Level 3 End-Point Assessment for Gas Network Craftsperson – Electrical and Instrumentation

EPA Specification Section 6 – Practice Assessments and guidance

- Knowledge and Skills Assessment
- Practical Task
- Technical Interview underpinned by the logbook

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

The Knowledge and Skills Assessment

Guidance – preparation for the knowledge and skills assessment

While on-programme, the employer and or training provider should brief the apprentice on the areas to be assessed by the knowledge and skills assessment, as detailed in Section 5.1. Further details in section 4 of this specification. These are the selected knowledge elements of the standard: CK2, CK3, CK5, CS12, NMCEi16, NMCEi21, NMCEi23, NMCEi24 and NMCEi25. 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 knowledge and skills assessment is aligned to the standard and the specific job role that the apprentice will be doing. The questions have been written to reflect the network maintenance craftsperson – electrical and instrumentation 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 practice knowledge and skills assessment, which is included in section 7 of this specification. This should be undertaken in advance of the knowledge and skills assessment, with enough time to mark the assessment, and provide feedback to the apprentices.

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

Practical Task

Guidance for setting up a practice practical task

Example practical task specifications have been developed as part of the gas network craftsperson Standard - electrical and instrumentation pathway. The practical task specification details the apprentice's required skills, knowledge and behaviour on all the key aspects of the gas network craftsperson - electrical and instrumentation activity.

This end-point assessment should allow the apprentice to demonstrate the competence required to follow work instructions and specifications in order to diagnose faults and test electrical and instrumentation systems.

The practical task specification is the minimum core technical standard of these requirements, but this does not preclude employers from enhancing the KSBs of the apprentice through additional or company specific assessment.

Successful completion of the practical task should provide evidence that the apprentice has the required knowledge, skills and behaviours that is required from a network maintenance craftsperson – electrical and instrumentation.

The practical task focuses on fault diagnosis on electrical and instrumentation equipment. There are 2 briefs of comparable complexity which have been developed by the EUIAS. Each task brief covers a specific area of competence required by a network maintenance craftsperson – electrical and instrumentation. The 2 briefs are:

- TTIEPA1 Fault diagnosis on instrumentation equipment
- TTEEPA1 Fault diagnosis on electrical equipment

The briefs should be used to set up scenarios for the purpose of assessing the practical skills of apprentices.

While it is not permitted to brief the apprentice as to the specific task they will be given during the live practical task, for practice purposes 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 an assessor and use the appropriate grading criteria from Section 5 to 'assess' the apprentice.

Important Note: In the live EPA the technical expert will not be assessing the apprentice, but will be supervising the apprentice, asking questions, and writing up a factual account of the practical task to verify the task was completed appropriately.

The practical task scenarios may be used to form the principles of practice scenarios. However, such scenarios must be different and separate from the scenarios used for end point assessment purposes.

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

- plan the job
- select the appropriate tools and materials
- focus on the skill
- work safely

The apprentice will be expected to work to the standards set in relevant industry and company procedures.

Scenarios must reflect and be consistent with a realistic working task.

Note: that the expectation is that all the tasks will take up to 9 hours +/-10% to complete and therefore must be sufficiently complex to match this duration.

The live practical task also includes questioning from the employer technical expert. The questioning is designed to confirm the apprentice's understanding of the rationale for actions taken and choices made to complete the task. To prepare the apprentice for this aspect of the practice practical task, we recommend developing some open-ended questions which focus on the rationale for each part of the task.

The tutor or supervisor supervising the practice task should write a factual report of the practical task

verifying whether the task was completed appropriately. The independent assessor will review the report before conducting the technical interview part 1. Additional support and guidance can be found in 'Section 5' of this Specification including 'Section 7' which includes two example briefs.

Technical Interview, underpinned by the logbook

Preparing for the Technical Interview Part 1 and Part 2

The technical interview covers a large part of the standard and therefore, the logbook has the potential to become very large. It is important to understand that the logbook is **NOT** assessed, even though the assessor will confirm the evidence requirements of the logbook are met prior to the technical interview.

The purpose of the logbook is to support the apprentice in providing evidence of their achievements when asked about them in the technical interview. It is particularly useful in supporting apprentices in achieving distinction. For example, the distinction grading criteria (see Section 5) makes reference to 'taking a lead in accepting additional responsibility'– the logbook may contain witness testimony describing the circumstances, and the apprentice would be able to refer to this testimony when answering questions during the technical interview.

It is also important to index the logbook and cross reference it to the skills within the Standard. It is strongly recommended that you use the same referencing system as used within this Specification document.

Preparing and carrying out a practice Technical Interview underpinned by logbook

When the logbook is complete, towards the end of the formal training period is a good time to schedule a practice interview. It must be done with enough time to provide feedback to the apprentice that they can 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.

Practice interviews are valuable to apprentices in order to effectively prepare them for the EPA Technical Interviews. Apprentices should appreciate that the interview forms a significant part of their EPA and it is not just a 'bolt on' to the knowledge and skills assessment, and practical task. Apprentices should be encouraged to volunteer information willingly in a full descriptive and explanatory manner. If the apprentice does not provide information during the technical interview the apprentice will not be allocated any marks. The independent assessor will use various questioning techniques to be able to receive adequate responses.

A period of at least two hours 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 technical interview.

A tutor or supervisor should play the part of the independent assessor carrying out the technical

interview, asking the questions in a ‘live test environment’. They should record their assessment of the apprentice performance, using the grading descriptions in Section 5 as a guide, and provide the apprentice with feedback, focussing on areas of improvement.