



Part of the
Enginuity Group

EPA Apprentice Guidance

End-point Assessment Apprentice Guidance for:
Level 3 Rail Engineering Technician

Standard Reference: ST0318

Contents

<u>About EAL</u>	2
<u>Equal Opportunities and Diversity</u>	2
<u>Customer Service and Feedback</u>	2
<u>Document Purpose</u>	3
<u>Overview</u>	3
<u>End-point Assessment Gateway</u>	4
<u>Assessment Methods</u>	4
<u>Assessment Method 1: Apprentices portfolio of evidence of occupational competence</u>	4
<u>Apprentice Template & Cross reference sheets</u>	7
<u>Assessment Method 2: Independent occupational competence validation interview (Viva)</u>	12
<u>Assessment Method 3: Professional competence assessment undertaken by the (PEI)</u>	14
<u>Behaviours Assessment</u>	15
<u>Grading</u>	16
<u>Re-sits and Re-takes</u>	17
<u>Roles and Responsibilities</u>	17
<u>Mapping of Knowledge, Skills and Behaviours</u>	11
<u>Appendix 1: Gateway Checklist</u>	18

Document Amendments

Amendment Made	Issue Number	Effective From
New document	1.1	10.01.2020
Updated documents	1.2	20-04-2020
Updated documents	2.1	15-05-2020
Updated Pathway 2	2.2	08-01-2021



About EAL

Since 1964, EAL (Excellence, Achievement and Learning) has been awarding superior vocational qualifications and apprenticeship components for engineering, building services and related sectors.

EAL has been at the heart of new apprenticeship standards development, supporting employer trailblazer development groups for key industry occupations since 2013, when the reforms began. With our long-standing tradition of being closer to industry and designing qualifications that reflect this close partnership, EAL is perfectly positioned to guide the employer development groups' work. Our expertise, knowledge and support ensure that the new standards meet the needs of all employers, from SMEs to multinationals, and provide learners with the best possible start to their careers.

EAL is an end-point assessment organisation (EPAO) and is listed on the Register of End-Point Assessment Organisations (RoEPAO).

Equal Opportunities and Diversity

EAL expects all employers to enable you to have equal access to training and assessment for end-point assessment (EPA) in line with the Equality Act 2010 and protected characteristics. Further details can be found in the EAL Equal Opportunities and Diversity Policy: <http://www.eal.org.uk/centre-support/centre-support/policies-and-important-documents>

Customer Service and Feedback

Customer service is a fundamental part of EAL's commitment to you. EAL aims to ensure that all customers receive a high-quality efficient service. We are always interested in feedback and if you have any comments or feedback on our qualifications, products or services, please contact the Customer Services Team:

EAL Customer Services

Tel: +44 (0)1923 652 400

Email: customercare@eal.org.uk

Document Purpose

To ensure a consistent approach when carrying out rail activities, portfolio of evidence, professional discussion (Viva) and Independent Viva Verification & Professional assessment against Eng Tech requirements across all independent assessment panel members, assessment sites, apprentices and assessment decisions.

This document, and its contents, will be used to **guide** you on the outcome of the assessment decisions.

It supports the Assessment Recording Document, which has been developed to record the outcome of your portfolio of evidence of occupational competence, occupational competence validation interview (Viva) and the Independent Viva Verification & Professional assessment against Eng Tech requirements. The Assessment Recording Document is an auditable record of your End Point Assessment (EPA) activity.

This document should be used in conjunction with EAL's End-point Assessment Policies and Procedures Handbook.

Overview

The EPA is designed for you to demonstrate that you are fully conversant in the knowledge, skills and behaviours (KSBs) expected of you when working at this level. It is designed to provide assessors with a holistic view of your working practices, to allow them to assess what extent how you meet, or exceed, the level 3 rail engineering technician apprenticeship standard. Your end point assessment (EPA) must be completed within 16 weeks after you have met the EPA gateway requirements.

The Apprenticeship Standard and End-point Assessment Plan defines when, what, who and how the EPA is assessed. All those participating and delivering this EPA, which includes you, assessors and employers, **must** refer to the following principle documents for the full details of the EPA requirements:

Level 3 Rail Engineering Technician

- Apprenticeship Standard – STO318, (approved for delivery 19th April 2016)
- End-point Assessment Plan

Both of which are currently available here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/rail-engineering-technician/>

Whilst elements of the Apprenticeship Standard and End-point Assessment Plan have been reproduced within this document under the following licence: <http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/>, it is the responsibility of the assessors to ensure that you are being assessed against the correct version of the Apprenticeship Standard and End-point Assessment Plan.

End-point Assessment Gateway

Your employer must satisfy themselves that you are ready for your end-point assessment, which is evidenced by you consistently working at or above the level set out in the occupational standard.

In addition to the employer's confirmation that you are working at or above the level in the occupational standard, the following gateway requirements must be met prior to you starting the EPA:

- You must successfully complete the technical knowledge and competence evidence at level 2 (includes skills and behaviours assessment).
- You must successfully complete the technical knowledge and competence qualifications at level 3 as required by the standard.
- You must submit a completed portfolio of evidence authenticated by employer, it will showcase the depth and breadth of your skills knowledge and behaviours and provide for synoptic assessment of competence
 - The portfolio of evidence will:
 - Products of your work, such as items that have been produced or worked on, drawings, plans, production and/or quality records, reports, documents produced as part of a work activity, records or photographs of the completed activity, together with
 - Evidence of the way the you carried out the activities to meet the requirements of the Standard, such as assessor observations, supervisor/mentor references/ witness testimonies or authenticated apprentice reports of the activities undertaken.
- Achieved level 2 English and maths prior to taking their end-point assessment

EAL as the EPAO, must ensure that the **Gateway Checklist** document (**Appendix 1**) has been completed to confirm the above requirements have been met.

Assessment Methods

The end-point assessment is made up of three elements, which are equally weighted (Pass/Fail):

1. Apprentices portfolio of evidence of occupational competence
2. Independent occupational competence validation interview (Viva)
3. Professional competence assessment undertaken by the Professional Engineering Institute (PEI)
4. Final employer endorsement of occupational and professional competence

Assessment Method 1: Portfolio of Evidence

What is a portfolio of evidence?

The portfolio of evidence is where you can showcase your knowledge, skills and behaviours by demonstrating the specific work related tasks to your employer on how you understand the company in terms of their products, processes, procedures, tools, equipment, materials, documentation and information systems. The portfolio will provide evidence on what you have learnt and how this knowledge and skill has been applied to real work tasks whilst developing an understanding by resolving engineering related problems.

In your portfolio of evidence, you must include as a minimum **three** different examples of competent performance evidence that will include the following:

- Products of your work, such as items that have been produced or worked on, drawings, plans, production and /or quality records, reports, documents produced as part of a work activity, records or photographs of the completed activity.

- Evidence in the way you have carried out the activities to meet the requirements of the standard such as assessor observations, supervisor/mentor references/witness testimonies or authenticated apprentice reports of the activities undertaken.

How will the portfolio of evidence be assessed?

Your portfolio of evidence will go through an internal review process which will be undertaken by the employer assessors/mentor certifying that the required standard for professional competence has been achieved.

During the review and assessment of your portfolio of evidence, on some occasions this may contain in-sufficient evidence that will not meet the requirements of the standard. The decision will be made that the evidence will not be deemed ready for the Viva submission. You will be advised on the shortfalls of evidence; additional advice will be provided on how you can overcome the areas of concern. Once the evidence has been resubmitted and there is sufficient evidence then your portfolio will be submitted to the independent assessor undertaking the Viva.

The full details of the portfolio of evidence requirements can be found in the end-point assessment plan for this standard here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/rail-engineering-technician/>

Portfolio of Evidence Requirements:

On commencement of your apprenticeship, you must begin to retain a portfolio of evidence, which must be finalised before passing through the gateway. A completed portfolio of evidence is a compulsory EPA gateway requirement that supports the EPA Professional Discussion component.

Employers/training providers are free to devise their own version of the portfolio of evidence, but the portfolio of evidence must contain the following information:

- The name of the apprentice
- Details of the apprentice's workplace.
- Evidence to support the knowledge, skills and behaviours of the apprenticeship standard that are mapped to the Professional Discussion assessment method.
- (evidence can be provided through a range of sources, for example work reviews, department feedback) and mapped to the relevant KSBs. Each piece of evidence will cover multiple KSBs.

Your **employer** must sign-off the **portfolio** of evidence, confirming your demonstration of competence against the KSBs assigned to this assessment component and authenticating its contents.

You must submit your portfolio of evidence to EAL as your EPAO when applying for the EPA. An Independent Assessor will check qualification outcomes and review the portfolio to glean personalised information that will assist the Professional Discussion component of the EPA.

The full details of the portfolio of evidence requirements can be found in the end-point assessment plan for this standard here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/rail-engineering-technician/>

Assessment Method 1 Portfolio development and layout

Each employer will have their own preferred approach and layout of the portfolio. How you present the information to your employer for the Gateway review is important to ensure it meets that requirement of the standard. After all you are using this portfolio to showcase your skills and knowledge you have learnt during your apprenticeship, so presenting a good quality record of the jobs you have completed may be the first impression your Independent Assessor will see from you prior to meeting with you at your Viva Interview.

The portfolio will contain a minimum of three holistic examples of your performance in relation to the work you have completed. The evidence will be recorded towards the end of your apprenticeship to meet the level of demand and complexity required by the standard and will include a detailed record of how you completed each task. Your portfolio can be handwritten or electronic and include sketches and technical information you feel appropriate.

Here are some key features you may wish to include in your portfolio:

Front page – Your company name, your name, the title of the apprenticeship

Index of portfolio

A cross reference to the specific Apprenticeship Standard

List of witnesses/job titles

Page heading - job reference /title and date of task

Subheadings

Job instructions – summarise the activity

Preparation – tools and equipment and safety considerations

Information obtained – drawings /charts/instruction, manuals, permit to work

Safety measures applied

PPE

Planning how the task will be done or following a planned sequence of operations

Method – your report of how you completed the Job

- Include written details for each step of the process you followed
- Key safety checks
- Key steps for quality checks
- Use sketches and photos where appropriate to show detail
- Include technical detail
- Problems you identified and how you resolved them
- Include details of colleagues you sought advice or help from
- Testing and quality checks, you completed
- The records and information you completed and what systems you used

How you restored the area and disposed of any contaminated materials with consideration to the environment conducted your handover and concluded the job

What you have learnt

- Knowledge
- Skills
- Behaviours (Organisation requirements)



Insert name of Company

Click or tap here to enter text.

Insert Apprentice name

Click or tap here to enter text.

Insert title of the Apprenticeship

Click or tap here to enter text.

Example of performance 1, title of job: Click or tap here to enter text.

Job instructions	Page Click or tap here to enter text.
Preparation	Page Click or tap here to enter text.
Information obtained	Page Click or tap here to enter text.
Safety measures applied	Page Click or tap here to enter text.
PPE	Page Click or tap here to enter text.
Planning	Page Click or tap here to enter text.
Method	Page Click or tap here to enter text.
Testing and quality checks, you completed	Page Click or tap here to enter text.
Records and information	Page Click or tap here to enter text.
Restored the area	Page Click or tap here to enter text.
Handover and concluded the job	Page Click or tap here to enter text.
Key learning points	Page Click or tap here to enter text.
Organisational behaviours demonstrated	Page Click or tap here to enter text.

Example of performance 2, title of job: Click or tap here to enter text.

Job instructions	Page Click or tap here to enter text.
Preparation	Page Click or tap here to enter text.
Information obtained	Page Click or tap here to enter text.
Safety measures applied	Page Click or tap here to enter text.
PPE	Page Click or tap here to enter text.
Planning	Page Click or tap here to enter text.
Method	Page Click or tap here to enter text.
Testing and quality checks, you completed	Page Click or tap here to enter text.
Records and information	Page Click or tap here to enter text.
Restored the area	Page Click or tap here to enter text.
Handover and concluded the job	Page Click or tap here to enter text.
Key learning points	Page Click or tap here to enter text.
Organisational behaviours demonstrated	Page Click or tap here to enter text.

Example of performance 3, title of job: Click or tap here to enter text.

Job instructions	Page Click or tap here to enter text.
Preparation	Page Click or tap here to enter text.
Information obtained	Page Click or tap here to enter text.
Safety measures applied	Page Click or tap here to enter text.
PPE	Page Click or tap here to enter text.
Planning	Page Click or tap here to enter text.
Method	Page Click or tap here to enter text.
Testing and quality checks, you completed	Page Click or tap here to enter text.
Records and information	Page Click or tap here to enter text.
Restored the area	Page Click or tap here to enter text.
Handover and concluded the job	Page Click or tap here to enter text.
Key learning points	Page Click or tap here to enter text.
Organisational behaviours demonstrated	Page Click or tap here to enter text.

Details of mentor or witnesses who will authenticate the examples of performance

Finally, you must ask your employer/ mentor to review and check your work, sign it along with any witnesses who can authenticate this is a true record of the work you carried out.

Name	Position	Contact e-mail/Tel	Signature
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	



Portfolio Reference (Apprentice complete)

Portfolio Evidence (PE)

Core Knowledge = CK, Core Skills = CS, Specific Knowledge = SK Specific Skills = SS Behaviours = B

Completed (v)	Evidence reference	KSB code	KSB statement	Assessment Method
<input type="checkbox"/>	Click or tap here to enter text.	CK1	Safe and Professional working practices - including legislation, regulation, industry procedures and safety requirements.	PE
<input type="checkbox"/>	Click or tap here to enter text.	CK2	The scientific, technical, engineering, mathematical and design principles – that are required to support the maintenance, renewal and construction of Railway.	PE
<input type="checkbox"/>	Click or tap here to enter text.	CK3	How to work effectively and contribute to engineering solutions and innovation - including understanding and applying problem solving techniques and diagnostics, project planning, management, time management, quality management and assurance systems	PE
<input type="checkbox"/>	Click or tap here to enter text.	CK4	The importance of 3rd party requirements and client confidentiality – and the need to understand and adhere to cooperate policies on ethics, equality and diversity.	PE
<input type="checkbox"/>	Click or tap here to enter text.	CK5	How the railway works commercially – including contractual principles and implications	PE
Core Skills (CS)				
<input type="checkbox"/>	Click or tap here to enter text.	CS6	Keep themselves and others safe by adhering to safe working practices - understand and comply with statutory regulations and organisational safety requirements, including safe access to work locations.	PE
<input type="checkbox"/>	Click or tap here to enter text.	CS7	Plan a high standard of technical work - gathering and interpreting information including drawings, plans, and schedules needed for the development of rail engineering activity planning: Detailed inspection and performance & condition analysis of assets, plan work to be undertaken including the appropriate resources	PE
<input type="checkbox"/>	Click or tap here to enter text.	CS8	Deliver a high standard of technical work - undertake engineering activities in relation to maintenance, construction, installation and /or renewal of assets. Complete integrity & compliance checks on won work, instigate testing and identify where independent testing is required. Transfer responsibility of assets once work has been completed. Supervise their own work and that of others	PE
<input type="checkbox"/>	Click or tap here to enter text.	CS9	Solve problems – identify problems and apply a structured approach and appropriate methods to problem solving and diagnosis	PE
<input type="checkbox"/>	Click or tap here to enter text.	CS10	Manage resources – including the correct utilisation and storage of tools, materials, equipment, the lifting and moving of materials components and equipment.	PE
<input type="checkbox"/>	Click or tap here to enter text.	CS11	Communicate effectively – use oral written, electronic and It based methods and systems for accurate communication, reporting and recording of technical and other information, using correct terms, standards, templates and certifications.	PE

Continued on next page

Pathway 1: Track				
<input type="checkbox"/>	Click or tap here to enter text.	SK1	Track – understanding of track geometry including track gauge, alignment, elevation, curvature and track surface, the impact of train wheel, methods and techniques for the installation and maintenance of the track (rail fastenings sleepers) and the load bearing capacity of the track foundation; the impact of the railway environmental e.g. tunnels, embankments, vegetation and drainage.	PE
<input type="checkbox"/>	Click or tap here to enter text.	SS1	Able to undertake detailed inspection and analyse the performance and condition of track and where appropriate conductor rail systems, diagnose and correct faults and to use track specific plant and equipment.	PE
Pathway 2: Electrification				
<input type="checkbox"/>	Click or tap here to enter text.	SK2	Electrification – Know how to work to high and low voltage power rules, isolation and earthing of AC/DC electrical systems at different voltages and frequencies, reinstating power supplies by local and manual switching. Understand how to work on live systems such as: battery & inverter systems, and the necessary permissions & procedures that must be in place. Understand and manage and maintain harmonic & power quality systems, transformer rectifiers, motor generators and transformers, DC traction breakers, protection and SCADA control systems & other substation plant. Knowledge of compressed air systems and power generation.	PE
<input type="checkbox"/>	Click or tap here to enter text.	SS2	Able to work to high and low voltages power rules, isolation and earthing of AC/DC electrical systems at different voltages and frequencies reinstating power supplies by local and manual switching. Understand how to safely work on live systems such as: battery & inverter systems, transformer rectifiers, motors generators and transformers, DC traction breakers, protection and SCADA control systems & other substation plant.	PE
Pathway 3: Overhead Lines				
<input type="checkbox"/>	Click or tap here to enter text.	SK3	Overhead Lines – knowledge of excavation, ground works, different ‘piling’ methods and foundations. Understand construction design and bonding layouts, electrical clearance, insulation installation wiring and risks around radial load and correct methodology	PE
<input type="checkbox"/>	Click or tap here to enter text.	SS3	Ability to erect different types of overhead line structures, pre fabrication and installation of main structure and small part steelwork, running of wiring systems including sectioning, insulation, registration and in–span components and the installation, enhancement and renewal of earthing and bonding. Able to use lifting and access equipment while working at heights.	PE
Pathway 4: Signalling				
<input type="checkbox"/>	Click or tap here to enter text.	SS4	Signalling – Understanding and application of safety integrity and fundamentals signalling principles as applied to train control systems, the varying types of signal control and the signalling symbols and alphabet used in signalling design drawings.	PE
<input type="checkbox"/>	Click or tap here to enter text.	SS4	Apply installation & maintenance techniques and processes including wiring, cable access requirements & terminations, adjusted of signalling assets, locate and replace components and equipment. Undertake integrity checks and carry out testing of components and equipment, writing test plans in accordance with specifications.	PE
Pathway 5: Telecoms				
<input type="checkbox"/>	Click or tap here to enter text.	SK5	Telecoms – understanding telecoms principles and associated operating procedures for rail communication and information systems (and system interfaces) including optical networks, passenger alarm, customer information, CCTV and wireless networks.	PE
<input type="checkbox"/>	Click or tap here to enter text.	SS5	Installation, maintenance repair and testing of telecoms and transmission systems, equipment and components including fibre optics and copper materials. Understand the types of operational constraints when carrying out telecoms installation and maintenance activities	PE

Pathway 6: Traction & Rolling stock (T&RS)				
<input type="checkbox"/>	Click or tap here to enter text.	SK6	Traction & Rolling Stock – understanding of vehicle design, construction, maintenance and operation. Working knowledge of the traction and rolling stock systems and components which include mechanical, electrical, process controller and fluid power equipment. Systems include traction, wheel sets, brakes, train protection, air conditioning and ventilation, customer information, doors, vehicle trim and fittings.	PE
<input type="checkbox"/>	Click or tap here to enter text.	SS6	Able to find, diagnose and correct faults, identify potential faults & defects within electrical circuits and maintain, renew a range of types of traction and rolling stock. Able to use a range of fastenings including crimping and torque correctly	PE
Pathway 7: Rail Systems				
<input type="checkbox"/>	Click or tap here to enter text.	SK7	Rail Systems – this is a specialism in its own right and requires knowledge and skills is specialism in its own right, requires knowledge and skills from across the rail engineering disciplines above to be able to provide technical support and direction across a number of disciplines including traffic management systems, new train control systems, wheel/rail interface, remote condition monitoring and requirements of a digital railway.	PE
<input type="checkbox"/>	Click or tap here to enter text.	SS7	Able to provide technical support and direction across a number of disciplines including traffic management systems, new train control systems, wheel/rail interface, remote condition monitoring and requirements of a digital railway.	PE
Behaviours				
<input type="checkbox"/>	Click or tap here to enter text.	B1	Act professionally – demonstrating dependability, determination, honesty and integrity. Respect others, act ethically and contribute to sustainable development.	PE
<input type="checkbox"/>	Click or tap here to enter text.	B2	Be risk aware – so as to reduce risks through systematic by monitoring and checking of information, concentration on the task and awareness of changing circumstances on activity.	PE
<input type="checkbox"/>	Click or tap here to enter text.	B3	Display a self-disciplined, self-motivated, proactive approach to work – able to make independent decisions whilst knowing one’s limitations and when to ask for help or to escalate.	PE
<input type="checkbox"/>	Click or tap here to enter text.	B4	Work reliably and safely – often without close supervision, to approved industry standards and safe working practices.	PE
<input type="checkbox"/>	Click or tap here to enter text.	B5	Work effectively and efficiently, individually and as part of a team – maintaining effective relationships with colleagues, clients, suppliers and the public.	PE
<input type="checkbox"/>	Click or tap here to enter text.	B6	Receptive to feedback – willing to learn new skills and adjust to change. Identifying and carrying out and recording CPD necessary to maintain and enhance competence.	PE
<input type="checkbox"/>	Click or tap here to enter text.	B7	Prepared to make a personal commitment – to their employer, the industry and its professional standards.	PE

Assessment Method 2: Occupational Competence Validation Interview (Viva)

The Occupational Competence Validation (Viva) Interview is an interactive interview focussed on all the components of the apprenticeship Standard, which will enable the employer to validate your occupational competence. It is a structured and formal discussion between you and your Employers appointed independent Assessor. The portfolio will be used as a source of evidence by which you can exemplify your responses to questions asked by the assessor.

The purpose of the professional discussion is to determine the extent to how much you understand the requirements of your role as defined by the standard and to explore them through the discussion.

Behaviours and knowledge shall be assessed using this professional discussion (supported by a mandatory portfolio of evidence completed on programme) and the outcome shall be graded as Pass or Fail these are mapped in the end-point assessment plan for the standard.

The portfolio itself will not be assessed, but it will be used by the assessor to prepare the questions for the professional discussion and by you to exemplify your response to the prepared questions.

1-2-1 Discussion with End-point Assessor

The professional discussion will assess the knowledge, skills and behaviours as specified in the end-point assessment plan for the standard.

- The professional discussion shall be supported by a portfolio of evidence.
- The portfolio of evidence shall be made available to the assessment organisation no less than **10 days** prior to the professional discussion to allow for preparation
- The Viva/professional discussion timeframe shall last for **60 minutes (with +/- 10 minutes permitted)**
- The professional discussion shall be carried out by an independent end-point assessor appointed by EAL as the EPAO.
- The discussion shall take place in an environment which is free from interruptions.
- Prior to the assessment you shall be given suitable notice, not less than **5 working days**, to provide preparation time (for example to make travel arrangements if necessary).
- Independent assessors may ask you questions covering core knowledge, core skills, specific knowledge, skills and behaviours as specified the end-point assessment plan for the standard. Supplementary questions are allowed to seek clarification but will need to be recorded on the provided documentation

Viva/Professional Discussion Criteria:

The Viva assessment is achieved whereby you will answer questions from the key areas of the standards, questions will only be directed during your professional discussion which form part of the Rail Engineering standard requirements. The Level of questioning will cover your workplace competences whereby you should be able to discuss using examples from your portfolio. There will be six key discussion areas, each able to be developed or checked to confirm level of understanding or performance. The six discussion areas must result in satisfactory responses in order to achieve a pass for the Viva.

During the professional discussion the independent assessor must look to establish the level of achievement in the following areas:

- Methods and techniques used to safely maintain assets relevant to their chosen pathway
- Company quality processes, procedures and documentation

- Understanding the practical theoretical requirements of rail engineering components/systems
- Being proactive in finding solutions to problems and identifying areas for improving the business
- Demonstrate effective interpersonal skills (behaviours)
- Complying with statutory, organisational and health and safety regulations while carrying out manufacturing techniques

The End-point Assessor Must:

- Plan the professional discussion (supported by the portfolio of evidence) prior to it taking place and ensure that it is relevant to the standard.
- Ensure that the apprentice understands the process, the possible outcomes and how it is graded.
- Ensure they take steps to put the apprentice at ease.
- Ensure that he/she has the grading criteria and relevant documentation to hand before commencing the professional discussion (supported by portfolio of evidence).
- Complete the relevant documentation prepared by EAL as the EPAO, taking notes of what is said.
- Ensure that the outcome of assessment is notified to EAL as the EPAO within the timescale set by them.
- Ensure any special needs highlighted by the employer and training provider are taken into consideration in line with EAL's Reasonable Adjustments policy.
- Declare any information to the AOO in relation to any conflict of interests between themselves and the apprentice (this may extend to the organisation you work for or have worked for).
- Make robust assessment decisions based on your review of the evidence taking into account all of the relevant evidence submitted or presented by the apprentices following the marking criteria
- Record assessment decisions, complete reports and maintain assessment records accurately and in accordance with Apprentice Assessment Organisation requirements
- Participate in standardisation activities to ensure the consistency of assessment decisions and processes
- Bring to the Apprentice Assessment Organisation's immediate attention suspected cases of malpractice or maladministration and assist the Apprentice Assessment Organisation, if required in malpractice investigations
- Assist the Apprentice Assessment Organisation, if required with appeals from apprentices about assessment decisions
- Provide access to information and records when requesting by internal quality assurance staff who are acting on behalf of the Apprentice Assessment Organisation
- Attend initial and ongoing training events (at least annually) and keep own End Point Assessment knowledge and skills up to date through continued professional development

The full details of the professional discussion requirements can be found in the end-point assessment plan for this standard here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/rail-engineering-technician/>

Assessment Method 3: Independent Viva Verification & Professional Assessment against EngTech requirements

Once the Viva has been successfully completed i.e. you have achieved the required Pass grade the following will undergo an independent review to assess the apprentice's readiness for professional recognition at EngTech level.

- Apprentices portfolio and qualification certificates
- Occupational Competence Validation Interview (Viva) Professional Discussion Record
- The completed Engineering Technicians Performance Indicators form

A desk review of your documents listed above will be undertaken against EngTech requirements set out by UKSPEC. Rail Engineering Signalling and Rail Engineering Telecoms, you will also be assessed against the appropriate Signalling and Telecoms licences.

The review will be undertaken by the employer designated Professional Engineering Institution (PEI) selected by from the SFA Assessment Register by either:

- A PEI Assessor who is a PEI trained assessor and professionally registered engineer or
- In the case of organisations with PEI approved apprenticeship schemes by the employer Independent assessor (on Behalf of the PEI)

On completion of the independent Viva Verification & Professional Assessment the PEI will notify the employer and/or their nominated training provider by letter if you have been successful or not.

The full details of the professional discussion requirements can be found in the end-point assessment plan for this standard here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/rail-engineering-technician/>

What is End Point Final sign Off – Employer Endorsement?

This will follow the independent Viva Verification & Professional Assessment, if successful, your employer will undertake the Final Sign Off/ Employer Endorsement stage of your apprenticeship by signing the Occupational Competence Validation Interview (Viva) document along with you and the employer.

EAL as the EPAO will then make an application to the designated body for your Apprenticeship Completion Certificate

The full details of the professional discussion requirements can be found in the end-point assessment plan for this standard here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/rail-engineering-technician/>



Behaviours Assessment

You are expected to demonstrate the behaviours, as detailed within the assessment plan for the standard, throughout the end-point assessment. Furthermore, your portfolio will evidence the required behaviours required for your apprenticeship. The expectation is that the independent assessor will utilise the professional discussion to assess the behaviours detailed within of the assessment plan here:

The full details of the behaviour's requirements can be found in the end-point assessment plan for this standard here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/rail-engineering-technician/>

Grading

Independent assessors must individually grade each assessment method according to the requirements set out in the end-point assessment plan for this standard. Restrictions on grading apply where apprentices re-sit/re-take an assessment method – see re-sit/re-take section below.

The three assessment methods outlined are **equally** weighted. EAL as the EPAO will combine the grades of all three assessment methods to determine the overall EPA grade.

To achieve an EPA **pass**, you must achieve a **pass** in all the three assessment methods.

For the occupational Competence Validation Interview (Viva) this will be a binary pass/fail grade

For the Professional Competence this will be a binary pass/fail grade i.e. a pass will mean you have met the requirements for EngTech. Therefore, should they wish to apply for professional registration you will be deemed as ready to apply for EngTech?

Overall Apprenticeship will be a binary pass/fail grade

A **fail** in any assessment method will result in an EPA **fail**.

Independent assessors' decisions must be subject to **moderation** by EAL as the EPAO and PEI Independent Assessor. Decisions **must not** be confirmed until after moderation.

End Point Assessment Stage	Grade	Action as a result of grade	Grade	Action as a result of grade
1.End Point Assessment Portfolio		Is the portfolio sufficient to support a Viva, if so the apprentice progresses to Viva		If the insufficient, the Apprentice to improve the portfolio to expected standard and resubmit to Gateway
2.Viva assessing Occupational Competence	Pass	Apprentices qualification certificates, EPA portfolio and record of Viva passed to Independent Assessor	Fail	Apprentice re-sits the Viva
3.Independent Assessment of Evidence against UKSPEC Eng Tech requirements	Pass	Assessing Organisation notifies employer that the evidence demonstrates that the Apprentice has met the requirements of Professional Competence. Employer Provides final sign off of occupational competence	Fail	Independent Assessor provides feedback to employer as to why the apprentice has failed. Apprentice addresses feedback through either resitting their viva and if required upgrading their portfolio. Employer reviews processes to understand why the apprentice was allowed through to the independent assessment stage
4.Overall Apprenticeship Grade	Pass	Independent assessor applies for Apprenticeship certificate	Fail	The Apprentice is required to pass all EPA stages of the end point assessment in order to achieve an overall pass grade



Note – it is important to note the standard has mandatory qualifications as part of the “On programme assessment”. The knowledge qualifications will be assessed on a multiple-choice grade basis (e.g. pass, merit and distinction grading). The occupational competence will be a binary pass or fail i.e. “competent” “not yet competent”

Re-sits and Re-takes

If you fail one or more assessment method, you will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

You should have a supportive action plan to prepare for the re-sit or a re-take. Your employer will need to agree that a re-sit or re-take is an appropriate course of action.

If you fail any of the assessment methods, and therefore the EPA, in the first instance, you will be required to re-sit/re-take those failed assessment methods.

Any assessment method re-sits or re-take must be taken within 16 weeks of the fail notification, otherwise the entire EPA must be taken again, unless, in the opinion of EAL as the EPAO, exceptional circumstances apply outside the control of you or your employer.

Where any assessment method has to be re-sat or re-taken, you will be awarded a **maximum** EPA grade of **pass**, unless EAL as the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

If the re-take/re-sit relates to the professional discussion, you must be questioned on the same subject area.

Roles and Responsibilities

There are four main roles involved in the end-point assessment process: **You**, **Employer - Technical Expert**, EAL as the **EPAO - Independent Assessor** and **PEI Assessor**. A table listing their main responsibilities can be found in the end-point assessment plan for this standard here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/rail-engineering-technician/>

Mapping of Knowledge, Skills and Behaviours

A table, which provides full mapping of the KSBs, can be found in the end-point assessment plan for this standard here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/rail-engineering-technician/>

Appendix 1: Gateway Checklist

The EPA must only start once the employer is satisfied that you are consistently working at, or above, the level set out in the occupational standard; that means you have achieved occupational competence. In making this decision, the employer may take advice from your training provider(s) but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that you are working at or above the level in the occupational standard, the following gateway requirements must be met prior to you starting the EPA:

The apprentice has:	Employer/provider confirmation (v)	EPAO confirmation (v)
Completed Technical Knowledge and Competence at L2	<input type="checkbox"/>	<input type="checkbox"/>
Completed Technical Knowledge and Competence qualifications at L3	<input type="checkbox"/>	<input type="checkbox"/>
Achieved level 2 English and Maths prior to taking their end point assessment	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio of evidence of occupational competence prepared by Apprentice during training period, checked by Independent Assessor, signed off.	<input type="checkbox"/>	<input type="checkbox"/>

* For those with an education, health and care plan or a legacy statement, the apprenticeships English and mathematics minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.