions and answers during assessment

Assessment Method 2: Multiple Choice Test (This Method has 1 component.)

Method 2 Component 1: Multiple Choice Test

Overview

The rationale for this assessment method is:

This method is an effective way of assessing a wide range of knowledge across the standard in an affordable way for employers. This allows multiple apprentices to be assessed at the same time.

Test Format

The test can be:

- computer based
- paper based

It will consist of 20 questions as follows:

- Closed response questions (i.e. multiple-choice questions)
- The questions must relate to the underpinning knowledge and must be varied.
- Apprentices must choose one correct response from a choice of 4.
- Each correct answer is worth one mark.

Test administration

Apprentices must have a maximum of 30 minutes to complete the test.

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

The following equipment is permitted during the test: a calculator provided by the EPAO (not a smart phone or similar device).

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line, or a trained invigilator appointed by the EPAO. The EPAO is required to have an invigilation policy that will set out how the test/examination is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test/examination.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the validity of the identity of the person taking the test.

This assessment method will be carried out as follows:

The test must be undertaken under exam conditions. The independent assessor must assure themselves of the identity of the apprentice. The test should take place in a quiet room free from distraction or influence. Multiple apprentices can be assessed at the same time. A maximum of 12 apprentices per invigilator can be supported if the equipment and space are available to support test conditions. Training providers can provide the invigilator providing they are fully trained and have had no connection with the delivery of the apprentice sitting the test. The test must include 4 health and safety related questions including 1 question relating to each of the following Health & Safety-related areas of knowledge: K02, K06, K08. At least 3 out of the 4 questions must be passed in order to achieve an overall pass in the knowledge test.

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, electronic marking is permissible.

Any incorrect or missing answers must be assigned 0 marks.

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. Predictability of questions may also be reduced by having a sufficient question bank to call upon for the 20 questions required each time, which are updated regularly (at least once per year).

Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- A test specification
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.

Weighting of assessment methods

The assessment methods are equally weighted.

Grading

Assessment method 1: Observation with questioning

See Mapping of Knowledge, Skills and Behaviours section and Annex A

Assessment method 2: Multiple Choice Test

See Mapping of Knowledge, Skills and Behaviours section.

The following grade boundaries apply to the test:

Grade	Minimum score (%)	Maximum score (%)
Pass	70 (including at least 3 of the 4 health and safety related questions)	100
Fail	0	69 OR Failure to pass 3 out of 4 health and safety related questions, regardless of the overall score.

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

In order to achieve an overall pass, both assessment methods must be passed.

In order to achieve an overall merit, a pass must be achieved in the multiple choice test and a merit must be achieved in the observation with questioning.

In order to achieve an overall distinction, a pass must be achieved in the multiple choice test and a distinction must be achieved in the observation with questioning.

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

Observation with questioning Assessment method 1	Multiple choice test Assessment method 2	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Merit	Fail	Fail
Merit	Pass	Merit
Distinction	Fail	Fail
Distinction	Pass	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • complete the on-programme element of the apprenticeship • prepare for and complete the EPA
Employer	<ul style="list-style-type: none"> • identify when the apprentice is ready to pass the gateway and undertake their EPA • notify the EPAO that the apprentice has passed the gateway • Provide EPAO with organisational structure and job card
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • have processes in place to conduct internal quality assurance and do this on a regular basis • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAO standardisation and training events per year (as defined in the IQA section)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • plays no part in the EPA itself

Invigilator	<p>As a minimum the invigilator should:</p> <ul style="list-style-type: none">• be appointed/approved by the EPAO• administer the observation task to ensure apprentices work alone and without help• mark the multiple choice test if not automated <p>The Invigilator must not make any judgements on the outcome of the observations. The Invigilator must not have been involved in the on-programme learning or assessment of the apprentice(s) taking part in the End-Point assessment.</p>
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Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas:
Experience of working in the Vehicle Damage industry and assessing damage to vehicles.
- appoint independent assessors who have recent relevant experience of the occupation/sector
Senior ATA/Accreditation gained in the last three years or significant experience of the occupation/sector.
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

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

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

The timescales for a resit/retake is agreed between the employer and EPAO. A resit is typically taken within 3 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of distinction.

Affordability

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

- assessing multiple apprentices simultaneously
- using an employer's premises
- using training providers/supplier's premises
- online assessment

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments 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.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1 - Observation with questioning

Assessment method 2 – Multiple choice test

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	Vehicles construction and materials	Assessment method 1
K2	Steering, suspension and braking, systems and operations	Assessment method 1 Assessment method 2
K3	Transmission and drivelines	Assessment method 1
K4	The principles of electrical systems	Assessment method 2
K5	Electrical/electronic components	Assessment method 2
K6	Vehicle safety systems	Assessment method 1 Assessment method 2
K7	Tools and equipment used in the process	Assessment method 1
K8	Understand current Health & Safety legislation in the workplace	Assessment method 2 Assessment method 1
K9	The structure of their organisation or workplace	Assessment method 1
K10	The importance of teamwork in the workplace	Assessment method 1
K11	How to communicate effectively	Assessment method 2

K12	Up to date vehicle repair technologies including Paint, Panel and MET	Assessment method 1
K13	Good understanding of commercial aspects of a body shop	Assessment method 1
K14	How to produce a job card	Assessment method 1
K15	Non-accidental related damage	Assessment method 1
K16	Electronic costings systems	Assessment method 1
K17	Industry vehicle Repair methods	Assessment method 1
Skills		
S1	Recognise properties of different types of vehicle damage	Assessment method 1
S2	Maintain records	Assessment method 1
S3	Use manual and digital image technology	Assessment method 1
S4	Locate vehicle unique identification details	Assessment method 1
S5	Diagnose safety faults on vehicles	Assessment method 1
S6	Read, adhere to and apply relevant legislation	Assessment method 1
S7	Use repair methods	Assessment method 1
S8	Make judgements on vehicle damage, taking into account safety and cost	Assessment method 1
S9	Commercial decision making	Assessment method 1

S10	Prepare costings based on parts and labour ratios	Assessment method 1
S11	Oral communication, listening and negotiation skills	Assessment method 1
S12	Use industry guidelines appropriately	Assessment method 1
S13	Recognises importance of gaining approval before work commences	Assessment method 2
S14	Use of estimating software, spreadsheets, on-line databases	Assessment method 1
Behaviours		
B1	Customer focussed – demonstrate behaviour that puts the customer first	Assessment method 1
B2	A right first time approach committed to delivering and maintaining high quality workplace standards	Assessment method 1
B3	A calm and reasoned approach	Assessment method 1
B4	A professional approach, demonstrates integrity and confidence in daily activities	Assessment method 1
B5	Adherence to company values, shows passion and enthusiasm for the industry	Assessment method 1
B6	Take responsibility for health and safety	Assessment method 1
B7	Attention to detail	Assessment method 1

Annex A

Grading Descriptors for the Observation with Questioning

Knowledge, Skills and Behaviours assessed in the	Pass = ALL pass statements	Merit = All pass statements, plus 9 – 18 of the following statements
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Observation with Questioning		Distinction = All pass statements, plus 19 – 25 of the following statements
K1. Vehicles construction and materials	Identifies the materials used in vehicle construction and repair, including composites, aluminum, plastics, steel and HSS and where they are located in the vehicle	Evaluates the properties associated with the range of vehicle construction materials and identifies the risks of using unsuitable repair processes
K2. Steering, suspension and braking systems and operations	Identifies steering, suspension and braking systems used in a range of vehicles including basic steering rack, power rack and electric rack and ABS systems and their purpose	Explains the properties associated with the range of vehicle steering, suspension and braking systems and identifies the safety risks associated with the different systems including emerging technologies/systems
K3. Transmission and drivelines	Identifies transmission and driveline systems including gearbox; automatic, semi-automatic, Tiptronic, manual and also driveline; front wheel, rear wheel and four-wheel drive and Electric vehicle /hybrid drive and their purpose	Demonstrates knowledge of the properties associated with the range of transmission and driveline systems including emerging technologies and identifies components within these systems
K6. Vehicle safety systems	Describes vehicle safety systems including comfort systems, illumination systems, Advanced Driver Assisted Systems (ADAS), safety restraint systems (SRS) and their purpose	Demonstrates knowledge of vehicle safety systems and in the event of activation (of safety systems), can explain understands the implications and which additional processes will be required
K8. Understand current Health & Safety legislation in the workplace	Describes safe working practices within the workplace in line with H&S legislation	N/A
K9. The structure of their organisation or workplace	Identifies the structure of their organisation/workplace including team members,	N/A

	chain of command, first aiders, fire marshals, safeguarding contact and who to report incidents to	
K10. The importance of teamwork in the workplace	Explains the benefits of working with others	Explains the risks and implications of not taking into account other team members' needs
K12. Up to date vehicle repair technologies including Paint, Panel and MET	Identifies up to date vehicle repair technologies including Paint, Panel and MET and their application	Evaluates the benefits of new technologies compared to older/historical approaches
K13. Good understanding of commercial aspects of a body shop	Identifies the safe and appropriate repair options and is able to justify this decision taking into consideration value for money for the customer and profitability awareness for the bodyshop	Recognises opportunities for upselling and explains the implications to profitability
K14. How to produce a job card	Accurately describes the process to produce a job card in <i>their</i> bodyshop	N/A
K15. Non-accidental related damage	Identifies non-accident (incident) related damage (duty of care e.g. bald tyres) and makes appropriate parties aware of this	Recognises opportunities for upselling and explains the implications to profitability
K16. Electronic costings systems	Describes the use of electronic costing systems and the implications of using it incorrectly	Explains how the use of the electronic system can maximise efficiency and support profitability
K.17 Industry vehicle Repair methods	Correctly demonstrates an understanding and the importance of where to source and how to use manufacturer and stand-	N/A

	alone repair methods to produce a safe estimate	
S1. Recognise properties of different types of vehicle damage	Accurately analyses the extent and type of vehicle damage	Appraises extent of vehicle damage and explains the risks of using unsuitable repair processes
S2. Maintain records	Records all vehicle damage and information to produce repair specification (VIN number, tyre sizes, paint code, Reg number, make and model, mileage, previous damage/repair, fuel gauge reading)	N/A
S3. Use manual and digital image technology	Captures visually clear (non-obscured) digital images to illustrate vehicle damage and any relevant information relating to repair process including vehicle identification and non-accidental damage)	N/A
S4. Locate vehicle unique identification details	Locates VIN number and correctly records vehicle identification details	N/A
S5. Diagnose safety faults on vehicles	Correctly demonstrates the ability to diagnose all safety faults (through visual identification and the use of electronic equipment) on a damaged vehicle	Evaluates the risks of incorrect diagnosis of safety faults and the implications this would have on passengers, the business, other key stakeholders
S6. Read, adhere to and apply relevant legislation	Applies relevant legislation including pedestrian safety when determining process or specification	Evaluates the implications of incorrect application of relevant legislation including pedestrian safety

S7. Use repair methods	Demonstrates correct application of repair methods to produce a repair specification	Explains implications of incorrectly applying repair methods
S8. Make judgements on vehicle damage, taking into account safety and cost	Demonstrates decisions to replace or repair components based on safety and cost	Evaluates alternative repair options and can justify their choice in terms of safety and cost (contextualised within their own commercial environment)
S9. Commercial decision making	Analyses whether vehicle is commercially viable to repair - for example "Total Loss" or "repair over replace" scenarios	Explains commercial viability of repair and can evaluate a range of suitable options that takes account of a customer's circumstances or terms such as <i>Contract Repair</i>
S10. Prepare costings based on parts and labour ratios	Demonstrates how to calculate cost and duration of repair based on labour to parts ratios	Correctly explains the influence of parts to labour ratios on duration and cost of repair
S11. Oral communication, listening and negotiation skills	Demonstrates they can effectively communicate with customers and colleagues providing an example of how they explained the damage and proposed repair and gained customer agreement to proceed with repair – using straightforward language.	Describes how they have dealt with a difficult situation including at least two different styles of communication to resolve a concern or complaint. (e.g. face to face, telephone, letter, email) and evaluate the outcome of this.
S12. Use industry guidelines appropriately	Demonstrates ability to apply use of industry guidelines including vehicle valuation tools such as Glasses Guide	N/A
S14. Use of estimating software, spreadsheets, on-line databases	Demonstrates correct use of estimating software, entering all repair data and translating it correctly for input,	Demonstrates the awareness and ability to check for additional operations that may not be included

	<p>checking for accuracy after input.</p> <p>Correctly manually appraises vehicle damage and can accurately reconcile estimate produced by software with manual estimate produced</p>	<p>in the required repair method generated by the software</p>
<p>B1. Customer focussed – demonstrate behaviour that puts the customer first</p>	<p>Demonstrate an approach that puts the customer first through decisions made when assessing the vehicle and determining the cost and duration of repair</p>	<p>Demonstrates and explains an approach that can implement a solution for cost and duration of repair that will be agreed by both the customer of the vehicle and other key stakeholders including the insurance company</p>
<p>B2. A right first time approach committed to delivering and maintaining high quality workplace standards</p>	<p>Demonstrate a critical analysis that reflects on the importance of both quality and continuous improvement techniques and processes.</p>	<p>Demonstrates the ability to evaluate and discuss the strengths, limitations and the positive impacts, as well as an understanding of why they are appropriate.</p>
<p>B3. A calm and reasoned approach</p>	<p>Demonstrate an approach to each task, which shows the ability to work in a logical sequence in a calm way, using the correct tools and equipment and devices for the job.</p>	<p>Evaluates why particular decisions have been made that demonstrate insight and shows an appreciation providing a solution that is agreed by all key stakeholders</p>
<p>B4. A professional approach, demonstrates integrity and confidence in daily activities</p>	<p>Explain what a professional approach to VDA would be, illustrating their answer with examples from their own work using two examples. They must directly tie in the importance of the professional approach to</p>	<p>Discuss the impact of not following a professional approach, referencing the potential consequences and risks.</p>

	working to complete the work.	
B5. Adherence to company values, shows passion and enthusiasm for the industry	Demonstrates an approach that reflects the values of their organisation. Can articulate why they are passionate and enthusiastic about working in the sector	Can clearly identify and articulate how their adherence to company values links to commercial benefits for their organisation, illustrated with an example.
B6. Take responsibility for health and safety	Provide two different work examples distinguishing between safe and unsafe, good and bad practice.	Clearly identify and articulate the key risks, their monitoring, mitigation or control in examples given.
B7. Attention to detail	Demonstrates an approach that pays particular attention to the detail of assessing a vehicle	Explains why attention to detail is important in the end to end process when assessing a vehicle for damage and how this relates to cost effective repair for an organisation