

EPA Apprenticeship Guidance

Motor Vehicle Service and Maintenance Technician (Light Vehicle) Level 3

ST0033/AP03

Motor Vehicle Service and Maintenance Technician (Light Vehicle)

Apprentice Guidance for the End Point Assessment Process

Overview

The End-Point Assessment process has been developed to enable apprentices to demonstrate that they are fully conversant in the skills, knowledge and behaviours expected of individuals working at this level. It is designed to provide assessors with a holistic view of the apprentice, and to allow them to assess to what extent the apprentice meets or exceeds the level 3 Motor Vehicle Service and Maintenance Technician (Light Vehicle) Apprenticeship Standard.

Prior to taking their EPA, full time apprentices will:

- Spend (typically) 36 months on the programme
- Complete a minimum of 20% off-the-job training
- Complete an F-Gas qualification
- Complete a logbook, used to inform the professional discussion
- Achieve level 2 in English and Maths (if not already achieved)

The EPA should only start once the employer is satisfied that requirements for EPA have been met and must be completed within 6 months of the EPA gateway.

End-point Assessment Gateway

The EPA should only start once your employer is satisfied that requirements for EPA have been met and can be evidenced to an end-point assessment organisation and that you are consistently working at or above the level set out in the standard.

Apprentices must have evidence of the following prior to taking their EPA.

- **F-Gas Certificate** - This can be any certificate that meets the EU's 2014 F-gas regulation. [Acceptable qualifications required to work on mobile air conditioners that contain F gas are listed at: https://www.gov.uk/guidance/qualifications-required-to-work-on-equipment-containing-f-gas](https://www.gov.uk/guidance/qualifications-required-to-work-on-equipment-containing-f-gas).
- **Logbook** – You must build a logbook during the last eighteen months of your training that showcases work you have carried out and the behaviours achieved. (See Assessment Method 3 – Professional Discussion for details of the required contents of the logbook).
You do not have to use an Assessment Organisation's logbook. You can use your own logbook providing it meets the requirements set out in Assessment Method 3: Professional Discussion.
- **English and Mathematics** - Apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

Your EPA should only start once your Employer is satisfied that requirements for EPA have been met and must be completed within 6 months of the EPA gateway.

What is being assessed?

The End Point Assessment consists of 3 distinct methods:

- 1. Online Knowledge Test**
- 2. Skills Test**
- 3. Logbook review & Professional Discussion**

Your performance in the EPA will determine your apprenticeship grade of fail, pass or distinction.

Who is the Independent Assessor?

The independent assessor will be nominated by the EPAO*. They will not have directly worked with you or participated in your learning and training.

The independent assessor will have:

- Excellent knowledge and understanding of the apprenticeship standard
- The ability to contextualise the relevant work based activities
- Current, relevant occupational knowledge and expertise, at the relevant level of the occupational area(s) they are assessing, which has been gained through “hands on” experience in the profession within the last 5 years.

They will be ‘approved’ by EAL for the purposes of conducting the End-Point Assessment.

*End Point Assessment Organisation

Assessment Method 1: Online Knowledge Test

Apprentice Guidance for EPA Online Knowledge Test

The EPA knowledge test is an assessment that uses a range of question types to assess your knowledge and understanding gained throughout your apprenticeship. The question types are designed to test your ability to apply your knowledge to real-world problems.

The online knowledge test will take place at a location approved by the EPAO. It is conducted in a suitable controlled environment i.e. quiet room free from distraction and influence, with the necessary equipment e.g. computer. It will be invigilated by a person appointed by the EPAO. It may be conducted face-to-face or via an online platform. The EPAO must ensure appropriate methods to prevent misrepresentation are in place should an online option be used. For example, screen share and web camera function with an administrator/invigilator when taking the knowledge test on-line.

Knowledge Test part 1:

- The questions will cover Groups 2 – 5 (see Annex A)
- The test will consist of 40 randomly generated knowledge-based questions
- There will be a range of question types:
 - o Multi choice from 4 items
 - o Drag and drop 4 items
 - o Drag and drop 5 items
 - o Ordering of 4 items
 - o Ordering of 5 items
- You will have a maximum of 45 minutes to complete the test
- The test is closed book i.e. you can't refer to reference books or materials
- The test will be carried out online and marked electronically.
- An invigilation log, provided by the EPAO, showing attendance and seating plan will be kept for one year.

Knowledge Test part 2:

- Test 2 will follow test 1 with a break of at least 30 minutes between tests
- The test will consist of 60 randomly generated knowledge-based questions
- 50% of the questions covering Group 6 and 50% covering Group 7 (see Annex A)
- There will be a range of question types:
 - o Multi choice from 4 items
 - o Drag and drop 4 items
 - o Drag and drop 5 items
 - o Ordering of 4 items
 - o Ordering of 5 items
- You will have a maximum of 75 minutes to complete the test
- The test is closed book i.e. you can't refer to reference books or materials
- The tests will be carried out online and marked electronically.
- An invigilation log, provided by the EPAO, showing attendance and seating plan will be kept for one year

If any apprentice has a disability that would put them at a disadvantage when completing either of the knowledge tests then the EPAO can provide a scribe, reader, and/or add extra time to enable them to complete the test at the same level as the other apprentices.

The invigilation log should record that a scribe, reader and/or extra time has been used.

Who is the Invigilator?

The EPAO will appoint an Invigilator to invigilate the online knowledge tests. They must have no direct connection with you or your employer. There are no specific qualification or experience requirements for invigilators. They must be trained in the task by the EPAO and operate according to their guidance.

Assessment Method 2: Skills Test

Apprentice Guidance for EPA Skills Test

The skills test is a two-day practical test of your skills and understanding of the underpinning theory.

The skills test cannot be taken until both knowledge tests have been passed.

The skills test will take place at an assessment centre approved by the EPAO and in a controlled environment that simulates the workplace to ensure it provides an accurate insight into your competence.

Where possible, the assessment organisation will use your normal tools, systems, processes and work documentation during the observation.

By prior arrangement with the assessment centre, you may bring your own diagnostic tools for use during the assessment. You will be responsible for calibration, maintenance and security of your own tools.

The assessment centre may refuse the use of your equipment if they consider that it will cause considerable additional risk to health and safety during tests.

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You will be observed by an independent assessor completing 4 to 6 tasks, depending on the tasks, that include at least all requirements from Skill Set A and a minimum of 1 from each of Skill Sets B, C, D, E, F, G, H, I:

<p>Skill Set A</p> <ul style="list-style-type: none"> Remove and replace range of bolts and tighten correctly (using torque wrench when appropriate) Read and follow instructions to carry out procedures to set up a component (e.g. clutch, height adjustment) Carry out complex task (procedure involves a range of skills that need to be carried out in a specific methodical order) 	<p>Skill Set B</p> <ul style="list-style-type: none"> Check for leak Measuring components and determine serviceability Diagnose mechanical braking fault Diagnose charging and starting systems 	<p>Skill Set C</p> <ul style="list-style-type: none"> Diagnose brake hydraulic fault Diagnose steering/suspension mechanical faults Diagnose steering hydraulic faults Diagnose suspension hydraulic faults Diagnose sensor fault Use computer-based test equipment
<p>Skill Set D</p> <ul style="list-style-type: none"> Test an auxiliary electrical component and determine if faulty Diagnose overheating faults Diagnose SRS fault Diagnose manual transmission or driveline faults Diagnose climate control faults Diagnose steering, suspension or brakes electrical faults Diagnose broken/shorted wire 	<p>Skill Set E</p> <ul style="list-style-type: none"> Diagnose turbo fault Diagnose engine mechanical fault Diagnose ECU faults Diagnose engine management fault Diagnose automatic transmission faults Diagnose advanced suspension systems Diagnose multiplex fault Diagnose emissions fault 	<p>Skill Set F</p> <ul style="list-style-type: none"> Remove and replace clips Remove and replace connectors Remove and replace trim Remove and replace tyre Handle fluids (antifreeze, oil, grease, acid. Sealant etc.) Balance a wheel Use ICT to create emails, or word-process documents or carry out web-based searches
<p>Skill Set G</p> <ul style="list-style-type: none"> Remove and replace hoses Remove and replace drive belts Bleed fluid system Carry out wheel alignment Use press to press rubber bush Replace road spring Time up engine component 	<p>Skill Set H</p> <ul style="list-style-type: none"> Remove and replace gasket Remove and replace an auxiliary electrical component Repair SRS fault Carry out minor repairs to wiring loom 	<p>Skill Set I</p> <ul style="list-style-type: none"> Free off seized components Remove component from a tapered shaft Use press to press bearing Remove and replace bearing Remove and replace seal Fit head gasket Replace loom

The skills test should follow the repair processes carried out in the workplace. At the start of each task you will be presented with a fault, the assessor will role play the customer and you will be expected to:

- Ask questions to determine the exact fault
- Explain any health and safety risks involved in the particular system
- Carry out inspection, tests and measurements as appropriate to identify the repairs that need carrying out
- Obtain relevant data
- Present verbally what is involved with the repair and list the replacement parts involved
- Obtain repair procedures
- Carry out the repair
- Present the repaired 'vehicle' and explain further action that may be required following on from the repair
- Complete a job card

Where questions are asked about a fault the independent assessor can give further details of the symptoms but will not provide details of the components or systems that are faulty.

Knowledge, skills and behaviours observed and answers to questions will be documented by the independent assessor.

After each task the independent assessor will ask open questions about each of the following to determine:

- 1 question about the health and safety risks relevant to the task.
- 1 question about the possible risks of damage to the vehicle.
- 2 questions about your knowledge of the vehicle systems relevant to the task.
- 1 extended question about your knowledge of the vehicle systems associated with the task.

The independent assessor may also ask supplementary questions where clarification of the answers or clarification of the actions being carried out is required.

The Training Provider will play no part in the assessment process itself.
The independent assessor is fully responsible for making the distinction/pass/fail decision.

There will be a maximum 1:3 independent assessor from the EPAO to candidate ratio for the skills test.

At the start of each task you must:

- Select the correct data sheet for the vehicle/system you are to work
- Select the correct repair procedures for the vehicle/system you are to work on

You will receive:

- Written and verbal instructions on what you are expected to complete and the time expected to complete it in.

The time allowed for each task should be 110% of manufacturer's repair time plus estimated diagnostic time.

The task will be stopped if you go over the allowed time.

The tasks given should have a total manufacturer's repair time including estimated diagnostic time of a minimum of 9½ hours and not more than 10½ hours. This should be completed over two consecutive days to allow for breaks between observations, rotation of apprentices and setting up of tasks.

You will receive the results of the skills test after the professional discussion and within 21 days of the assessment.

Assessment Method 3: Professional Discussion

Apprentice Guidance for Log Book

Each apprentice will have their own preferred approach to the construction and layout of their logbook. How you present the information for the end point assessment log book review is important in order to demonstrate it meets the requirements of the standard. After all you are using this log book to showcase the skills, knowledge and behaviours you have learned during your apprenticeship, so presenting a good quality record of the day-to-day activities you have completed will be the first impression your assessor will see from you prior to your EPA.

You will compile a logbook during your apprenticeship. It will include evidence of experience gained in the workplace and simulated environments, collectively demonstrating competence against all aspects of the apprenticeship standard: skills, knowledge and behaviours.

It will document the progress you have made during your time as an apprentice.

Logbook Requirements

The logbook shall be submitted to the EPAO at the End-Point Assessment Gateway.

The logbook should contain evidence of:

- A service or inspection where faults have been found
- Four repairs, from different systems, that involve complex (procedure involves a range of skills that need to be carried out in a specific methodical order) diagnosis and repair
- How you have achieved each of the Criteria listed in the behaviours
(See Annex B – Grading Criteria: Assessment Method 3: Professional Discussion Part 1)

The evidence can be of any form you choose, including:

- Job cards
- Technicians reports
- Written accounts
- Witness testimonies
- Images
- Short clips of voice recordings or videos (you will be responsible for supplying this in a suitable format previously agreed with the assessment organisation)
- Repair manuals/specifications

Planning work to meet evidence requirements

When planning your work with your employer you should ensure that there is suitable opportunity for you to be involved in work activities with a broad enough scope to provide the evidence that is required for your logbook, and that you will be able to evidence the relevant skills, knowledge and behaviours.

Your logbook will contain examples of your performance in relation to the work you have completed. Your logbook evidence will be recorded throughout your apprenticeship to meet the level of demand and complexity required by the standard and will include a detailed record of how you completed the tasks. Your logbook can be hand written or electronic and include work products, sketches and information you feel appropriate. Finally, you should ask your mentor to review and check your work and sign it along with any witnesses who can authentic this is a true record of the work you carried out.

The evidence contained within your logbook will be used as the basis of the professional discussion and must be sufficient to show how each of the criteria have been met in Annex B – Grading Criteria: Assessment Method 3 Parts 1 and 2.

What is an EPA Professional Discussion?

The EPA professional discussion is a structured and formal discussion between the independent assessor and you, drawing upon evidence contained in your logbook of how you have performed during your apprenticeship. It covers both the tasks you have completed in your day-to-day work, the standard of your work and the behaviours you have demonstrated throughout, such as being a team player, having a positive attitude and a strong work ethic; being a responsible and self-motivated employee with a proven commitment to your organisation. This will enable the EPA professional discussion to evidence the broad range of, skills, knowledge and behaviours set out in the apprenticeship standard.

It will also be an opportunity for the independent assessor to:

- Clarify any points and/or question you on the evidence you have presented in your logbook
- Confirm and validate that the logbook evidence is your own work
- Confirm and validate the judgements about the quality of the work you have completed
- Explore particular areas of work presented in the logbook, how it was carried out, any problems that you encountered and how these were resolved
- Validate your skills, knowledge and behaviours relevant to the organisation in terms of its products, processes, procedures and information systems.

The EPA professional discussion will also establish the depth and breadth of your understanding of the learning areas requirements.

Logbook Review and Professional Discussion

The independent assessor will review your logbook which will then form the basis of the professional discussion; this will be conducted and assessed by the independent assessor who will make the distinction/pass/fail decision.

The professional discussion will be conducted online or face to face at a location approved by the EPAO. The discussion will last approximately 1 hour and will be in two parts: Part 1 lasting approximately 20 minutes, +/- 5 minutes and Part 2 lasting approximately 40 minutes, +/- 5 minutes.

Part 1

Will determine how well you achieved the four behaviour elements:

- Working together & building trust
- Customer experience & communication
- Making it happen & commercial awareness
- Learn to learn & striving for excellence

Part 2

Will determine your knowledge and understanding involved in carrying out the vehicle inspection and one of the four repairs chosen at random:

- Details of fault presented to you
- Health, safety and legal implications of the diagnosis and repairs
- Knowledge and understanding of the system(s) involved
- Possible actions that you could have chosen
- Strengths and weaknesses of each action
- Diagnostic and repair actions you carried out
- Why you chose the particular route that you followed

You need to demonstrate that you can apply your broad range of knowledge, skills and behaviours to meet the Standard.

What preparation is needed for the EPA Professional Discussion?

Every EPA professional discussion is different so it is not possible to know in advance exactly what the independent assessor will ask you. However, there are some common styles and approaches for this type of professional discussion that will help the independent assessor to assess your submitted logbook. The examples you have submitted will show how you have performed your work activities and the EPA professional discussion will be your opportunity to show case all your skills, knowledge and behaviours. This will be the main focus during the assessment, however, you should also plan for wider questioning about your apprenticeship and what you have learned, how you have used the skills, knowledge and behaviours gained and applied this learning in your work.

It is not a memory test and you can prepare notes making reference to your logbook so you may want to do this as your planned approach and have your notes with you during the professional discussion. The EPA professional discussion will typically last a minimum of one hour.

Having spent so much time developing your logbook evidence to showcase your skills, knowledge and behaviours to your employer, it may seem strange to hear that a key part of your preparations is to get to re-cap on what you have submitted in your logbook. The independent assessor will expect you to have a good understanding of the contents of your work and that means knowing your logbook so you can discuss the content with minimum reference to notes, after all you performed the tasks.

Here are some ideas to help you prepare for your EPA professional discussion.

- Make notes to remind you of key points you need to remember and flag pages in your logbook you may need to refer to for detailed information. Practice using this method to ensure any reference you give is correct.
- Develop an introduction of yourself, what you do and the apprenticeship journey you have taken to get to where you are now.
- Read through each example and think about the key features of how you do your job and the behaviours you have demonstrated. It is likely the questions from the independent assessor will probe stages of your approach to your work, the behaviours you have adopted to ensure it follows a logical sequence in a safe, effective and efficient manner in line with the expected organisational procedures. If you think you have missed details or made a mistake during your own review of your logbook, don't panic, make a note, build it in to your showcase and prepare an answer that you can use if it is questioned during the EPA professional discussion.
- Work with your mentor to build your evidence against what is required for the apprenticeship standard and ensure it clearly demonstrates how it meets those requirements. Your EPA professional discussion will establish your depth and breadth of understanding of the competence requirements.
- Be clear when discussing your work in the context of what you did. Think about including 'I' instead of 'we'. For example, 'I was responsible for.....' and when discussing working in a team be clear in defining what your contribution was and the work elements you completed.
- Practice showcasing examples of your work to yourself and then with others who are not involved in the EPA professional discussion to gain confidence. Ask them to challenge you with questions.
- Make a list of what you need for your EPA professional discussion and check it off before you arrive to ensure you have all you need for a successful professional discussion.

What happens during the EPA Professional Discussion?

- Be prepared.
- Be well presented.
- Stay calm and pleasant.

Your independent assessor will cover some preliminary generic items such as introductions, the approach and timings of the EPA professional discussion as well as your right to appeal, in the event that you feel the final decision is not appropriate.

A series of questions will be put to you to answer and your responses will be recorded by the independent assessor, For example:

- Talk us through.....
- Explain in detail.....
- Describe.....
- Give an example.....
- Demonstrate.....
- Where do you find.....
- How did you.....
- What was the objective.....
- Why did you.....

Listen carefully to the questions. Don't answer simply 'yes' or 'no' to questions; on the other hand do not give an obviously prepared speech. Try to answer the question as it is put to you. If you don't understand the question, ask the panel members to repeat it or repeat your interpretation to the independent assessor, if you still don't understand the question, then it is better to admit it than to try and bluff it out.

Don't be overly worried that some parts of the EPA professional discussion were difficult; it is only by pushing you to your limits that the panel members can determine your true ability.

At the end of the assessment you will be informed that the EPA professional discussion is over.

Collect your papers and any items you prepared and breathe – well done you have just completed your EPA professional discussion.

End-point Assessment – Grading

The EPAO will develop a standardised template and guidance based on the scoring criteria (Annex B).

Apprenticeship Grading:

Assessment Method 1: Knowledge Test

You must achieve a minimum of 65% in Part 1 **and** Part 2 to achieve a pass.
You must achieve 85% or above in Part 1 **and** Part 2 to achieve a distinction.

Assessment Method 2: Skills Test

At the end of the series of tasks you will be given an overall grade for each grade descriptor (see Annex B).

To achieve a pass grade for the skills test all grade descriptors must be demonstrated at a minimum of pass. Any fail grading will lead to an overall fail of the skills test.

To achieve a distinction for the skills test 6 grading descriptors need to be demonstrated as distinctions with a minimum of pass grade for any other grading descriptors not at distinction.

Assessment Method 3: Professional Discussion

To achieve an overall pass grade for the professional discussion: all grade descriptors must be demonstrated at a minimum of pass. Any fail grading will lead to an overall fail of the professional discussion.

To achieve an overall distinction for the professional discussion a total of 8 grading descriptors need to be demonstrated as distinction. These being made up of 5 grading descriptors need to be demonstrated as distinctions from part 1 and 3 grading descriptors need to be demonstrated as distinctions from part 2, with a minimum of pass grade for any other grading descriptors not at distinction.

Final Grade

The final grade of fail, pass or distinction will be determined by collective performance in the three assessments in the Endpoint Assessment.

To achieve a pass you need to score a minimum of 65% in each of the three Endpoint Assessments:

Assessment Method 1: Online Knowledge Tests

Assessment Method 2: Skills Test

Assessment Method 3: Professional Discussion

To achieve an overall distinction you will need to score over 85% in each of the three assessment methods.

If it doesn't go to plan !

Resit and Retake information

Apprentices who fail one or more of knowledge test 1, knowledge test 2, skills test or professional discussion will be offered the opportunity to take a re-sit or a retake.

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

Your Employer will need to agree that a re-sit/re-take is an appropriate course of action.

You should be assisted with a supportive action plan in order to prepare for your re-sit/re-take.

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail.

Resits/retakes must be taken no less than 1 week after the original test. There will be no limit on resits/retakes however they must be taken during the maximum EPA period.

i.e Within 6 months from the EPA Gateway, otherwise the entire EPA must be retaken.

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Annex A – Knowledge, Skills and Behaviours to be assessed by each assessment method

Assessment method	Key
Knowledge Test Part 1	1
Knowledge Test Part 2	2
Skills Task Observation	O
Professional Discussion	P

Knowledge statement	Assessment method
<p>Groups 2 – 5</p> <ol style="list-style-type: none"> 1. How vehicle service and repair is impacted by legislative, regulatory and ethical requirements, including health and safety law and environmental procedures; 2. The structure of the industry and how the business works from an operational perspective, business targets, the systems and processes that make up the efficient running of a business; 3. How to develop positive working relationships and communicate effectively and how to carry out self-evaluation and improve own performance; 4. The procedures for the maintenance of tools and the workshop; 5. Routine servicing and inspection procedures; 6. Steering and suspension geometries; electrical circuit requirements and calculations; 7. Construction and operation of vehicle components and systems; 8. Common fault types, causes and effects of different types of faults; 9. The implications and legal requirements of fitting accessories and carrying out vehicle modifications; 	1OP
<p>Group 6</p> <ol style="list-style-type: none"> 10. How to diagnose faults using suitable fault finding strategies; 11. Construction and operation of advanced electrical, braking and suspension systems. 12. Vehicle emissions and legal requirements; <p>Group 7</p> <ol style="list-style-type: none"> 13. Construction and operation of engine and transmission systems and engine and gear calculations; 14. Alternative fuels and hybrid and electric systems. 	2OP

Skills statements	Assessment method
<ol style="list-style-type: none"> 1. Contribute to the maintenance of a safe and efficient workshop. 2. Demonstrate due regard for own safety and that of others in the workshop and minimise risk of injury and vehicle damage. 3. Carry out fundamental tasks associated with removal and replacement procedures on a vehicle; 4. Obtain diagnostic and repair information 5. Interpret diagnostic information and use electrical wiring diagrams to determine system serviceability. 6. Use a range of diagnostic equipment. 7. Follow recognised diagnostic procedures, logical diagnostic sequence and apply advanced diagnostic principles and problem-solving techniques to establish faults. 8. Report faults using company procedures and recommend suitable further actions. 9. Follow recognised repair procedures to complete a wide range of repairs including those which involve complex procedures, or in-depth knowledge. 10. Test the function of repaired and fitted components. 11. Adhere to business processes and complete documentation following workplace procedures. 12. Use ICT to create emails, word-processed documents and carry out web-based searches. <p>13. Complete a range of services, inspect & prepare a vehicle to the required quality standard for handover to the customer.</p>	<p>OP</p> <p>P</p>

Behaviour statements	Assessment method
1. Take responsibility when required and be honest and accountable when things don't go as planned 2. Operate as an effective team member 3. Behave in accordance with the values of the company and treat colleagues and customers with respect and courtesy.	P
4. Build effective relationships with colleagues and customers 5. Gain trust and pay attention to colleagues and customers concerns and needs 6. Communicate effectively on a range of topics and with all sorts of different people	O
7. Deliver excellent results and achieve challenging goals. 8. Contribute to problem solving discussions and enjoy finding solutions to own and other people's problem. 9. Suggest ways to make the business more efficient and contribute to its commercial growth. 10. Constantly learn in order to improve own performance and that of the business 11. Share knowledge and skills. 12. Demonstrate a passion for engineering.	P

Annex B – Grading Criteria

Assessment Method 1: Online Test

Marks allocated to each question type:

	1 correct answer	2 correct answers	3 correct answers	4 correct answers	5 correct answers
Multi-choice from 4 items	1 mark				
Drag and drop 4 items	¼ mark	½ mark		1 mark	
Drag and drop 5 items	¼ mark	½ mark	¾ mark		1 mark
Ordering of 4 items	¼ mark	½ mark		1 mark	
Ordering of 5 items	¼ mark	½ mark	¾ mark		1 mark

The apprentice must achieve a minimum of 65% in Part 1 **and** Part 2 to achieve a pass.

The apprentice must achieve 85% or above in Part 1 **and** Part 2 to achieve a distinction.

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Assessment Method 2: Skills Test

Criteria	Distinction	Pass	Fail
S2 Demonstrates due regard for own safety and that of others in the workshop. Minimised risk of injury and vehicle damage.	Worked safely and minimised all health and safety risks, including possible long term health risks. Uses full range of personal protective equipment. Used full range of vehicle coverings. Minimised damage to the vehicle.	Worked safely. Minimised damage to the vehicle.	Independent assessor had to intervene because there was a risk of danger or independent assessor had to intervene because there was a risk of damaging the vehicle.
S4 Obtain diagnostic and repair information. B4 Build effective relationships with colleagues and customers	Takes pride in their appearance and checks that they look good before approaching a customer. Deals with difficult situations appropriately and balances the needs of customers with the requirements of the organisation. Capable of ensuring the customers enjoy a positive experience irrespective of the issue. Uses actively listening skills and uses the appropriate tone and questioning techniques particularly when talking to customers. Uses a methodical approach. Selectively chooses only relevant technical information to support diagnostics needed for the task.	Uses a clear voice and polite tone. Speaks confidently and uses different types of questions appropriately. Approaches colleagues and customers with respect and follows the appropriate procedures when dealing with a problem. Quickly refers difficult issues to others. Shows some methodology to their approach. Selects technical information to support diagnostics.	Communicates unclearly or is discourteous and has an unhelpful attitude. Does not select any relevant technical information needed for the task.
S3 Carry out fundamental tasks associated with removal and replacement procedures on a vehicle.	Selects only the correct tools and equipment required and, where appropriate, checks that they are correctly calibrated.	Selects the correct tools and equipment required and, where appropriate, checks that they are correctly calibrated. Only makes minor errors when using tools.	Independent assessor had to intervene because there was a risk of damage to tools or vehicle.
S5 Interpret diagnostic information and use electrical wiring diagrams to determine system serviceability. S6 Use a range of diagnostic equipment. S9 Follow recognised diagnostic procedures, logical diagnostic sequence and apply advanced diagnostic principles and problem-solving techniques to establish faults.	Correctly uses diagnostic equipment. Carries out diagnostics in a systematic way and following instructions to efficiently diagnosis the fault. Carries out secondary tests to confirm results.	Correctly uses diagnostic equipment. Carries out diagnostics following instructions to identify the fault.	Correct fault not identified.
S8 Report faults using company procedures and recommend suitable further actions. B5 Gain trust and pay attention to colleagues and customers concerns and needs	Is trusted and deals with customers with honesty and with fairness. Is aware of how tone and body language impacts communications and adjusts to suit colleagues and customers and the situation. Explains what has caused the fault to occur. Has a clear understanding of the parts required. Lists all of the parts and no additional ones, although may discuss the benefits of optional parts.	Is trusted and deals with customers with honesty and with fairness. Exhibits appropriate body language and attitude when dealing with colleagues and customers. Explains what is involved with the repair. Has an understanding of the parts required.	Is untrustworthy, corrupt and customers are dealt with unfairly or neglects customers. Gives an incorrect explanation of what is involved with the repair or does not identify any of the parts required.

S7 Follow recognised repair procedures to complete a wide range of repairs including those which involve complex procedures, or in depth knowledge.	Carries out repairs in a systematic way and following instructions to efficiently repair the vehicle. If required, carries out adjustments of components and units.	Successfully carries out repairs to the vehicle.	Independent assessor should intervene because the apprentice is carrying out an incorrect repair to the vehicle.
S10 Test the function of repaired and fitted components.	Carries out suitable test methods ensure repair is effective. Considers and carries out tests to other systems that may be affected by the repair.	Carries out suitable test methods ensure repair is effective.	Does not carry any tests or carries out test methods that are unsuitable for the repair.
S1 Contribute to the maintenance of a safe and efficient workshop. B4 Build effective relationships with colleagues and customers	Complies with legal requirements when dispose of used materials and debris. Shows an awareness of the implications of not following the legal requirements. Ensures the work area is tidy and all tools are stored correctly. Shows an awareness of tool maintenance.	Wears appropriate clothes at all times and presents a clean appearance especially when meeting customers. Ensures the work area is tidy and all tools are stored correctly. Complies with legal requirements when dispose of used materials and debris.	Wears inappropriate clothing and uses bad language. The work area is untidy, all tools are stored incorrectly and does not follow legal requirements when dispose of used materials and debris.
S11 Adhere to business processes and complete documentation following workplace procedures. B6 Communicate effectively on a range of topics and with all sorts of different people	Talks about technical issues automatically using the language that is appropriate to the audience. Explains the legal implications of the repair. Confidently completes external documentation using an appropriate 'tone of voice'.	Converses with others regarding technical issues explaining technical terminology when asked. Explain further action that may be required following on from the repair. Completes internal documentation as required using legible, grammatically correct written communication for internal e-mails/repair order completion.	Does not give correct information about further action that may be required following on from the repair. Writes illegible and documentation completed incorrectly.
K6, K7, K8, K10, K11 & K13 Knowledge of vehicle systems.	Gives comprehensive answers to the knowledge questions on vehicle systems.	Correctly answers knowledge questions on vehicle systems.	Incorrectly answers all of the questions on vehicle systems.

To achieve a pass grade for the skills test all grade descriptors must be demonstrated at a minimum of pass. Any fail grading will lead to an overall fail of the skills test.

To achieve a distinction for the skills test: 6 grading descriptors need to be demonstrated as distinctions with a minimum of pass grade for any other grading descriptors not at distinction.

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Assessment Method 3: Professional Discussion

Part 1

Criteria	Distinction*	Pass	Fail
B3 Behave in accordance with the values of the company and treat colleagues and customers with respect and courtesy.	1) Carries out tasks with consideration for others. Demonstrates honesty when working as part of a team. Encourages others to be involved, recognises those that are slow to contribute or are being excluded and takes steps to bring them into the team. Evidence would include: a) Helping new staff to settle in quickly. b) Supporting someone if they are being treated unfairly.	Carries out tasks with consideration for others. Demonstrates honesty when working as part of a team. Maintains positive working relationships even though the other person may be very different from themselves.	Ignores the impact of their actions on others. Behaves in a dishonest way. Does not support colleagues when they can see they are in trouble. Fails to handle differences between themselves and others.
B2 Operate as an effective team member	1) Contributes towards setting clear team goals and makes a significant contribution to the effort required to complete them. Or 2) Recognises the strengths and weaknesses in themselves and others and allocates tasks to those who are best able to complete them. Or 3) Recognises when others are struggling and offer support where appropriate. Evidence would include: a) Volunteering for a task because you are experienced at it. Or b) Helping a new apprentice complete a task.	Actively contributes to team goals. Accepts the tasks they are given and quickly recognises whether they have the ability to complete them and seeks help appropriately. Routinely collaborates with others to achieve targets.	Competes against colleagues to the detriment of shared goals. Refuses tasks they don't want to do. Ignores that they are part of a team.

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<p>B1 Take responsibility when required and be honest and accountable when things don't go as planned.</p>	<ol style="list-style-type: none"> 1) Alerts others to the problems they may encounter when completing a task and offers solutions to ensure a team meets its agreed goals. Or 2) Provides accurate, balanced constructive feedback to others using the appropriate approach and supported by relevant evidence. <p>Evidence would include:</p> <ol style="list-style-type: none"> a) Suggesting solutions when reporting problems. Or b) Guiding someone to complete a task that you are experienced at. 	<p>Seeks support & help from colleagues when appropriate Flags up difficulties in sufficient time to take remedial action. Provides feedback to others at the appropriate moment and supports it with relevant evidence.</p>	<p>Not seeking the support of others when they need it. Fails to provide honest feedback to their colleagues when they do something they are not happy about.</p>
<p>B8 Contribute to problem solving discussions and enjoy finding solutions to own and other people's problem.</p>	<ol style="list-style-type: none"> 1) Analyses cause and effect and uses learnt techniques to solve complex problems. Or 2) Appreciates the value of documenting what they are doing to create an audit trail. Or 3) Takes an idea, whether their own or others, evaluates its feasibility and adds detail to make it work better. <p>Evidence would include:</p> <ol style="list-style-type: none"> a) Being aware of what the next steps will be depending on the results found. Or b) Writing down the results in case technical support needs them Or c) Using both your own initiative and following advice to solve a problem. 	<p>Takes a systematic approach to problem solving. Knows their limitations and when best to escalate issues. Contributes ideas, thinks them through in detail and their implications and presents them clearly.</p>	<p>Makes no attempt to understand a problem and search for a solution to it. Does not put forward ideas.</p>

<p>B9 Suggest ways to make the business more efficient and contribute to its commercial growth.</p>	<ol style="list-style-type: none"> 1) Suggests how systems and processes can be improved in particular to reduce risks to the business. Or 2) Suggests how to reduce costs and generate revenue. <p>Evidence would include:</p> <ol style="list-style-type: none"> a) Suggesting moving equipment to make it safer to use Or b) Suggesting moving equipment to make the job more efficient. 	<p>Knows what they need to do and the roles of people close to them. Confidently uses systems and processes relevant to the role. Complies with legislation. Completes documentation with a clear understanding of its purpose. Understands the business side of managing a workshop and takes steps to improve its overall efficiency.</p>	<p>Does not understand their role within the organisation. Is not aware of the systems and legislation around their role. Does not use internal processes and systems required for their job role.</p>
<p>B7 Deliver excellent results and achieve challenging goals.</p>	<ol style="list-style-type: none"> 1) Always focused on the job in hand and makes confident judgements when choosing between quality and speed. Or 2) Re-schedules work appropriately and keeps everyone informed. Or 3) Takes account of the impact of their tasks on other business activities when organising their work. They keep everyone informed. Or 4) Takes pride in the place where they work and looks out for environmental issues they can solve. Or 5) They are observant and vigilant and actively look for ways to make the place safer for themselves and others <p>Evidence would include:</p> <ol style="list-style-type: none"> a) Finishing jobs on time without taking shortcuts b) Reorganises their day if they hit a problem and informing workshop control c) Reporting to workshop control that the job they are doing will go over the allowed time d) Cleaning up oil spilt by others without being asked e) Recommending new procedures to improve to health and safety 	<p>Punctual and routinely meets deadlines. Thinks about the tasks ahead of them and how they should be prioritised. Reacts well to the unexpected. Confidently breaks down complex tasks and allocates time and resources appropriately. Understands the environmental impact of the materials they use and takes steps to minimise waste. Understands the importance of PPE and good housekeeping in the workshop. Routinely operates safely without the need for reminders.</p>	<p>Fails to meet deadlines. They are disorganised and work in a cluttered environment. They dispose waste with little regard to the impact on the environment. Carries out work with little regard to health and safety requirements.</p>

<p>B12 Demonstrate a passion for engineering.</p>	<p>Demonstrates a passion for their job and engages in a wide range of activities e.g. self-study, related hobbies etc. to develop the competence they need to be excellent at my job.</p> <p>Evidence would include:</p> <ul style="list-style-type: none"> a) Finding out on their own initiative about new vehicle technologies Or b) Modifying their own car or taking part in motor sport 	<p>Demonstrates an interest in learning and actively uses the opportunities to extend their knowledge and skills that are put in front of them.</p>	<p>Has little interest in engineering and new technologies.</p>
<p>B10 Constantly learn in order to improve own performance and that of the business</p>	<p>Careful analyses their strengths and weaknesses and what they need to learn next. Records their reflections in a learning journal, portfolio or blog.</p> <p>Or</p> <p>Actively seeks opportunities to share with their mentor and Tutors their progress.</p> <p>Evidence would include:</p> <ul style="list-style-type: none"> a) Keeping a comprehensive list of jobs they have and have not completed so that they can identify jobs that they need to gain more experience in. Or b) Asking their mentor and tutor to help them gain further experience in areas that they are weak at 	<p>Independently and regularly reflects on progress and sets goals and priorities for future development. Provides reports on their progress when asked.</p>	<p>Does not think about their progress and does not set personal goals. Does not keep their mentor or tutors up to date on the progress they are making.</p>
<p>B11 Share knowledge and skills.</p>	<p>Thinks how they can best support others, shares their knowledge and skills at the appropriate time and in a way that works best for them.</p> <p>Evidence would include:</p> <ul style="list-style-type: none"> Arranging with a new apprentice to show them how to use a piece of equipment 	<p>Shares their knowledge and skills when requested.</p>	<p>Does not share their knowledge and skills with others.</p>

*To achieve a distinction in a behaviour grading descriptor for Part 1 the apprentice will need to demonstrate they have achieved 1 or more of the statements within each individual descriptor. For example, to achieve a distinction for B1- 'Take responsibility when required and be honest and accountable when things don't go as planned' the apprentice will only have to demonstrate either:

- 1) Alerts others to the problems they may encounter when completing a task and offers solutions to ensure a team meets its agreed goals
- Or:**
- 2) Provides accurate, balanced constructive feedback to others using the appropriate approach and supported by relevant evidence

Part 2

Criteria	Distinction	Pass	Fail
S1 Complete a range of services and inspect and prepare a vehicle to the required quality standard for handover to the customer.		Demonstrates the ability to obtain inspection schedules, data and recall information, and use these to identify inspection item faults. Can reset service indicator. Documentation has no more than 1 error.	Does not demonstrate, or demonstrates incorrectly, how faults were found. Documentation has 2 or more errors.
S12 Use ICT to create emails, word-processed documents and carry out web-based searches. S4 Obtain diagnostic and repair information S5 Interpret diagnostic information and use electrical wiring diagrams to determine system serviceability. S6 Use a range of diagnostic equipment.	All word-processed documents and emails are formatted correctly and are free from errors. Demonstrates that the questions asked, information found and tests made were suitable to correctly diagnose the fault in a systematic and efficient way. Evidence would include: Starting from a central location when checking for an open circuit and working methodically in or out depending on the results.	Documentation has no more than 1 error. Demonstrates that the diagnostic method used correctly diagnosed the fault.	Documents have 2 or more errors. The diagnostic method used was inconclusive or could be interpreted in more than one way, so lead to a different conclusion.
S1 Contribute to the maintenance of a safe and efficient workshop. S2 Demonstrate due regard for own safety and that of others in the workshop and minimise risk of injury and vehicle damage.	Demonstrates the ability to carry out a risk assessment of the task and to minimising the risks involved. Describes possible risks of damaging the vehicle when carrying out the task and demonstrates that procedures were carried out to minimise damage to the vehicle. Evidence would include: a) Evaluating all of the health and safety risks before completing a task b) Evaluating all of the risks of damaging the vehicle before carrying out a task c) Supporting callipers when removing discs.	Demonstrates taking action to minimise risks to self, others and the vehicle.	Did not take action to minimise risks to the self, others or the vehicle.
S4 – S14 Knowledge of vehicle systems.	Shows full knowledge and understanding of the system(s) involved. Gives correct answers to questions on associated systems.	Shows knowledge and understanding of the system(s) involved.	Explanation of the system(s) involved is incorrect.
S8 Report faults using company procedures and recommend suitable further actions.	Demonstrates the ability to use company procedures to report faults and recommend suitable actions. Is aware of the root cause of the fault, other possible actions that could be taken to repair the vehicle and the strengths and weaknesses of each one. Evidence would include: Discussing the fault with workshop control and evaluating the best action to take.	Demonstrates the ability to use company procedures to report faults and recommend suitable actions.	Is not fully aware of reporting procedures, or has not used them.

<p>S9 Follow recognised repair procedures to complete a wide range of repairs including those which involve complex procedures, or in depth knowledge.</p> <p>S10 Test function of repaired and fitted components.</p> <p>S11 Adhere to business processes and complete documentation following workplace procedures.</p>		<p>Demonstrates the ability to follow recognised repair procedures to complete a wide range of repairs including those which involve Complex procedures, or in depth knowledge. Can test the function of repaired and fitted components. Adheres to business processes and completes documentation following workplace procedures. Demonstrates the ability to follow recognised repair procedures</p>	<p>Does not explain the route they followed or the strengths and weaknesses of the route they took.</p>
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Each grade descriptor is equally weighted.

To achieve an overall pass grade for the professional discussion: all grade descriptors must be demonstrated at a minimum of pass. Any fail grading will lead to an overall fail of the professional discussion.

To achieve an overall distinction for the professional discussion a total of 8 grading descriptors need to be demonstrated as distinction.

This is made up of 5 grading descriptors demonstrated at distinction from part 1 and 3 grading descriptors demonstrated as distinctions from part 2 with a minimum of pass grade for any other grading descriptors not demonstrated at distinction.