

EPA Specification Utilities Engineering Technician



EPA Specification Section 6 – Practice Assessments and guidance

- Guidance for setting up a practical observation
- Preparing for the interview
- Preparing for the multiple-choice test
- Practice Test (in the Annex)

Contacts

This specification has been designed to provide all the advice and guidance you need to prepare yourself and your apprentices for end-point assessment. However, if you have any further questions please contact the EUIAS Help Desk using one of the following:

Help Desk email: enquiries@euias.co.uk

Help Desk telephone: 0121 713 8310

Observation with questions

Guidance for setting up a practical observation

The Observation focuses on an apprentice undertaking work as part of their normal duties. Simulation is not permitted. The expectation is that the observation with questions will take four hours. It will cover a number of activities. The activities are listed in Section 5.1.

While it is not permitted to brief the apprentice on the work they will be doing for the live Observation, it is permitted to set up tasks of similar complexity and duration and ask the apprentice to carry them out under live assessment conditions. To make the practice more realistic, a tutor or supervisor should adopt the role of assessor and use the appropriate grading criteria from Section 5 to 'assess' the apprentice.

The practice task brief should provide specification instructions for the apprentice to be able to:

- plan and prepare for the job
- complete risk assessment and identify control measures
- communicate with stakeholders/colleagues appropriately
- complete task documentation
- carry out preventative or reactive maintenance based on the apprentice's specialism.

The live observation also includes questioning from the Independent Assessor. The questioning is designed to demonstrate the apprentice's understanding of KSBs that are evidenced through the observation. We recommend developing some open-ended questions which focus on the eliciting each apprentice's understanding of the KSBs. The relevant questions can be used where competence is not confirmed through the observation of natural performance. Follow-up questions can also be asked where clarification is required.

The tutor or supervisor carrying out the practice observation should record their assessment of how the apprentice performed and provide feedback to the apprentice with guidance on what to do to improve their performance, taking note of the grading descriptors for pass and distinction in Section 5.

Interview

Preparing for the interview

The discussion will take place between the apprentice and the Independent Assessors. The Interview is an effective way of assessing KSBs that do not occur on a predictable or regular basis and will allow the apprentice to showcase the depth and breadth of their understanding. It is underpinned by a portfolio of evidence which is not marked. Details of the portfolio requirements are given in Section 5.2.

It is a good time to schedule a practice interview. It must be done with enough time to provide feedback for the apprentice to learn from, before the live end-point assessment. A period of two weeks or more is recommended, depending on the circumstances. The key is that the apprentice has time to act on the feedback they get at the end of the practice session.

A period of 60 minutes should be set aside for each practice interview, and a set of open-ended

questions prepared to cover each of the areas of the standard covered by the review.

A tutor or supervisor should play the part of the assessor carrying out the review, asking the questions in a 'live test environment'. They should record their assessment of the apprentice's performance, using the grading descriptions in Section 5 as a guide, and provide the apprentice with feedback, focussing on areas of improvement.

The questioning should synoptically examine the knowledge, skills and behaviours by the apprentice through their on-programme experience. The questioning should be contextualised to the apprentice's specific job role. The tutor or supervisor must:

- prepare some interview questions around the work that the apprentice has been doing. This should be based as much as possible on evidence that has been collated for the portfolio
- use various questioning techniques to confirm the depth of knowledge and or range of skills
- record the Interview or provide a clear narrative if the interview was not recorded. The narrative must describe the apprentices' responses to the questions. The narrative must capture the depth and breadth of the apprentice's response
- ensure the apprentice has provided evidence in their responses to cover all the relevant elements of the standard
- provide feedback to the apprentice focussing on any areas of the standard missed, or where appropriate, to give guidance on achieving the pass or distinction grades.

The apprentice should be prepared to:

- compile a portfolio and submit it to EUIAS at least 2 weeks days before the Interview
- discuss evidence of their work as recorded in the portfolio. The portfolio should have examples of job-related tasks so the panel can determine the role the apprentice had taken on to complete the work and understand if and how they overcame any challenges or barriers that were faced to complete the job.
- attend the Interview which will be expected to last 60 minutes.

The Multiple-Choice Test

Preparing for the multiple-choice test

While on-programme, the employer and or training provider should brief the apprentice on the areas to be assessed by the Multiple-Choice Test, as detailed in Section 5.3. These are the selected knowledge elements of the standard: K1, K3 and S9ii. It is good practice to identify the areas within the learning programme where the relevant knowledge is delivered and ensuring that apprentices are aware that elements from each of these criteria might come up in the test.

The Multiple-Choice Test is aligned to the standard rather than a specific job role that the apprentice may be doing. The questions have been written to reflect the Utilities Engineering Technician role as a whole and are not focussed on specific plant, machinery, or employer-specific processes.

In readiness for End-point Assessment, the apprentice should complete a sample test, which is included as an Annex to this specification. This should be undertaken in advance of the Multiple-Choice Test, with enough time to mark the assessment, and provide feedback to learners.

For maximum effect, ensure the test is taken in exam conditions similar to those that will be experienced in a live test.