ENERGY & UTILITIES
INDEPENDENT
ASSESSMENT SERVICE

Power apprenticeships: Power network craftsperson Level 3

(APPROACHES TO QUALITY ASSURANCE) SCHEME HANDBOOK

HOW TO NAVIGATE THIS DOCUMENT

We have made this PDF interactive to help you move to and between sections.

This can be done by clicking on:

the **tabs** on the right hand side of the PDF to go directly to one of the sections

the **home button** to return to the start of the document

the **print button** to print all or part of the document

We have also indicated where you can find more information online.

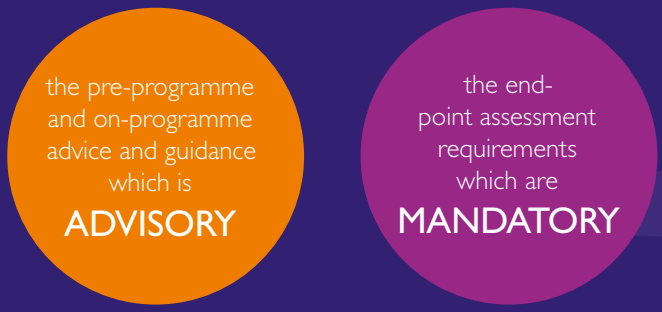
This PDF is optimised to work best when viewed using Adobe Reader. You can get Adobe Reader for your device from the following link:

https://get.adobe.com/uk/reader/

FOREWORD

This Scheme Handbook is designed for employers and third party providers who are delivering or planning to deliver the Level 3 Power Network Craftsperson Apprenticeship. The handbook is intended to provide all the necessary guidance and information required by those key personnel involved in managing, delivering training, assessing, examining or auditing the apprenticeship and as such the contents are detailed and extensive.

The information within the Scheme Handbook may be viewed as two related but separate sections:



Given the importance of developing and delivering a consistently high quality programme that prepares key personnel and all apprentices appropriately for end-point assessment it is expected that all staff involved will wish to read the whole handbook so that they have a clear overview and comprehensive understanding of the scheme and their responsibilities especially during end-point assessment.

We appreciate that employers and providers use a range of different titles for the assessment, assurance and audit roles undertaken by the members of the learning and development teams and recognise that staff commitments are many so we have set out below the sections that we recommend that the individual(s) undertaking each key role should prioritise and ensure that they read, review, understand and adhere to:

Heads of training and learning and learning centre managers - all of the Scheme Handbook

Trainers, assessors, technical interviewers, quality auditors and examiners - all of the Scheme Handbook

Technical experts who provide witness testimony as part of on-programme assessment - Sections 1, 3 and 4

Reviewers / mentors - Sections 1, 2, 5 and 6

Administration departments - Sections 6 and 7

TABLE OF CONTENTS

I. INTRODUCTION

A Power Network Craftsperson has responsibility for the safe construction, maintenance and repair of the UK's electrical power network, to provide a safe and reliable supply of electricity to the country. This involves working at various locations across a company's power network. The occupation exists within an industry that has a high level of safety-critical activities, so there is a requirement for a disciplined and responsible approach to work. There are three specialisms within this occupation: working on overhead lines, working on underground cables and electrical fitting in substations. To maintain the UK's power supply, each craft discipline requires craftspersons to work in outdoor environments in all-weather conditions to provide a 24-hour service.

The Power Network Craftsperson Apprenticeship is supported by this handbook, the published Standards and High Level Assessment Plan, the Quality Assurance Framework for Providers and Programmes, registration documentation, and specific technical and assessment documents for each of the apprenticeship's modules and the pathway undertaken.

These additional documents can be accessed at **www.euias.co.uk.**

1.1 Trailblazer standards and assessment plans

The Power Network Craftsperson Scheme Handbook is intended for all providers who have been approved by the Energy & Utilities Independent Assessment Service (EUIAS) to develop and deliver programmes leading to the confirmation of competence. Successful completion of the apprenticeship will normally enable candidates to secure Engineering Technician (EngTech) status across the three occupational roles of cable jointer, overhead lines person, and substation fitter. This industry standard and the associated assessment plan have been developed on behalf of the government by employers in the power industry and are intended to replace previous related apprenticeship frameworks.

The Power Networks Specification Framework (Annex A) has been developed to meet the industry standard for Power Network Craftsperson. The standard defines the requirements of the apprenticeship and is supported by a high level assessment plan which provides a suggested road map for monitoring skills progression and the mandatory methods of end-point assessment and quality assurance. This approach provides the sector with the confidence that an individual has met the Power Network Craftsperson standard as well as the processes which will be adopted by the transmission and distribution network owners operating within the sector's Competency Accord.

The published industry standard and the high level assessment plan serve to provide a road map for the suggested on-programme learning that needs to occur to meet the occupational role, and set out the requirements for end-point assessment. However, they cannot mandate the associated on-programme training or the specific on-programme assessment and assurance instruments and methodologies.

Electronic copies of the new revised standard are available from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/448908/ENERGY___UTILITIES_Power_Network_Craftsperson.pdf

Electronic copies of the new revised assessment plan are available from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/456665/Power_Network_Craftsperson.pdf

1.2 Scheme documentation

This Scheme Handbook has been designed to guide and support employers and their provider partners who have selected the EUIAS as their independent assessment and assurance organisation for Power Network Craftsperson and where the provider has met the EUIAS standards for Provider Approval. In recognition that each employer and their provider may have access to differing site-specific resources and requirements, this Scheme Handbook has been designed to focus on the assessment process, which is mandatory, rather than detailing the on-programme delivery. The intention throughout has been to provide employers with the flexibility to deploy their own approaches to delivery, assessment and internal quality assurance, while ensuring there is no loss in terms of consistency and the quality of the outcomes. These approaches must always acknowledge the centrality of end-point assessment and the role of the Final Decision Panel in determining apprenticeship achievement and the award of a final grade.

Apprentices entered for the end-point assessment are expected to have received sufficient high quality training from their employer or training provider during the on-programme element to meet the standard and enable synoptic assessment to be confirmatory of their competence rather than a barrier to achievement. The guidance contained within this handbook is designed to enable employers or providers to be confident that each apprentice is 'end-point assessment' ready. The final decision on whether to enter the apprentice for their end-point assessment will be determined by the evidence that each apprentice has completed their on-programme portfolio, achieved the minimum of a pass grade in their knowledge assessment or current legacy qualification, met the Level 2 English and mathematics requirements and achieved the required behavioural standard. Where an apprentice does not meet the defined standard and fails to demonstrate their competence, there needs to be a remedial or support and improvement programme in place to adequately prepare them for end-point assessment.

In cases where an apprentice has been assessed as not being capable of meeting the standard required in their on-programme performance for the role of a Power Network Craftsperson, then it is anticipated that an employer will offer relevant remediation and/or follow established company performance procedures.

Figure 1

2. THE EUIAS AND QUALITY ASSURANCE

2.1 Role of the EUIAS

The Energy & Utilities Independent Assessment Service (EUIAS) is an employer-led assessment and assurance body established to provide the industry's employers with approaches to assessment, assurance and qualifications that are authentic and valid. Its remit is to develop and lead these approaches to training, delivery, assessment and assurance as well as monitor, measure and confirm workforce competence. In addition to its role on independent assessment, the EUIAS has responsibility for the secure storage of assessment material, grades and certification as well as providing the statistical data return to government and other appointed stakeholders. The assurances services within the EUIAS have been certificated against ISO 9001-2008. A priority activity for the EUIAS has been to support employers as they develop the new industry standards and assessment plans as part of the government's Trailblazer Apprenticeship reforms.

2.2 The quality function

The EUIAS has developed a recognised and respected mark of quality for training provision within the energy and utilities sector, a Quality Framework (QF) that benchmarks learning and assessment material against employer-defined, best practice criteria.

The QF consists of a Provider Approval process and a Product Approval process, and together these services will look to assure the quality holistically, at both an organisational and programme level, providing a mechanism for employers to use to verify the quality of in-house delivery as well as a tool for procurement of external training provision.

2.3 Assessment and assurance functions

EUIAS builds on the tried, tested and trusted approaches to competence monitoring of each sector, measuring and reporting deploying instruments and methods used in each sector and then moderating and standardising across and between companies in order to facilitate a sector-wide system that is consistent, reliable, rigorous and robust. The EUIAS is committed to quality assurance processes that are effective, efficient and manageable so as to increase the return on investment through greater retention, increased productivity, improved safety standards and a reduction in wastage.

ENERGY & UTILITIES INDEPENDENT ASSESSMENT SERVICE

3. APPROVED PROVIDERS

To deliver the Power Network Craftsperson Apprenticeship, it is recommended that a provider demonstrates that they meet a threshold level of good quality standards by securing Provider Approval. The Provider Approval process is designed to offer employers seeking provider partners the necessary assurance on the quality of learning and assessment available to them. This is to ensure that the industry standards are delivered by providers who have the necessary policies and procedures in place to provide a quality learning and assessment experience for the learner. The process of becoming an Approved Provider is completed predominantly through self-assessment and is designed to take account of and build on any existing quality standards that training providers may already have, e.g. Ofsted ratings and ISO certifications. To drive continuous improvement and encourage innovation, there are two primary outcomes of approval: 'Gold' or 'Platinum' status, indicating the organisation's alignment within the QF criteria.

A copy of the QF can be found on the EUIAS website http://www.euias.co.uk/units

3.1 Internal quality assurance

The EUIAS will facilitate the effective implementation of an employer's or training provider's end-point assessment and internal quality assurance regime and ensure that it is in line with the published apprenticeship assessment plan and the requirements of the end-point assessment. All providers are expected to carry out internal quality assurance of their assessment provision and keep accurate and authentic records of the decision-making processes. This Internal quality assurance will include standardisation of Assessor decisions including, where necessary, decisions taken across multiple sites and locations. Records of all Internal quality assurance will be requested as part of the EUIAS independent assessment audit.

All Internal quality assurance procedures should include:

- A sampling strategy for monitoring skills progression, placing an emphasis on practical demonstration of technical competence as well as the assessment records to establish that the correct decisions have been taken in an appropriate, effective, professional and timely manner. To enable this, it is essential that all providers prepare an accurate end-point Trade Test schedule to enable Internal quality assurance to be planned as well as ensure that the assessors complete the assessment documentation and add sufficient explanatory comments to demonstrate each candidate's performance. A copy of the final Trade Test schedule for apprentices should be lodged with the EUIAS as the EUIAS reserves the right to visit test centres to observe the authenticity of the implementation of a provider's Internal quality assurance.

- Internal standardisation of the final portfolios to ensure parity across all apprentices within their organisation.

- Regular standardisation meetings of Assessors where the apprenticeship assessment strategy and any issues that have arisen during assessments are discussed. Records of these meetings, either in the form of minutes, or updates issued to all Assessors and Internal quality assurance Auditors must be maintained.

- Annual observations of each Assessor carrying out end-point craft skill assessments in their own technical discipline(s).

- Additional observation and sampling of records of new or inexperienced assessors including any developmental actions required.

This quality assurance process must be carried out by a nominated quality assurance co-ordinator(s), who must be made available to the EUIAS during planned independent audit visits. Where a provider does not have the capacity to undertake its own Internal quality assurance, it must make alternative arrangements and is advised to enter into dialogue with the EUIAS, who will work with the provider to ensure that appropriate and reliable arrangements through peer review are put in place and the apprentices are in no way disadvantaged.

3.2 Equipment, facilities and resources

The power sector is reliant on employees with competence and confidence in safety-critical activities. Because of this reliance, the technical training and assessment demands of the new industry standard mean that, irrespective of whether the apprentice is undergoing on-programme training, undertaking end-of-module assessments or completing the final end-point assessments, they must have access to realistic working environments in which to practise and gain competence. An apprentice cannot meet the requirements of the industry standard for Power Network Craftsperson if their only experience is simulation, i.e. where their technical experience is not realistic or valid, or is limited owing to the lack of exposure to the correct equipment, facilities or resources.

Where a provider cannot meet any or all of the requirements of the technical modules, the EUIAS will expect the provider to identify their own shortcomings and provide confirmation of how these will be addressed, either through partnership working or outsourcing.

4. TECHNICAL EXPERTS AND ASSESSORS

4.1 Technical experts

The term 'Technical Expert' is an umbrella term encompassing a range of assessment and assurance roles undertaken during on-programme activities as well as all mandatory end-point assessments. A work based recorder is a person who is involved in on-programme activity or in contributing to the behaviour and progress reviews. They do make grade decisions within end-point assessment.

The Technical Experts will be nominated by the apprentice's employer or an approved centre to witness and validate the monitoring of skills progression in work carried out by each apprentice. The evidence, which will vary according to the assessment activity, will usually be gathered by the apprentice then confirmed and signed by the Technical Expert who has witnessed and can validate the technical activity to demonstrate the range of work completed. Company- or centre-nominated Technical Experts must possess an appropriate level of knowledge and experience for the technical activity they will be witnessing the apprentice carry out. The level of technical experience required by a Technical Expert will be at the discretion of each company, but will normally consist of them being fully qualified as Distribution/Transmission Craftsperson for a minimum of two years. A record of each company-nominated Technical Expert and the apprentice(s) they have supported will be retained by the company for quality and assurance purposes.

4.2 Assessors

Assessors must be Technical Experts in the areas that they are assessing as they will be responsible for carrying out the assessment of each apprentice's technical competence during their end-point assessment(s). However, this does not prevent Assessors from also carrying out formal assessments of apprentice work activities during their on-programme activities to record their skills progression in the same manner as the WBR. All Assessors must be registered with the Independent Assessment Service providing detail of their craft experience, the specialism(s) they will be assessing and, where appropriate, their Assessor qualification(s).

Each Assessor must meet at least one of the following requirements:

- Level 3 Certificate in Assessing Vocational Achievement – 6317-33 (TAQA)
- A recognised Assessor equivalent to TAQA (e.g. D32/33 or A1/A2)
- An EUIAS Assessor Award (at either Practitioner or Advanced Practitioner level)
- Working towards one of the above (with all assessments being countersigned by an Assessor in the interim[1]).

The Assessor(s) conducting the end-point assessment(s) must be independent of the apprentice and will not have the sole responsibility for assessing their competence and/or the outcome of their end-point assessment. In practice, this means that an Assessor that has previously been involved in the training of the apprentice may conduct a proportion of the end-point assessment but must not be the only person involved in the assessment process.

It is the responsibility of the Technical Assessor to ensure that the apprentice's on-programme evidence which has been witnessed by a Technical Expert is valid and sufficient to establish competence for the module(s) being assessed during their end-point assessment.

4.3 Assessor registration

As part of the EUIAS Product Approval process, Assessors for Power Network Craftsperson assessments must be identified and will, under normal circumstances, be registered on EUSR in advance of assessments taking place with the EUIAS, and must agree to the relevant Assessor code of practice.

[1] Assessors are normally given 12 months to become qualified. In exceptional circumstances this requirement may be extended on application to the EUIAS.

Prospective Assessors are reviewed by an EUIAS industry expert to ensure that they meet the requirements in terms of vocational experience and assessment qualifications. Assessor registration is linked to the assessment centre they carry out assessments for and is valid for 3 years in line with scheme review dates as part of the Provider Approval process, at which point an Assessor renewal process will apply.

4.4 Peer review

A unique element of the EUIAS' work is to offer providers the opportunity to engage in a peer review of their processes and procedures. The EUIAS will co-ordinate the peer review process for those providers who wish to introduce these reviews, which will be undertaken by EUIAS nominated, appropriately qualified technical experts all of whom are currently working in the sector. These experts will be drawn from a pool of suitably qualified and experienced individuals made available to the EUIAS by the employers within the power sector.

These experts are working to an assessment and assurance framework designed by the Power Assessment & Assurance Panel (PAAP) and their role is to ensure that the components of end-point assessment are being carried out in a manner that is technically correct and that the competence required has been demonstrated by the individuals being assessed.

Peer Review is not a replacement for independent assessment or External Quality Assurance (EQA) but is intended as a means of establishing greater collaboration and co-operation across and between employers and providers in order to raise and support the standardisation of quality across the sector.

4.5 Technical Expert/Assessor training

The EUIAS provides Assessor and standardisation training to ensure that all Technical Experts/Assessors as well as members of the Standardisation Panels working with the new industry standard and assessment plan have a clear understanding of the end-point assessment and QA requirements, as well as their role and responsibilities within them.

Attendance at these training and standardisation events is recommended, and where assessment errors occur as the result of a failure to attend these events, the Assessor and the provider will be deemed accountable. The EUIAS reserves the right to remove a Technical Expert/Assessor from its register where it is confident that non-attendance at training and standardisation events has resulted in assessment errors. A schedule of training events will be published annually on the EUIAS website. The intention is to make these training events e-enabled to minimise internal disruption and maximise access and flexibility.

4.6 Standards

The standard used within the Level 3 Power Network Craftsperson qualification is divided into core and specialist requirements as follows:

- Core requirements: technical knowledge; skills; behaviours
- Specialist requirements: overhead lines; underground cables; substation fitting.

The Level 3 Power Network Standard and Assessment Plan have been developed by employers on the Trailblazer Development Group and recognised by the National Skills Academy for Power (NSAP).

4.7 The assessment approach for apprentices on a Power Network Craftsperson Apprenticeship

The published high level assessment plan focuses solely on the end-point assessment and an apprentice's performance during the end-point assessment determines whether they have passed or failed their technical assessment. The EUIAS recognises the importance of the assessment of on-programme skills progression to the sector, to employers and to apprentices as a means of monitoring, recording and reporting progress. In this context, the EUIAS will expect to see examples of the four blocks of knowledge and skills development that comprise the Power Network Craftsperson-programme used to confirm the decision to enter end-point assessment: (see Figure 2 and Annex A)

a. Core skills and knowledge (induction)

b. Technical (generic) skills and knowledge

c. Occupation (trade) skills and knowledge

d. Advanced technical skills and knowledge.

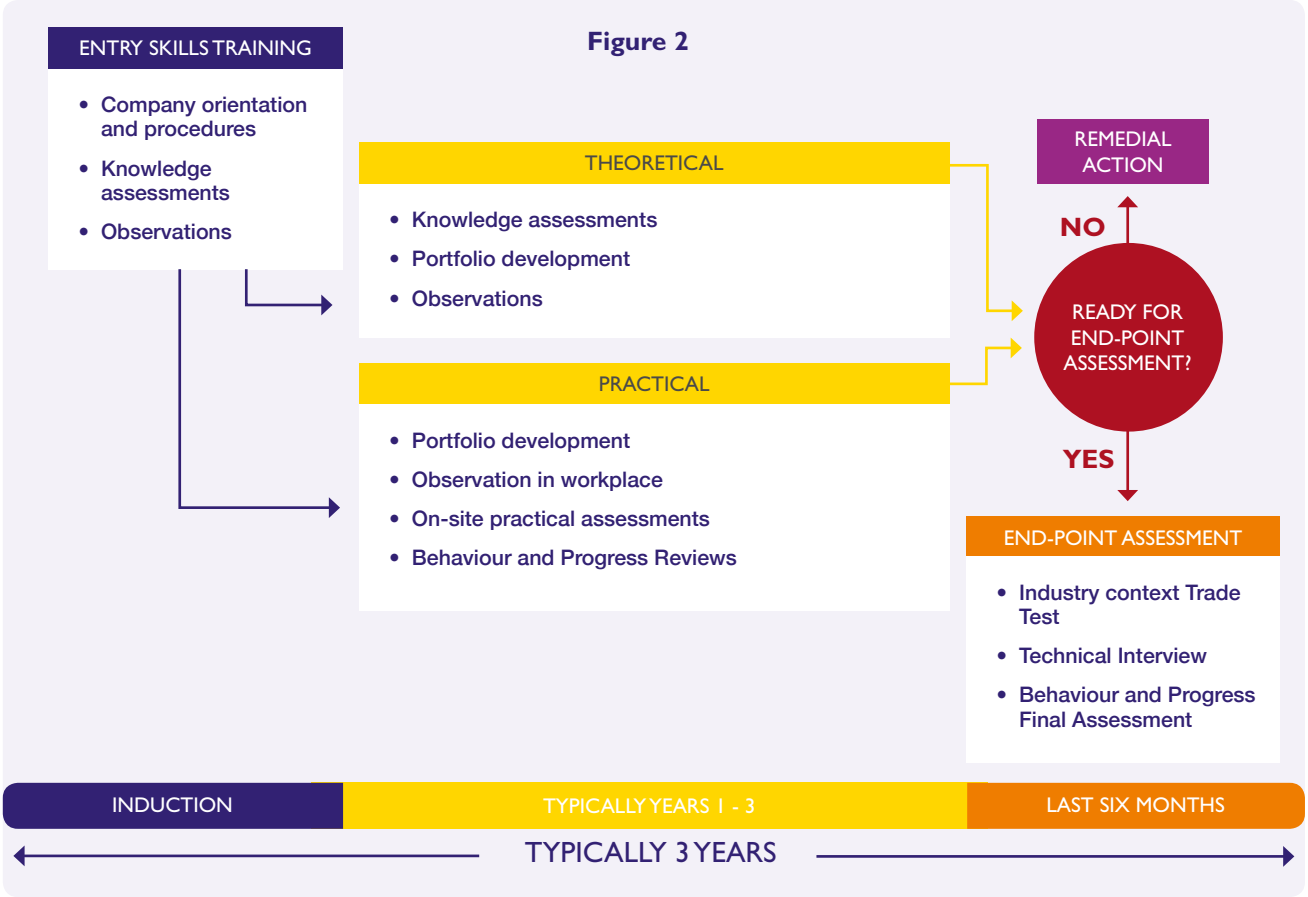


Figure 2

4.7.1 Core skills and knowledge (induction)

The induction phase of the apprenticeship establishes the core skills, knowledge and understanding of each apprentice before their on-programme experience. The induction is delivered during the early stages of the programme to provide an initial foundation of industry-related skills and knowledge upon which all subsequent modules of training will build. The end-of-module assessments are central to facilitating progress through the programme and must be included as part of each apprentice's portfolio. The aim of this phase should be to ensure apprentices are trained to work safely at all times. It should provide insight on employer and co-worker expectations, and how and where the apprentice can seek guidance and support. The induction training modules include Safety Health and Environmental Awareness (SHEA) Scheme in Power, and Access, Movement and Egress in Substation Environments (AME) or their approved equivalents, which are externally tested and standardised. The acquisition of these key skills provides a vital foundation for the apprenticeship. The majority of the induction and Early Skills Development components are included in Groups A and B of the Power Networks Specification Framework and should be selected through the Rules of Combination, shown in Annex A: Power Networks Specification Summary for each group.

4.7.2 Technical skills and knowledge

There are two recommended training and assessment phases.

Theoretical and practical training (years 1–3)

As the apprentice progresses through their training, it is suggested that they gain experience and are assessed, and their work periodically tracked and recorded, on-site by a member of the delivery team in particular tasks, procedures or using items of equipment, employing the criteria from their selected modules in Groups A, B, C and D of the Power Networks Specification for their occupational pathway. This will enable apprentices to build up the full range of skills, knowledge and behaviours required to successfully complete their end-point assessment.

Suggested workplace training/development and tracking/recording

- Portfolio development demonstrating the apprentice's range of experience and competence against the specific requirements of the selected modules in their occupational pathway. It is suggested that the portfolio is used to evidence employer reviews, training course reports, performance progress records, test results and any other evidence which supports the apprentice's on-programme development.
- Knowledge assessments and/or achievement of a relevant legacy qualification.
- Observation of practical work activity in terms of quality and behaviour.

4.8 Knowledge assessment[2]

The EUIAS has worked with employers to develop on-programme assessments of knowledge that are reliable and valid, and assess those aspects of the role that are both performance and safety critical (Annex B). To ensure development of the full range of knowledge required for this apprenticeship, it is suggested that existing legacy qualifications which have been mapped to the knowledge requirements of the Power Network Specification are utilised.

There are a number of technical skills and knowledge requirements of the apprenticeship which are common across each of the three job roles. These requirements of the apprenticeship can be delivered using modular blocks of training supported by existing legacy qualifications which provide the knowledge requirements of the whole qualification. An approvals process has confirmed that certain existing legacy qualifications cover the necessary content and have been approved as meeting the apprenticeship knowledge requirements. An up-to-date list of the current acceptable and appropriate legacy qualifications is available on the EUIAS website. The EUIAS would expect to see achievement recorded through awarding organisation certificates within the portfolio.

4.9 Occupational (trade specific) skills and knowledge

In the new industry standard, employers have specified a number of trade specific competences that drive whether an apprentice is a cable jointer, overhead lines person or substation fitter. These trade specific competences are captured in Group C (Annex A). Group C mandates that each role includes trade-specific competences but does not restrict employers from adding cross-skill modules, depending on the requirements of the role.

The occupational specialisms of Group C will form the primary focus of each apprentice's Trade Test and on-going assessment, tracking and recording activity. However, each assessment will also draw on the underpinning competence and learning acquired from Groups A and B. Assessments will take place on a regular basis and usually towards the later stage of the apprenticeship but validated by a final Trade Test within the end-point assessment period. An EUIAS-appointed independent Technical Expert will assess the quality assurance processes during the audit, and the rigour and robustness of each provider's final Trade Test provision/arrangements. The detail of these processes and procedures is set out in Section 5.0.

4.10 Advanced technical skills and knowledge

Group D, Advanced Technical Skills and Knowledge (Annex A), introduces higher levels of responsibility and autonomy, and supports the power sector's standard process of enabling employees with advanced skills to carry out operations on the network and control the work of others. This is another formal component of trade testing and it will incorporate the selected units from Group D – Advanced Technical Skills and Knowledge as well as sample the skills and knowledge gained from units from A, B and C by way of enabling a holistic/synoptic approach to be applied to Trade Tests. The EUIAS' independent technical examiner will assess the quality assurance and implementation of these Trade Tests. The detail of these processes and procedures is set out in Section 5.0.

Behaviours, as included in the industry standard, are considered throughout the apprenticeship and are assessed using existing supervisory practice as well as part of the on-going assessment and line management within the apprenticeship programme.

[2] A discrete knowledge assessment is not currently a feature of this apprenticeship's end-point assessment, but each apprentice must have achieved an appropriate legacy qualification at a minimum of pass level to be allowed to progress to end-point assessment.

4.11 Observation of behaviours and skills

Apprentices work in an environment where their safety, the safety of people around them and the equipment they work on are of paramount importance. Therefore, observation of behaviours and approach are an integral and developing part of the apprentice's progression throughout the apprenticeship and should be assessed using existing supervisory practice and as part of the on-going assessment.

4.12 Suggested training/development meetings

It is suggested that training and the monitoring of skills progression is agreed and documented in a personal training/development plan, together with a behavioural review. These review meetings should be programmed to ensure training/development needs are supported and met. This could include additional training, or ways of accelerating learning, as required by the apprentice.

The meeting will typically be an interview with their line manager but may include colleagues from Human Resources.

Feedback from mentors and team members may be included and contribute towards individual personalised training/development plans.

A minimum of two behaviour and progress assessments by the apprentice's employer must be completed in the final six months of the apprenticeship, forming part of the end-point assessment, and will be graded. It is recommended that the first of these behaviour and progress assessments is undertaken early in the end-point assessment phase and based on an aggregation of previous on-programme assessments. Annex C provides a template document for these reviews.

4.13 Assessment plans

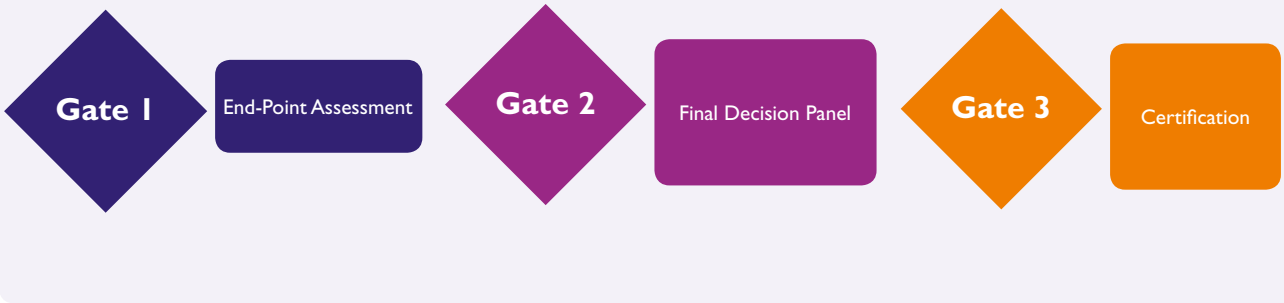
The new industry standard for Power Network Craftsperson has been published with a high level assessment plan which details the components of, approaches to, and requirements for end-point assessment.

The EUIAS has designed and agreed a particular approach to end-point assessment which will ensure that all aspects of competence, the technical knowledge, skills and understanding, as well as the professional behaviours of each candidate are appropriately assessed and that judgements are consistent across the sector. The approaches and instruments developed and deployed are all based on methods of assessment and assurance that are tried, tested and trusted by employers as they have confidence in their ability to discriminate and measure competence with accuracy.

Providers and those responsible for assessment and Internal quality assurance must have appropriate plans in place for assessing and internally assuring decisions as well as the records to underpin them. It is not mandatory to use EUIAS-developed documentation, but providers must ensure that all key elements of the assessment and Internal quality assurance processes are appropriately recorded and capable of detailed challenge and scrutiny as part of the independent assessment and assurance procedures.

Apprentices will usually be subject to a number of skills progression reviews during the on-programme phases and towards the end of their programme. These will range from formative assessment to determine the basic competence gained, summative assessment to monitor sustained understanding of modules or groups of modules, and end-point assessment, which determines the apprentice's achievement and final grade. This process is managed through three gates as shown in Figure 3.

Figure 3



5. END-POINT ASSESSMENT

This is the formal end of programme assessment which synoptically assesses the knowledge skills and behaviours as described in the Power Network Craftsperson standard. The nature of the assessment will depend upon the pathway followed. The final synoptic assessment together with the results of other assessments will allow the apprentice to prove their mastery of their occupation as well as having their apprenticeship grade at pass or distinction.

5.1 Assessment approaches, contexts and settings

The end-point assessment comprises a variety of inter-related components which are conducted by EUIAS-approved Technical Experts/Assessors in a range of real or realistic contexts and through a range of agreed routes, including:

- Assessment in the workplace, by assessing an apprentice's performance through observation of them undertaking complex, multi-dimensional tasks as part of their normal work activities. It is intended that assessments be carried out in such a way as not to interfere with the work that is taking place. Where apprentices are on-site solely for the purpose of completing the assessment, the Technical Expert/Assessor should develop an appropriate work package and set the apprentices to work in the appropriate manner.

- Assessment in a testing centre, where realistic equipment and workplace conditions are simulated and where the Trade Test is authentic and based on the Trade Test framework and criteria issued by the EUIAS. The assessment of the apprentice's performance must be conducted as though the work situation is real and under the conditions found on-site.

5.2 End-point assessment tools

(See Figure 4)

5.2.1 Industry-context Trade Test

Final Trade Test assessment will take place during the final six-month period of the apprenticeship and is designed to provide each apprentice with an opportunity to demonstrate the skills, knowledge and behaviour required by the relevant occupation. The assessments undertaken will be designed to test the most complex tasks required in the chosen occupational job role. The Trade Test will be based on the Trade Test framework and criteria, designed and issued by the EUIAS. Each employer/provider must submit their Trade Test(s) to the EUIAS in advance of the testing process for standardisation and approval. A Technical Expert will administer and assess the final Trade Test assessments, and photographic records of each apprentice's outputs must be taken and retained as evidence, along with records of any relevant supplementary questioning and the answers given during the test (Annex C). They will be graded 'pass' or 'fail'.

5.2.2 Technical interview

Following successful completion of the Trade Test assessment and during the final month of the apprenticeship, the apprentice will undertake a Technical Interview, conducted by a senior manager/Technical Expert who has not been solely responsible for assessing the apprentice's Trade Test. The senior manager/Technical Expert undertaking the Technical Interview will be nominated by the employer and must be appointed by the EUIAS.

The Technical Interview will be based on the Technical Interview framework and criteria designed and issued by the EUIAS. Each employer/provider must submit their scheduled Technical Interview plans, outline questions and schedules to the EUIAS in advance of the assessment process for standardisation and approval. The interview will be used to assess the technical knowledge of the apprentice against the knowledge requirements of the standard for their occupational job role. The EUIAS will require copies of the interview documentation which demonstrate the range of questioning, the confidence and level of apprentice responses and qualitative comments by the assessor on apprentice performance.

Based on the outcome of the Technical Interview the apprentice will be graded 'pass' or 'fail'. When a pass is achieved along with positive outcomes from the other end-point assessment components, the apprentice may be provisionally awarded craftsperson status. Apprentices must successfully receive a Company Authorisation in order to

gain a pass in the apprenticeship. A Company Authorisation, in this instance, is defined as permission to operate on the power network in accordance with their level of authorisation.

5.2.3 Behaviour and progress final assessment

A Technical Expert appointed by the employer or the approved centre will audit and confirm the validity of the evidence gained from a minimum of two behaviour and progress reviews conducted in the final six-month period of the apprenticeship (Annex D).

The review, or 'audit' above, will be used to determine whether to award a preliminary pass or distinction grade, subject to confirmation by the final decision panel. These judgements will be based upon criteria from levels 1 to 5 which assess risk, working with others, interpersonal skills, practical knowledge and skills, and quality of work. In order to achieve a distinction, at least 40% of the assessment criteria (Annex D) should be at level 5 and the apprentice should not have received any formal company performance improvement measures throughout their apprenticeship (Annex C). The EUIAS will require documentary evidence from at least two Behaviour and Progress assessments together with a recommendation on grade.

5.3 Evidence requirements

Approaches to assessment and the evidence arising from the end-point assessment process will vary according to the employer/provider approaches deployed and the Power Network Craftsperson routes that are followed. Only assessment approaches and their associated instruments that have been approved by the EUIAS can be used to collect evidence on behaviours, knowledge, skills and understanding. Where flexible approaches are envisaged, it is the responsibility of the provider and their nominated Assessor(s) and/or Technical Expert(s) to identify whether the assessment processes remain reliable, rigorous, robust and valid.

End-point assessment records of assessment, including practical observation, records of verbal questioning, witness testimonies and any written knowledge papers used as described above must be maintained and available for inspection at audit for a minimum of ten years from the date of award completion. Ideally, assessment should be maintained using a suitable electronic document management system although the EUIAS will accept records that are appropriately archived in an accessible paper format. It is anticipated that all assessors will be issued with an EUIAS-approved handbook or electronic portfolio containing assessment documentation, assessment criteria, and guidance for carrying out the assessment.

5.4 Location

Where assessments are conducted in the workplace, risk assessments and method statements will need to be in place to cater for the competency assessment of all apprentices.

Where the provider and their Technical Experts/Assessor(s) are not the network or asset owners, it is their responsibility to liaise with the appropriate authorities in order to gain the necessary permissions for assessments to be conducted. It is expected that competency assessments will need to be conducted under the supervision of someone appropriately authorised according to the particular network owner's or asset owner's safety rules. Where assessments do not take place in the workplace, it is the responsibility of the provider to ensure that all end-point assessments take place in an EUIAS-approved realistic working environment.

5.5 Employer/local/context-specific requirements

Although the assessment processes and procedures required to monitor, measure and record competence for the Power Network Craftsperson competencies are broadly similar, it is important to note that some operating procedures and associated systems may vary by asset owner/power network, as well as site-specific conditions. It is the responsibility of the provider, their assessor(s) and their Internal quality assurance processes and procedures to ensure equity and parity for all apprentices during the assessment process. Where there are areas of concern or uncertainty, it is the responsibility of the provider to record these instances and draw them to the attention of the EUIAS representative(s) during the audit and standardisation processes.

5.6 Planning for end-point assessment

Where assessment is taking place in a real work environment and where the provider and their Technical Experts/Assessors are not the employer whose site is being used for the assessment, the Technical Experts/Assessors are required to plan assessments appropriately and ensure that they have the required authorisations and documentation in place.

Prior to on-site assessment taking place, the Technical Expert/Assessor needs to make arrangements with the asset owner and needs to have seen and understood the risk assessment, method statement and work instruction for the company and/or site. If applicable, the Technical Expert/Assessor will need to contact the company and person responsible for the person/team, work area and the safety documentation.

The Technical Expert/Assessor may also require plans of the site and the designated work area (DWA), knowledge of other services in the area, and any other documentation related to the specific work-package being followed and the activity and associated competences being assessed.

5.7 Recording and reporting

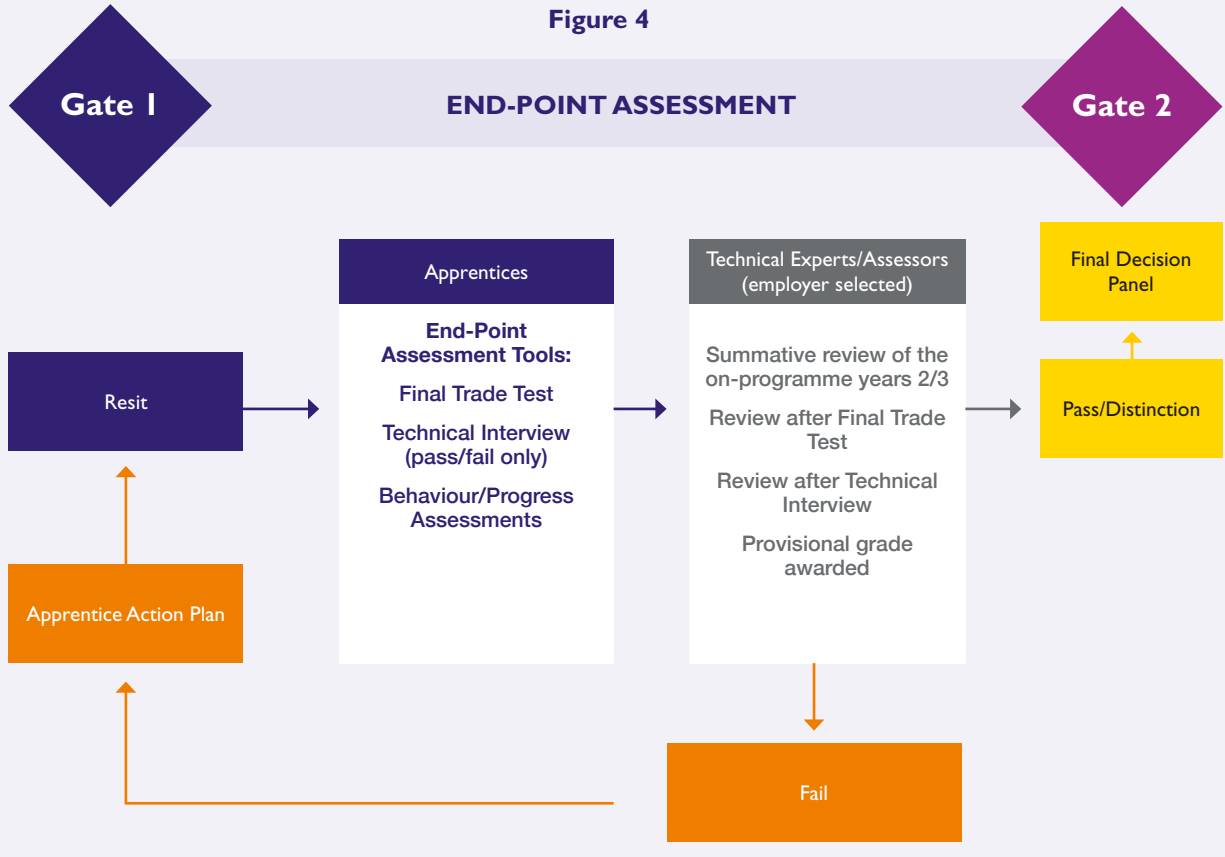
Providers, their Technical Experts/Assessors and those responsible for the Internal quality assurance must maintain detailed records of the assessment and Internal quality assurance processes and procedures. This documentation must include, at the following levels:

- Apprentice – detailed records for each apprentice, for each module and for each assessable element of the programme, including end-point assessment
- Assessor and Technical Expert (as applicable) – detailed records for each apprentice assessed, including on-programme monitoring and end-point assessments together with feedback and resulting action points for where re-assessments may be necessary
- Internal quality assurance – detailed records for each assessor, including individual reviews, referrals relating to their performance requiring corrective action, standardisation across and between assessors and, where necessary because of multiple sites, standardisation across and between centres. Particular attention will be paid to how new and inconsistent Technical Experts/Assessors are monitored and supported, including corrective/remedial action.
- Provider – detailed, cumulative records of each cohort of apprentices, including evidence of their on-programme performance and end-point assessment recommendations on achievement and grade awarded. Where an apprentice has requested and been provided with specific support, permission must be sought immediately for this from the EUIAS and a record of any decision and actions taken maintained by the provider.

5.8 Appeals procedures

The EUIAS requires all providers to have a complaints and appeals procedure in place that gives an apprentice who believes that the assessment of their competence has not been conducted in an equitable and fair manner or that a provider has failed to follow its published assessment procedures effectively and efficiently, has recourse to action. Guidance for the creation of an appeals procedure can be found at Annex G.

Figure 4



6. AUDIT AND QUALITY ASSURANCE

Independent assessment and quality assurance for all power apprenticeship programmes is provided through the established EUIAS audit & quality assurance processes and procedures and determined by the Power Assessment & Assurance Panel. The aim of the EUIAS' assessment and assurance process is to guarantee the credibility, integrity and validity of the end-point assessment and ensure that decisions on competence and grading for the Level 3 Power Network Craftsperson are consistent across different audiences and constituencies, contexts and settings as well as different locations and providers.

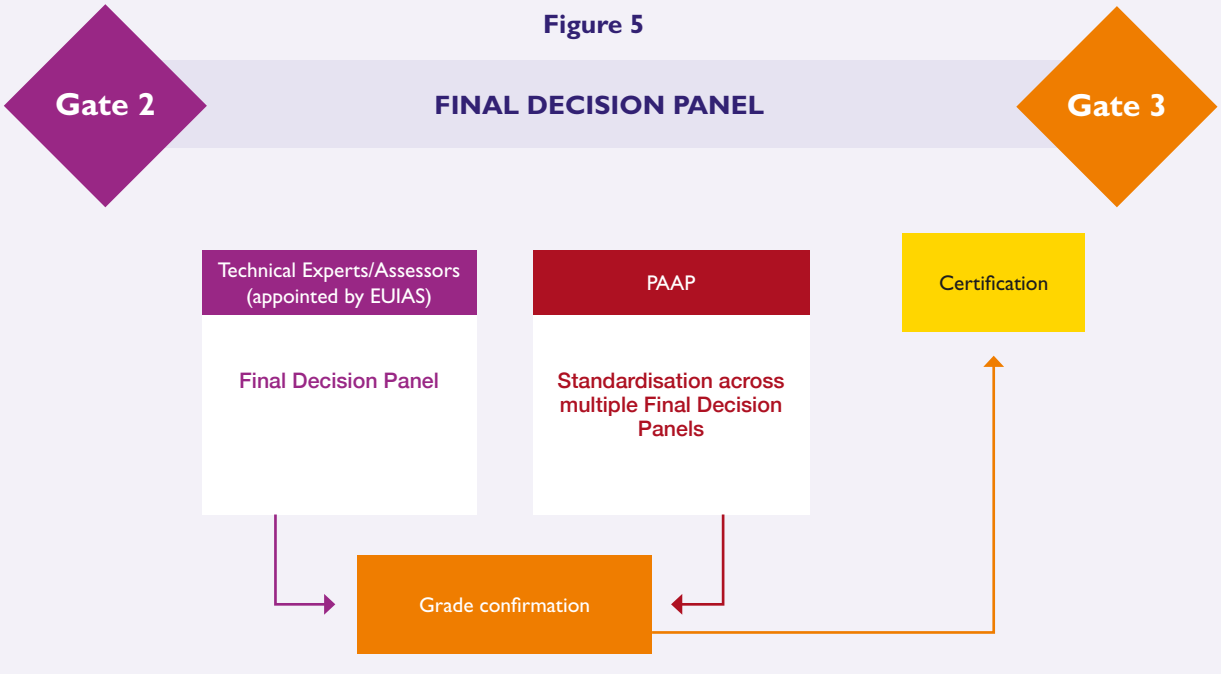
The EUIAS assessment process is multi-faceted and consists of observation of assessment taking place in the working environment, or the Trade Test centres as well as the supporting with documentation and assessment records. Dependent upon locations, and the number of active assessors employed by a provider, the process may take place over multiple days.

6.1 Final Decision Panel

The EUIAS, through the PAAP, has established a process for moderation designed to ensure consistency in both pass and distinction awards across all awards for each assessment series and, through the PAAP itself, consistency, credibility and integrity of standards over time. The Final Decision Panel will:

- Review the behaviour and progress assessment evidence together with the results and evidence of the Trade Tests and Technical Interviews to make the final decision of whether to award a pass or distinction grade. This decision will be informed by the published criteria and assessment framework.
- Consist of three technical experts. One will represent the apprentice's employer but they will not have been solely involved in their training or end-point assessments; together with two representatives from other employers or a professional body. One of the independent panel members will act as the Chair of the Panel.

Figure 5



- Check all the available evidence and discuss it to enable the independent chair to make the final decision of whether to accept the recommendations as provided and award a pass or distinction to the apprentice, revise the decisions supplied, or seek clarification or further evidence.

Preparation and management of these panels will be facilitated by the EUIAS, who will prepare the documents for the panel and act as a rapporteur of the proceedings and prepare the final panel report. The EUIAS as the independent assessment organisation will co-ordinate the outcomes of the final decision panels and observe and intervene where necessary to ensure they are operated in accordance with the guidance, ensuring comparable and consistent decisions across panels and over time. Technical Experts who participate in Final Decision Panels will be appointed by the EUIAS and will sign a conflict of interest and confidentiality declaration before each panel is convened to ensure that assessment decisions are reliable and robust.

6.2 Ensuring independence

The EUIAS is employer-led and governed with each of the four key sectors involved; it includes professional engineering institutions (PEIs) as well as broader industry and other stakeholder representation.

In practical terms the assessment and quality assurance of the Power Network Craftsperson is overseen by a PAAP which is composed of experts from the sector who are directly involved in developing human resources for their sector, including training and assessment.

The PAAP and the Technical Experts that it deploys on behalf of the EUIAS will assure the reliability, rigour and robustness of employer assessment and quality assurance practices and will ensure comparability and consistency across employers in their judgements of competence in the context of the Power Network Craftsperson Apprenticeship.

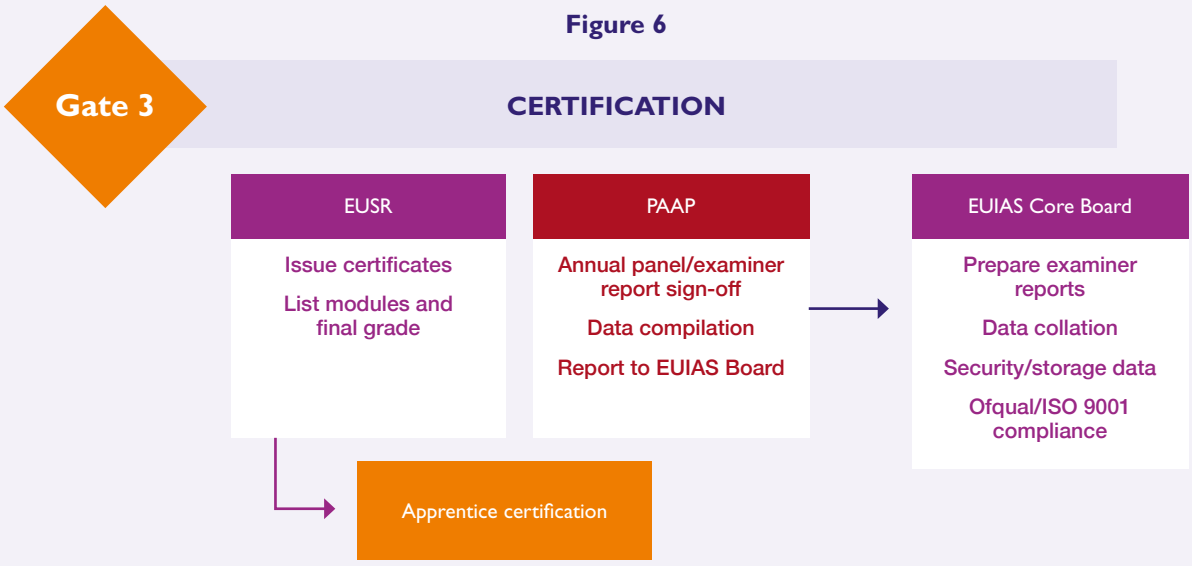
6.3 Assessment records

The assessment provider must maintain accurate and appropriate records of the assessments that have been completed. As part of the peer review process, a random sample of assessment records will be scrutinised. Providers will be expected to be able to demonstrate that there is a record of each apprentice's performance against the standard and in the context of each end-point assessment component as well as being able to supply or locate these records upon request.

6.4 Standardisation, reporting and certification

The PAAP will moderate the recommendations of the cumulative outcomes of the Expert Panels and confirm decisions on apprenticeship achievement including grading and the award of an apprenticeship. Although the apprentice has met the EngTech criteria and has satisfied the PEI membership requirements, the apprentice is under no obligation to submit any evidence to the PEI to seek the EngTech award or PEI registration at this time.

Figure 6



6.5 Confirmation and notification

Once the preliminary results and recommendations have been moderated, the EUIAS will seek confirmation from the governing body then notify the employer and provider of these within 30 working days. The employer and/or provider will be expected to inform the candidates of their outcomes. The EUIAS will also publish results on their websites within ten working days of the decision being confirmed.

6.6 Certification

The EUIAS will issue their own certificates within ten working days of the Final Decision Panel to the employer who will be expected to pass on to the candidates. Up until the end of 2016, the final certificates will be issued by the Federation for Industry Sector Skills & Standards (FISSS) in line with their own published schedules.

6.7 Appeals

Where there is a challenge to the final grade awarded, the challenge must be lodged in writing with the EUIAS within ten working days of notification of the final grade. The EUIAS Appeals Procedure will be followed (Annex G).

7. ADMINISTRATION

All individuals following the Power Network Craftsperson Apprenticeship programme must be enrolled in the programme and registered with EUSR. A separate guidance booklet entitled Enrolment Requirements: Power Network Craftsperson is available. This will be issued to all employers and their approved providers once the EUIAS has been selected as the independent assessment provider for the Trailblazer. This booklet advises providers on the administrative elements of the scheme including EUSR registration.

The information provided will enable the EUIAS to record the pathway chosen by each apprentice, and the core and option modules they have selected as well as enable the Service to plan and prepare for the future cycle of end-point assessments including the timing of the expert panels.

The outcomes of the end-point assessment process that result in the recommendations for each apprentice's final overall grade achieved will be assessed and, where confirmed by the EUIAS' Expert Panel, will be passed to the EUIAS governing body for final scrutiny and endorsement. These results will then be passed by the EUIAS to the EUSR for entry and will provide the basis for certification and reporting. All apprenticeship certificates issued during 2016 will continue to be the responsibility of FISSS. The EUIAS intends to issue its own certificates for apprentices, which set out additional information including the pathway followed and the modules covered during their on-programme activities.

In exceptional circumstances apprentices may be considered for accreditation of prior experiential learning (APEL) on a case by case basis, but all learners must comply with the published apprenticeship rules, which state that there must be a minimum of 12 months' on-programme learning before the apprentice enters end-point assessment. In addition they must have fulfilled the Level 2 English mathematics requirements as per the Power Network Craftsperson standard.

ANNEX A: POWER NETWORKS SPECIFICATION SUMMARY

Pathways

- Overhead linesperson
- Cable jointing
- Substation fitting

Group A Mandatory core skills and knowledge

A.	All roles in Trailblazer Apprenticeship – all apprentices must complete all units		
IND01	Health, Safety and the Environment	IND09	Basic Hand Skills
IND02	First Aid	IND10	AME Power Environments (Min of 1) - S/S, OHL or U/G
IND03	Manual Handling	IND11	Working with Others
IND04	Fire and Emergency Procedures	IND12	Asbestos Awareness
IND05	Drug and Alcohol	IND13	Work at Height
IND06	SHEA Power (Revised Version 2014)	IND14	Network Appreciation (OHL and UG Networks)
IND07	Risk Assessment	IND15	Interpersonal Skills
IND08	Personal Protective Equipment		

Group B Technical skills and knowledge

	All roles in Trailblazer Apprenticeship – a minimum of 4 units must be chosen from this group		
020	Location of Utilities (OHL and U/G services)	029	Abrasive Cutting Equipment
021	Utilities Excavation	030	Vehicle Marshalling
022	Excavation Shuttering	031	Slinger and Rigging
023	Excavator Banksperson	032	Use of Liquefied Petroleum Gas (LPG)
024	Remove, Test and Insert Cut-Out Fuses	033	Traffic Management
025	Utilities Drum and Winch	034	Electrical Testing Procedures
026	Safe Driving	035	Confined Spaces Awareness
027	Wayleaves	036	Hydraulics and Pneumatics
028	4 x 4 Off Road Driving Skills	037	Power Regulation Awareness

Group C Occupational (trade specific) skills and knowledge

Overhead linesperson A minimum of 5 units from either group A (wood poles) or group B (steel towers) must be completed.				Cable jointing A minimum of 1 unit must be chosen and this must include either unit 060 or 061		Substation fitting A minimum of 6 units must be completed from this group	
Group A (wood pole)		Group B (steel tower)					
040	Wood Pole Access	052	Steel Tower Use of Climbing Equipment	060	LV Cable Jointing	070	Substation Oil Handling and Testing
041	Install Wood Poles and Stays	053	Steel Tower Use of Access Equipment	061	HV Cable Jointing	071	Substation Monitoring / Inspection
042	Wood Pole Steelwork HV/LV	054	Steel Tower Conductor Stringing	062	Pilot Cable Jointing	072	Working at Height (Substations)
043	Wood Pole Conductor Stringing HV/LV	055	Steel Tower Conductor Earthing	064	Cable Jointers Mate	073	Transformer Maintenance
044	Wood Pole Earthing	056	Steel Tower Install/Replace Fittings			074	Transformer Install
045	Wood Pole Conductor Jointing	057	Steel Tower Install/ Replace Insulators			075	Circuit Breaker Maintenance
046	Wood Pole Install / Remove Plant / Apparatus	058	Steel Tower Conductor Compression Jointing			076	Circuit Breaker Install
047	Wood Pole Install Plant / Apparatus Earthing					077	Switchgear Maintenance
048	Wood Pole LV Services					078	Switchgear Install
049	Live Low Voltage Overhead Lines					079	Battery Systems Maintenance
050	HV Live Line Operations (use of rods from ground)					080	SF6 Handling
051	HV Hot Glove Operations					081	Power System Plant Maintenance
						082	Busbar Equipment Maintenance
						083	Substation Fitting Maintain Switchgear Compressed Air Plant and Systems
						086	Distribution Substation Earthing
						087	Substation Fitting Control and Panel Wiring

Group D Advanced Technical

Select a minimum of 2 units which must include unit 090 from this group			
090	Organise the Use of Resources	094	High Voltage Switching Substations
091	Receipt of Documents	095	High Voltage Switching OHL
092	Low Voltage Switching OHL	096	High Voltage Protection
093	Low Voltage Switching UG	097	Diagnostic Fault Finding

ANNEX B: POWER NETWORK CRAFTSPERSON (LEVEL 3) KNOWLEDGE REQUIREMENTS

Purpose

This document sets out the exact knowledge requirements necessary to support the competences set out in the Power Network Craftsperson qualification Level 3. The knowledge requirements, as set out, support all three pathways: Overhead Lines, Underground Cables, and Substation Fitting. These are the minimum knowledge requirements necessary. Approved qualifications may contain varying degrees of additional knowledge.

Employers should select the qualification that best suits their needs from the approved list.

This document will be used to form the basis of an approvals process designed to determine which qualifications (whole or in part) can be used to meet the knowledge requirements.

The EUIAS wills scrutinise the knowledge and functional skills qualifications as part of the eligibility process.

Knowledge areas that must be addressed as a minimum

If a qualification (or part thereof) is to be recognised as able to provide the knowledge requirements supporting and underpinning the apprenticeship in Power Network Craftsperson Apprenticeship, it must include the following content:

Practical mathematics

Knowledge of mathematical principles to support the calculation and understanding of everyday and real-world situations found during the practical application of working techniques in the power sector, including:

- Selection and application of mathematical techniques to add, subtract, multiply and divide numbers
- Mathematical reasoning, making deductions and inferences, and drawing conclusions
- Use of the terms 'square', 'positive square root' and 'negative square root', 'cube' and 'cube root'
- Use of decimal notation and recognition that each terminating decimal is a fraction
- Use of percentages, fractions, decimals, percentages and ratios, as operators
- Use of mathematics to calculate the effects of electrical principles on cables/conductors
- Use of mathematics to calculate the effects of prospective fault current
- Use of mathematics principles to gain a practical understanding of single and three-phase theory.

Materials technology and science

Knowledge of materials technology and scientific principles to support understanding of how plant and equipment operates to support the practical application of working techniques in the power sector, including:

- Properties of materials including conductors, insulating and structural materials
- Torsion/breaking strength of materials
- Heat transfer of materials
- The scientific effect of factors on materials - heat, current, corrosion, stress and bending
- The use of formulae to support the understanding of how materials change/react.

Mechanical engineering

Knowledge of mechanical principles to support understanding of how plant and equipment operates to support the practical application of working techniques in the power sector, including:

- Use of gears, linkages and pulleys
- Assembling working structures and mechanical procedures
- Principles of hydraulics, pneumatics and thermodynamics
- Principles of lifting, moving and tensioning assemblies
- The use of electrical formulae to support the understanding of how equipment operates
- Interpretation of mechanical/design specifications to support structural analysis.

Electrical engineering

Knowledge of electrical theory and principles to support understanding of how plant and equipment operates to support the practical application of working techniques in the power sector, including:

- How electricity is produced, the effects of electromagnetism, voltage, current and resistance
- The use of electrical formulae to support the understanding of how equipment operates
- Electrical testing and measurement, and interpretation of results
- Electrical control systems – field automation/protection/isolation, electrical switching and earthing
- Principles of electrical induction, capacitance, arcing and shock
- Electrical safe systems of work – electrical rules, regulations, safety documentation, authorisations, and procedures.

Health, safety and the environment in the power sector

Knowledge of health and safety and environmental rules, regulations and procedures to support understanding and the practical application of working techniques in the power sector, including:

- Health and Safety at Work Act
- Management of Health and Safety at Work Regulations
- Workplace Health and Safety and Welfare Regulations
- Personal Protective Equipment at Work Regulations
- Manual Handling Operations Regulations
- Provision and Use of Work Equipment Regulations
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
- ESQCR Electricity, Electricity at Work Regulations
- CoSHH Control of Substances Hazardous to Health
- Company safety rules
- Company policies and procedures

Transmission and distribution

Knowledge of transmission and distribution plant, equipment, materials and processes to support the practical application of working techniques in the transmission and distribution sector, including:

- Transmission/distribution network design principles – substations, underground cables, overhead line, plant and apparatus
- System regulation, protection and control
- Smart grids – technologies/automation
- Energy efficiency – new technologies/smart networks/micro-generation – effect of consumer feeds on networks.

ANNEX C: SAMPLE ASSESSMENT

Power – Unit 045vv

Conductor Jointing – Distribution

Candidate name		**Assessment date**	
Assessor name		**Assessment location**	
Supporting evidence			
Jointing details			

Procedures successfully completed during assessment

Result of assessment	Result	Assessors comments
Non-tension		
Tension		
Aerial Bundled Mechanical Connectors		

Result of assessment: A = achieved NYA = not yet achieved

Candidate signature	**Assessor signature**

Technical Skills Assessment – Distribution Conductor Jointing

Tick assessment method/s used = (DO) direct observation, (OQ) oral questioning

(K&U = specification knowledge and understanding criteria mapped to performance criteria)

Ref	Performance criteria	DO	OQ	Assessor comments
1	PPE checked and worn correctly (K&U 1, 2, 4, 5)			
2	Risk assessment of the work area and the task to be completed carried out and control measures put in place (where required) (K&U 1, 2, 3, 4, 6, 7, 8, 10, 11)			
3	Overhead line conductors identified and where connected to a circuit, confirmed as isolated in accordance with company procedures (K&U 1, 2, 3, 4,6 , 7, 8)			
4	Pre-use inspection carried out of the tools and equipment to be used checking condition and service information (K&U 1, 2, 12)			
5	Conductors to be jointed prepared and cleaned in accordance with company procedures and joint manufacturers' instructions (K&U 1, 2, 13, 14, 15, 16, 17, 18)			
6	Use tools to joint conductors in accordance with company procedures for **all** of the following joint types: • Non-tension • Tension • Aerial bundled mechanical connectors (K&U 1, 2, 13, 14,1 5, 16, 17, 18)			
7	Installed joints checked to meet company and manufacturers' requirements, e.g. condition of joint/conductor on completion (K&U 1, 2, 19)			
8	Hazardous and non-hazardous waste materials disposed of in line with company procedures (K&U 1, 2, 4, 9)			
9	Tools and equipment stored and the work area left in a safe and secure condition (K&U 1, 2, 9, 11)			

Knowledge and Understanding Assessment

In addition to the practical assessment for each module, candidates should provide evidence of their knowledge and understanding for the following task-specific topics.

(K&U = Knowledge and understanding mapped from associated specification's K&U)

Ref	Knowledge topic	Sample answers	Assessor comments
1	The methods of identifying overhead line circuits and pole positions (K&U 1, 2, 3)	• Circuit diagrams/plans • Line ID plates/numbering	
2	The methods used to ensure the circuit is safe to work on (K&U 1, 2, 3, 4, 6, 7, 8)	• Isolation methods • Company procedures • Testing/earthing • Safety documentation	
3	How to inspect the condition of tools and equipment (K&U 12, 13, 14, 15)	• Visual/physical • Test/inspection dates • Colour codes	
4	The effects of not cleaning and preparing conductors for jointing (K&U 15)	• High resistance joints • Failed joints • Conductor breakage	
5	How to identify the correct die size/s to use in compression tools for jointing procedures (K&U 13, 16)	• Materials manuals • Manufacturers' information	
6	Where to find information relating to the methods for the jointing of conductors (K&U 13, 14, 15, 16, 17)	• Company method statements • Manufacturers' information	
7	The hazards of jointing isolated conductors which are exposed to induced voltages (K&U 1, 2, 4, 7, 8)	• Differing potentials • Shock from induction when connecting	
8	The action to take in the event of the approach of lightning during pole erection work (K&U 1, 2, 4, 7, 10)	• Stop all work at height immediately and return to ground level • Report/inform	
9	The potential effects of leaving conductor strands/fittings on site (K&U 1, 2, 4, 9)	• Choking farm animals • Damage to agricultural machinery	
10	The items to check on completion of work/leaving a work site (K&U 1, 2, 4,11)	• Joint/conductor condition • Tools/waste materials • Line security – guards, danger notices	

ANNEX D: APPRENTICE PROGRESS REPORT

Purpose
The Apprentice Progress Review Sheet has been devised to support apprentices' reviews as they progress through their apprenticeship. It allows apprentices to understand the behaviours required of them, their actual performance and any actions required.

Occasions for use
The form should be used from the beginning of the apprenticeship. It should be completed at the end of each training module in Groups B, C and D and/or every 12 weeks. It is anticipated that there will be a minimum of 20 progress reports completed for each apprentice.

Completion
The form should be completed by as many appropriate staff as possible, in line with the timing described above. Those who will typically complete it may include:

- Trainers
- Assessors
- Line managers
- HR
- Mentor
- Craftsperson assigned as the WBR (termed the 'industry expert' in the published plan).

Each person should indicate the appropriate levels of behaviour displayed by the apprentice and provide feedback to them. The apprentice should be given the opportunity to comment on the feedback on their performance. The completed form should be forwarded for central collation in line with company processes.

Guidance on levels of behaviour
The levels of behaviour range from 1 to 5. Each level is further divided by plus or minus, i.e. if the apprentice demonstrates behaviours that veer towards the next level, consider using the 'plus' column or the 'minus' column of the next level of behaviour.

It is anticipated that levels of behaviour 1 to 3 will primarily be used, where appropriate, when reviewing behaviours at the end of training modules as it is unlikely that the apprentice will have the opportunity to demonstrate levels 4 or 5. The discussion with the apprentice should explain this so that they are not demotivated. Where levels 4 or 5 are appropriate, apprentices are expected to have provided suitable evidence to substantiate the level awarded.

Descriptor explained
The areas are described below in more detail:

- **Risk assessment** – routinely undertakes risk assessments on-site, identifying a range of hazards in line with company processes using appropriate paperwork. Can explain the purpose of risk assessments to others
- **Working with others** – communicates their views in a constructive way whilst listening to and appreciating others' views. Offers support when required and can demonstrate a plan for their activities
- **Interpersonal skills** – is able to communicate with internal and external customers in a professional and courteous manner, responding fully to their requests and providing a positive experience
- **Practical knowledge** – can apply technical knowledge learnt to the work environment and explain the impact of their actions
- **Practical skills** – appropriate and confident use of tools and equipment. Can identify key plant and its use
- **Quality of work** – undertakes work in a timely manner and it is right first time.

Grading
The outcome of the final two minimum reviews will support the final grading of the apprentice, i.e. pass or distinction. In order to achieve a distinction, the apprentice will:

- Have at least 40% of their review outputs at behaviour level 5 for the final two reviews
- Not have received any company performance improvement measures throughout their apprenticeship.

Final grading will be subject to discussion by the Industry Moderation Panel.

Apprentice Progress Report

Apprentice name		
Current location		
Review period/date of review		
Reviewer name/position		

Activities undertaken during the review period

Please indicate the appropriate descriptor, including plus or minus, as demonstrated by the Apprentice

Behaviour levels	+	5	–	+	4	–	+	3	–	+	2	–	+	1	–
Risk Assessment	Pre-empts distractions prior to task commencement and puts actions in place to prevent them occurring			Consistently demonstrates compliance and proactively identifies workplace hazards			Likes the comfort of having guidelines and processes to follow			Needs some reminders to comply			Willing to take unnecessary safety risk, ignores procedures Sees health and safety as someone else's problem		
	+	5	–	+	4	–	+	3	–	+	2	–	+	1	–
Working with Others	Develops positive relationships with individuals to support specific issues			Effectively contributes to team success, and suggests valid ideas			Respects the needs and contribution of others both inside and outside of the team			Holds back from contributing to team success			Refers to working with others in negative terms and prefers to 'go it alone'		
	+	5	–	+	4	–	+	3	–	+	2	–	+	1	–
Interpersonal Skills	Delivers as promised with a strong sense of time and delivery			Speaks confidently when asked, listens to others and takes required action			Adapts the method and style of communications to changing circumstances and needs			Tends to 'stand back' and tries to avoid situations where communication skills are required			Reacts without fully understanding what others are saying		
	+	5	–	+	4	–	+	3	–	+	2	–	+	1	–
Practical Knowledge	Outstanding knowledge application, high level of interest			Demonstrates knowledge application well, good level of interest			Shows knowledge, requires some prompting and guidance			Has some knowledge, lacks confidence in application			Lacks knowledge, does not show interest in application		
	+	5	–	+	4	–	+	3	–	+	2	–	+	1	–
Practical Skills	Shows outstanding ability to apply new skills in all aspects			Confidently applies new skills			Can apply new skills with occasional assistance			Demonstrable skills do not reflect all aspects of learning			Consistently does not demonstrate appropriate skills		
	+	5	-	+	4	-	+	3	-	+	2	-	+	1	-
Quality of Work	Top quality, outstanding level of accuracy & finish			Accurate and well finished, rarely needing correction			Accuracy and finish acceptable, occasional correction			Accuracy and finish below standard, regular correction required			Excessive errors, needing to repeat work on a regular basis		

Feedback given and action plan agreed with apprentice
Apprentice comments regarding review

ANNEX E: GUIDANCE FOR GRADING

Grading will be standardised to ensure consistency across the power sector. The apprentice's performance will be graded fail, pass or distinction. The final grade will be determined by collective performance measured by the end-point assessment's three assessment tools. Apprentices have to pass each of the three elements to achieve an overall pass. There are no measures of compensation for end-point assessment. Failure in any component means that the apprentice cannot achieve irrespective of how well they have done in those components where they have achieved a pass. Therefore the weighting of the apprenticeship is equal between each end-point element with respect to the achievement of a fail or pass. Where a component is failed, the apprentice will be expected to follow an action plan designed by the employer/provider. Successful completion of the agreed actions will result in the apprentice being offered the opportunity to re-sit the failed component. The timing of the re-sit opportunity must be agreed with the EUIAS in advance of any assessment taking place.

The opportunity to achieve a distinction is based upon the Behavioural and Progress Review final assessment. A preliminary grade of fail or pass will be provided to the Final Decision Panel for the Trade Test and the Technical Interview, together with an additional grade for the Behaviour and Progress Review, which may be fail, pass or distinction. The final grade will not be confirmed until after the Final Decision Panel has met.

A final distinction grade will only be awarded if a pass has been achieved in the Trade Test and Technical Interview, and a distinction at the Behaviours and Progress Review.

Trade Test grade	Technical Interview	Behaviour and Progress Review
FAIL	FAIL	FAIL
PASS	PASS	PASS
N/A	N/A	DISTINCTION

FAIL = A fail in any of the three end-point assessment tools

PASS = A pass (Trade Test) + pass (Technical Interview) + pass (Behavioural and Progress Review)

DISTINCTION = A pass (Trade Test) + pass (Technical Interview) + distinction (Behavioural and Progress Review)

Assessment element	Fail criteria	Pass criteria	Distinction criteria
Trade Test	Documentation records a fail in the final Trade Test Inadequate attention and application of Health and Safety Rules and Procedures Poor application of knowledge in the Trade Test Insufficient demonstration of skills and competency Poor reasoning skills displayed on Trade Test Poor planning and application of the use of resources Poor communication of instructions and the organisation of activities	Documentation records a pass in the final Trade Test Attention and application of Health and Safety Rules and Procedures. Application of knowledge in the Trade Test Appropriate demonstration of skills and competency Critical reasoning skills displayed on the Trade Test Planning and application of the use of resources Communication of instructions and the organisation of activities	N/A for this end-point assessment tool
Technical Interview	Documentation records a fail in the Technical Interview Inadequate knowledge of company rules, policies and procedures Poor reasoning skills in the application of underpinning knowledge Inability to interpret technical diagrams and documents	Documentation records a pass in the Technical Interview. Knowledge of company rules, policies and procedures Justifies the reasons for decisions based on the application of underpinning knowledge Interprets technical diagrams and documents to support tasks	N/A for this end-point assessment tool
Behaviours and Progress Review Assessment **End-point assessment Window 6/12** *(Assessment Plan states: A minimum of two Final Reviews during the final six-month period)* Suggest: 1 x review to confirm entry to Gate 1 of end-point assessment 1 x review mid-point 1 x Final Review post TT and Technical Interview prior to Gate 2 entry	Subject to a company disciplinary procedure Behaviour and Progress Review reports record poor performance across the six categories in the final six-month end-point assessment period Evidence/examples of inadequate and insufficient attention to risk assessment measures and actions Evidence/examples of poor team working Evidence/examples of poor working and interpersonal skills Evidence/examples of poor practical application of knowledge to work tasks Evidence/examples of inconsistent application of practical skills across the six-month end-point assessment period Evidence/examples of poor quality of work and attention to detail and is either inconsistent or below standard during the six-month end-point assessment period	Behaviour and Progress Review reports record satisfactory performance across the six categories in the final six-month end-point assessment period Evidence/examples of attention to risk assessment measures and actions Evidence/examples of good team working Evidence/examples of good working and interpersonal skills Evidence/examples of good practical application of knowledge to work tasks Evidence/examples of consistent application of practical skills across the six-month end-point Evidence/examples of good quality of work and attention to detail and is either consistent and meets company standards during the six-month end-point assessment period Assessment period	Behaviour and Progress Review reports record a minimum of 40% of performance at level 5 (Annex D Assessment Plan) and the remainder no less than level 4 (Annex D) in the final six-month end-point assessment period Evidence/examples of leadership and ownership of risk assessment measures and actions Evidence/examples of leadership and ownership of team working activities Evidence/examples of high level of emotional intelligence that demonstrate a respect for the opinion and needs of others Evidence/examples of high levels of knowledge application that consider the wider implications of the activity beyond the individual task Evidence/examples of consistent application of practical skills that take account of company policies/procedures, environmental practices, commercial interests Evidence/examples of high quality of work and attention to detail and demonstrates leadership in motivating others to attain standards which enhance and protect the company brand

ANNEX F: ROLES AND RESPONSIBILITIES

		EMPLOYER / PROVIDER	TECHNICAL EXPERTS	PAAP	EUIAS
1	Preparatory Phase	Provider and programme approval sought from EUIAS		Develops and disseminates scheme booklet to underpin provider and programme preparation.	Quality assurance processes audit data and information. Compliance results in confirmation of Gold or Platinum status
2	Induction Phase	Training delivery managed in line with EUIAS requirements		Provides guidance on data requirements and quality assurance approaches	
	End of Induction Phase - Site Ready	On-programme assessment undertaken for all employees and sampled	Ensure that the guidance is being used accurately and appropriately	Provides guidance on approaches to assessment and record keeping	**On-programme assurance undertaken and performance monitored and reported**
3	Workplace Training Phase	Workplace based activity focusing on skills development Experiential learning			Provides training for assessors and technical assurers to ensure **that end-point assessment requirements can be met**
		On-programme formative assessments and competence building	Ensure that the guidance is being used accurately and appropriately	Provides guidance on criteria for Trade Tests	Provides training for Assessors and technical assurers to ensure **that end-point assessment requirements can be met**
		On-programme Trade Tests and internal technical assurance			**On-programme assurance undertaken and performance monitored and reported**
		Summative review of apprentice competence to decide entry to end-point assessment		**Prepare guidance for standardisation panels**	
GATE 1					
4	End-point assessment: Trade Test(s) Portfolio, Knowledge Tests and Technical Interview	Carry out end-point assessment as per the assessment plan, i.e. final Trade Test, Technical Interview and collate **and conduct final** progress and behaviour reviews		Identify members of the Final Decision Panel ensuring independence and technical expertise	Confirm membership of Final Decision Panels, issue appointment letters with contracts, receive conflict of interest declarations and ensure confidentiality
GATE 2					
	Preliminary Grades	**Awards a preliminary grade for each assessment element and collates supporting evidence for judgements. Undertakes internal standardisation**		**Standardisation events designed to secure consistency of Assessor decisions**	Receives intelligence on providers' end-point assessment practices including potential malpractice and identifies **low level**

GATE 3					
5	Final Decision Panel/Grade Confirmation		**Final Decision Panel reviews apprentice end-point assessment evidence and calibrates grades across employers/ providers**	Reviews and samples to ensure consistency of grading across multiple expert Final Decision Panels. **Provides Final Decision Panel reports**	Ensures consistency, reliability, rigour and robustness of end-point assessment decisions and collects all relevant data
GATE 4					
	Certification	Distributes certificates to achievers		Data compilation, prepare annual/series Panel Report and report to EUIAS Board	Awards analyses and meets BIS' data returns; publishes annual reports and Statement of Compliance In cases of proven malpractice withholds certificates and applies sanctions

ANNEX G: COMPLAINTS AND APPEALS PROCEDURES

Introduction

The EUIAS and employers are committed to providing a high quality learning experience for all their apprentices and undertake to treat each apprentice fairly and consistently. However, it is recognised that, from time to time, problems do arise and learners (or their advocate) wish to express concern or dissatisfaction with aspects of the quality of services provided. If you have a complaint about the way you have been treated, or disagree with an end-point assessment decision or grading, the EUIAS is receptive to genuine reports of dissatisfaction and will treat your case fairly and impartially and in line with current equality and diversity requirements to an agreed timescale.

This leaflet sets out what you should do if you have a complaint or want to make an appeal against your assessment decision or grading.

Complaints

The principles and practices of the Complaints Procedure

Principles

The following principles will be adhered to in the consideration of any complaint:

1. All complaints will be treated seriously and can be made without fear of reprisals or victimisation.

2. All complaints will be treated fairly, impartially and in a timely manner.

3. The Complaints Procedure has been developed to be transparent and to provide a clear and accessible route for those who wish to make a genuine complaint.

4. Where a complaint is upheld and EUIAS (or an employer) has made a mistake, or fallen short of reasonable expectations, the mistake will be rectified where appropriate and action will be taken to prevent the mistake from happening again, including investigation of the root cause. An apology will be issued to the complainant, along with a Completion of Complaints letter, outlining the issues considered and actions taken as a result of the complaint.

5. Where a complaint is not upheld following investigation, the complainant will receive a Completion of Complaints letter outlining the issues considered, the final decision and reasons for that final decision. The letter will also inform the learner of any further steps they may wish to take if they are dissatisfied with the result.

6. The Complaints Procedure is monitored and reviewed by The EUIAS governing Board and will be subject to an annual review of its operation in the preceding 12 months, including number of complaints received, outcomes and a summary of learner satisfaction.

Practices

The Complaints Procedure focuses on resolving complaints rather than apportioning blame. Confidentiality owed to any parties involved in the procedure will be maintained and protected. Should details need to be shared with a third party in order for a full investigation to take place, all individuals named will be informed and have the opportunity to state their case and offer their version of events.

Many complaints can be resolved informally by discussing with the person with whom you have a complaint, without having recourse to the formal Complaints Procedure. The EUIAS encourages resolution of this type and should be the first stage in any complaint.

Vexatious and malicious complaints will not be considered.

All parties involved in the complaint will be kept informed of the progress of the complaint at appropriate intervals during the process.

Who can complain?

This Procedure is aimed at registered learners undertaking an apprenticeship through the EUIAS, although the following may also use the Procedure:

- A group of learners, although in this case the group must nominate one person as spokesperson who can represent the group in all matters relating to the complaint.

- A former learner – providing that the matter about

which the complaint is being raised occurred within the specified deadline for complaints as set out in the EUIAS guidelines below.

- Third parties. A learner with a complaint is strongly encouraged to act personally. However, a complaint received from a third party (including a parent), will only be considered with the express permission (in writing) of the person to whom the complaint relates, giving the third party the right to act on their behalf.

Scope of the Complaints Procedure

A formal complaint considered under this Procedure can be one of two types:

1. **A learning complaint** – one which may include any matter affecting the learning progress of the apprentice. This could include: their progression; results of examinations/portfolio assessment; lack of supervision; poor administration.

2. **A non-learning complaint** – one which may include any matter which falls outside the definition of the learning complaint and which is not covered by any other procedure, such as equality and diversity issues, health and safety issues.

There are a number of stages involved in investigating your complaint

Submitting a complaint

1. Complaints will only be considered where the complainant has made every step to resolve the issue through informal discussions.

2. Complaints from learners or former students will only be considered under this Procedure in the following areas:

   2.1 Alleged unsatisfactory delivery and/or administration of the programme

   2.2 Alleged deficiency in teaching/supervision received for some/all of the programme

   2.3 A decision to exclude the learner from a programme of study on grounds of poor/unsatisfactory performance (either academic or non-academic)

   2.4 Complaints regarding the results/assessment of examinations/portfolios will not be considered as part of the Complaints Procedure and should follow the EUIAS published Appeals Process.

3. A learner should submit a completed Complaints Form to the Head of Assessment Service as soon as possible after the event to which it relates but as a maximum within 28 days of the event in question and following informal discussions.

4. Should the Complaints Form be submitted after the 28 day period, the matter will be investigated at the discretion of the chair of the Complaints Panel.

5. The Head of Assessment Service will acknowledge receipt of the Complaints Form within 28 days and will request, where necessary, any further information/evidence regarding the issues raised in the complaint.

6. The complaint will be considered initially by the chair of the Complaints Panel and the Head of Assessment Service and the learner will be notified within 28 days of the decision whether to proceed or not with the complaint, giving a full explanation of the decision if not proceeding.

7. If the decision is to proceed with the complaint the chair of the Complaints Panel will notify any person(s) concerned with the complaint that a complaint has been received, including a copy of the original

complaint, together with a copy of the Complaints Procedure and an invitation to respond formally within ten working days of notification.

8. The learner will then be offered an opportunity to respond on the factual accuracy of the response within ten working days.

9. The chair of the Complaints Panel and the Head of Assessment Service will then decide whether a decision on the complaint can be made or whether the complaint needs to be escalated to the Complaints Panel (with the chair having the final decision). Depending on this outcome a Completion of Procedures letter may be issued.

10. Where further consideration is required the chair will convene a meeting of the Complaints Panel.

11. The Complaints Panel will consider the complaint ensuring: a fair and equal procedural treatment to all parties; further clarification/evidence is sought where it is deemed appropriate; all parties concerned have the opportunity to be interviewed.

12. The purpose of the Complaints Panel will be to investigate the grounds of the complaint brought by the learner. They will in no way constitute a disciplinary hearing of any parties named in the complaint.

For membership of the Complaints Panel, please see Annex 1.

For conduct of hearings, please see Annex 2.

The decision

1. The decision of the Complaints Panel will be reached once all the evidence has been heard through discussion and majority vote.

2. The votes of individual members will be kept confidential.

3. It will not be disclosed whether the decision was reached by majority or unanimous vote.

4. The Complaints Panel will complete a written statement of its findings and decision within ten working days of the date of the Panel meeting.

5. The Complaints Panel has authorisation to impose a solution on any area in which the complaint arose.

Review

1. If a learner feels the complaint has not been satisfactorily resolved, they have the right to request that the matter be reviewed.

2. A letter indicating that the learner intends to seek a review of the outcome must be made in writing to the Executive Head of the EUIAS within 28 days of the decision of the Complaints Panel. The letter must contain grounds for which the review is being requested and all supporting documentation/ evidence. No further communication will be accepted at this time.

3. A request for review may only be made on one or more of the following grounds:

   3.1 The initial complaint process was not carried out in accordance with the published Complaints Procedure.

   3.2 Additional evidence has come to light which was not available at the time of the Complaints Panel hearing.

4. The Head of Assessment Service will convene with the chair of the Complaints Panel to review and discuss the documentation in the letter. They will decide on whether there are sufficient grounds for a review.

5. If it decided not to proceed with a review, the chair of the Review Panel will inform the learner of the decision, giving reasons, accompanied by a Completion of Procedures letter.

6. If it decided to proceed with the review, the Head of Assessment Service will inform all parties of the Chair of the Review Panel's decision and will make necessary arrangements for a Review Panel to convene to consider the review at the earliest opportunity.

For membership of the Review Panel, please see Annex 3.

Annex 1

Complaints Panel membership

1. For all complaints, the Panel will consist of three members: one EUIAS core team member who will act as chair, the current chair of the Sector Assessment and Assurance Panel, and an independent employer/member of a professional institution.

2. The appointment of Complaints Panel members will be reviewed annually.

3. A member of staff from EUIAS will be appointed to act as secretary to the Complaints Panel, to support and advise, as required.

4. Where necessary, an independent expert in the field of study/assessment in the relevant discipline may be appointed, subject to the agreement of all those concerned, to advise the Complaints Panel.

Annex 2

Conduct of hearings

1. All documentation relating to the complaint must be received by those attending the Complaints Panel meeting no later than ten days prior to the meeting. No additional communication/evidence received after this time will be considered at the meeting except at the sole discretion of the chair of the Panel.

2. The conduct of those attending a Complaints Panel (either as complainant or otherwise) should be in such a way as to ensure the complaint can be heard in a fair and equality-based manner.

3. A secretary will record all discussions and findings for the purpose of providing a factual record of the meeting.

4. Any requests to call witnesses will be considered and decided by the chair of the Panel.

5. If any party fails to attend the Complaints Panel meeting, the Panel will consider and determine outcomes of the complaint in their absence.

Annex 3

Membership of Review Panel

1. Membership of a Review Panel will be drawn from an independent panel approved by the EUIAS. As far as is practicable, the appointment of Review Panel members will be made with regard for an appropriate balance of diversity and no members of the Review Panel will have served on the Complaints Panel.

2. The Review Panel will consist of three members, including the chair. In the event of the unforeseen unavailability of a Panel member, they may appoint a replacement.

3. A secretary to the Review Panel will be appointed. They will not have acted as secretary to the Complaints Panel whose decision is now under review.

4. A Review Panel will review all of the evidence before it, will seek further clarification of the written evidence from whomever it feels appropriate, and will have the power to reverse or modify the decision reviewed in any way that it sees fit. Where new evidence is considered which was not available to the Complaints Panel, the chair of this Panel will be given the opportunity to respond to the new material.

5. The decision of a Review Panel will be reached in accordance with the decision-making procedure as prescribed for a Panel.

6. The Review Panel will notify the Head of Assessment Service in writing of the outcome of the review. The Head of Assessment Service will in turn notify all parties of the decision of the Review Panel and issue a Completion of Procedures letter to the apprentice.

7. The decision of a Review Panel will be final and the complaint will be closed.