

L3 EPA Electrical Power Protection and Plant Commissioning Engineer



EPA Specification Section 6 – Practice Assessments and guidance

- Knowledge Assessment
- Practice Knowledge Assessment (in Section 7)
- Guidance for setting up a practice Practical Observation
- Guidance for setting up a practice Technical Interview

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 Assessment

Guidance for preparing for the Knowledge Assessment

While on-programme, the employer and or training provider should brief the apprentice on the areas to be assessed by the Knowledge Assessment, as detailed in Section 5.1. 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 Assessment 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 Electrical Power Protection and Plant Commissioning Engineer 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 the sample test, which is included as an Annex to this specification. This should be undertaken in advance of the Knowledge Assessment, 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.

Technical Interview

Guidance for preparing for the Technical Interview

The purpose of the Technical Interview is to allow the apprentice to demonstrate how they have combined their skills, technical knowledge and behaviours in order to carry out their occupational role effectively and safely.

The practice interview should be based around the work log evidence provided for the specific skills identified for the apprentice's job role as detailed in Section 5.2, table 2.

A practice interview should be scheduled before the live end-point assessment and with enough time to provide feedback for the apprentice to learn from. 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 tutor or supervisor should play the part of the assessor carrying out the interview, asking the questions in a 'live test environment'. A period of at least 2 hours should be set aside. The assessment should be conducted in a quiet and private environment where any distractions to the interview can be minimised, for example a meeting room. The tutor or supervisor should record their assessment of the apprentice's performance, using the grading descriptions in Section 5.2 as a guide.

The questions should be based on the following four specific skill topic areas:

- Undertake testing, commissioning and maintenance activities on electrical power systems and equipment
- Undertakes functionality testing and the injection of currents and voltages into high voltage equipment and their associated protection and control systems
- Uses appropriate test equipment to verify protection and control settings and ensure

the correct installation

- Ensure that protection systems interface correctly with the associated high voltage equipment.

The tutor or supervisor must:

- prepare some interview questions around the work that the apprentice has been doing.
- use various questioning techniques to confirm the depth of knowledge and or range of skills
- record the Technical Interview or provide a clear narrative if the interview was not recorded. The narrative must describe the apprentices' responses to the questions and 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:

- complete a work log
- discuss evidence of their work as recorded in the work log. The report should have examples of job-related tasks so the interview 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.

Practical Observation

Guidance for setting up a Practical Observation

The practical observation should be designed by the apprentice's employer to assess a broad range of the higher order skills, knowledge and behaviours developed over the period of the apprenticeship. The work activities observed should be carefully selected to provide coverage for the range of Specific Skill activities identified in Section 5, Table 3.

The assessment must be conducted in a realistic work situation that reflects the typical hazards and risks of the work environment.

At appropriate times during the practice assessment the tutor or supervisor carrying out the observation should conduct questioning to confirm knowledge and understanding of the topic area. Each apprentice must be asked a range of industry devised questions, for the activity being observed, with further follow up questions being asked where required. These questions should be contextualised to the apprentice's job role and the specific work activity being observed. To prepare the apprentice for this aspect of the practice practical observation, we recommend developing some open-ended questions which focus on the rationale for each part of the task.

The tutor or supervisor carrying out the observation of the practice assessment 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. The tutor or supervisor should take into consideration core behaviours demonstrated by the apprentice which have been built into the relevant criteria.