EPA Apprentice Guidance

End-point Assessment
Apprentice Guidance Document for:

Level 6 Electrical/Electronic Technical Support Engineer

Standard Reference: ST0024

Part of the Enginuity Group

Contents

Document Amendments

Amendment Made	Issue Number	Effective From
New document	1.0	01.2020
Updated documents	2.0	05.2020
Updated documents	2.1	01.2021

Apprentice Guidance for Case Studies Presentation, Occupational Professional Discussion and the End Point Assessment Grading

Overview

The end-point assessment is designed to enable you to demonstrate that you 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 that you meet or exceed the level 6 Product Design and Development Engineer Apprenticeship standard.

What is being assessed?

Your End Point Assessment is made up of **two** elements:

- **Method 1**. Case Studies Presentation underpinned by supporting evidence
- **Method 2**. Occupational Professional Discussion underpinned by supporting evidence

Readiness for the End-point Assessment (Gateway)

The independent end-point assessment is synoptic, as it takes an overview of your occupational competence. It is important, therefore, that this should only take place when the employer is confident that you have met all the knowledge, skills and behaviours as set out in the standard and is performing competently in your job role. Readiness for end-point assessment is confirmed once the employer is satisfied that you have demonstrated occupational competence against all the knowledge, skills and behaviours specified in the standard, completed the occupational competence report of evidence and achieved the mandated qualifications.

- Employer specified BEng/BSc degree and accredited by an Engineering Council licenced Professional Engineering Institution (PEI). Employers may wish to use a degree that has yet to achieve PEI accreditation. However, if the intention is to do so, a PEI must have been involved and consulted on the content from the outset.
- Level 2 in English and mathematics. (For those with an education, health and care plan or a legacy statement the English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to the English qualifications for whom this is their primary language).
- The apprentice can then progress to the end-point assessment via the apprenticeship gateway (decision point).

EAL as the EPAO will check the gateway information as a pre-requisite prior to the EPA taking place

Guidelines for Method 1 Case Studies Presentation

The Case Studies Presentation will give you the opportunity to identify specific and exemplar work-based projects/tasks that you have successfully completed that will allow you to showcase and demonstrate the practical application of the knowledge and skills and behaviours detailed in the standard and set out in **Annex A**. The Case Studies Presentation will be followed by a question and answer session led by the designated end-point assessor.

The Case Studies Presentation covering work-based projects/tasks should meet the following criteria:

- Based on a projects/tasks designated by your employer such as your line manager or departmental team leader/supervisor and within scope of the role of an Electrical/Electronic Technician Support Engineer.
- The Case Studies Presentation and supporting evidence must be based on projects/tasks from the on-programme period and be available prior to the gateway to allow the employer to authenticate its content.
- Cover, where applicable any issues, challenges or problems encountered and present your ideas/solutions.
- Supported by relevant evidence and/or documentation such specific work outputs, work records or other documentation including any quality/compliance data/records produced as part of the work activity.
- Where the **work-based** projects/tasks involved team input/activities your employer must authenticate your work as part of the gateway and confirm the Case Studies Presentation and supporting evidence is an accurate reflection of your involvement.
- States and provides evidence how the **work-based** projects/tasks outcomes were completed to the required standard in order to be able to claim that the relevant knowledge, skills and behaviours have been achieved. Covers the knowledge, skills and behaviours listed in **Annex A** as being assessed by the Case Studies Presentation.
- You must make sure the presentation and supporting evidence is available throughout the duration of the Case Studies Presentation so that it can be referenced during the presentation and subsequent questioning by the end-point assessor.
- You should have a minimum of **two** weeks' notice of your Case Studies Presentation date and time.
- The Case Studies Presentation is expected to be **50 +/- 5** minutes in duration. The Case Studies Presentation will be followed by a question and answer session which will be **25 +/- 5** minutes in duration. The question and answer session will provide the opportunity for the end-point assessor to seek clarification and probe for further detail/evidence as required.
- EAL as the EPAO will develop a bank of core questions which can be used and contextualised by the end-point assessor during the Case Studies Presentation. The end-point assessor will also develop their own specific and targeted questions after reviewing the presentation and supporting evidence to further explore competence against the knowledge, skills and behaviours specified in the standard. EAL as the EPAO will use a structured template for the end-point assessor to use during the presentation, to provide robustness, consistency and fairness with a clear and auditable mechanism for providing feedback to the apprentice.
- The grade criteria for achieving a Fail, Pass or Distinction in the Case Studies Presentation is itemised in **Annex B**.
- The Case Studies Presentation can be recorded (audio or video) if all parties are in agreement. Where permission is not given it is permissible for another end-point assessor to be present to scribe/document evidence presented and record the response to questions. Where a second end-point assessor is used to act as a scribe they must not be involved in any assessment decision and must be independent i.e has had nothing to gain from the outcome of the assessment and has had no direct involvement in the day to day training and development of the apprentice during the on-programme phase of apprenticeship.
- The Case Studies Presentation will be conducted face to face or via live video link (where a live video link is used EAL as the EPAO must guarantee the integrity of the assessment process).

- The Case Studies Presentation will be conducted in a 'controlled environment', i.e. a quiet room, away from the normal work area.
- It is recommended that there will need to be a break of **45 +/- 5** minutes between the Case Studies Presentation and the Occupational Professional Discussion to allow the end-point assessor to record notes and make the assessment decision. It will also allow you and the end-point assessor to prepare for the Occupational Professional Discussion.
- You will be informed of the end-point assessor's overall assessment/grading decision as soon as possible after both assessment methods have been completed. This may be after the EAL as the EPAO has moderated the decisions made by assessors.
- A technical expert from the employer can attend the Case Studies Presentation if they are requested to do so by EAL as the EPAO in order to provide the end-point assessor with any relevant technical support, advice and guidance such as confirming company policies, procedures, processes, providing context on technical information or on emerging technologies. Any information provided by the employer technical expert must only be at the request of the end-point assessor who has the final say over the assessment and grade awarded. The employer technical expert must not provide evidence on behalf of you.

You must record your presentation on the Template provided by your employer to ensure all Knowledge, Skills and Behaviour requirements have been met.
Alternatively, you can use your own presentation templates, but you must ensure the same criteria have been met:

- EAL L6 EE Tech Support Engineer Apprentice Presentation Template

Apprentice Guidance for Work Based Projects/Tasks Supporting Evidence On-Programme Period Portfolio

Each employer will have their own preferred approach and layout of the portfolio. How you present the information to your employer for the End Point Assessment portfolio review is important to ensure it meets that requirement of the standard. After all, you are using this Portfolio to showcase your skills, knowledge and behaviours you have learnt during your apprenticeship, so presenting a good quality record of your day-to-day work you have completed may be the first impression your panel of assessors will see from you prior to meeting with you at your EPA professional discussion and presentation.

You will compile a portfolio 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 may for example include self-assessments, achievement logs, work products, witness statements and reflective journals, together with a final progress review in readiness for the EPA final professional discussion and presentation.

Before beginning work on the portfolio, you should agree, in a meeting with your employer and mentor, the On programme period will provide a focus for your portfolio of evidence. The portfolio will be reviewed by a EPAO/Independent Assessor, using standardised assessment criteria and documentation; recording coverage against the learning areas, this will be used to support the EPA professional discussion and presentation. The portfolio will be reviewed before the EPA professional discussion and presentation.

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 projects with a broad enough scope to address the chosen learning areas, and that you will be able to evidence the relevant skills, knowledge and behaviours expected.

It is the responsibility of your employer and your apprenticeship mentor (where appropriate) to help guide you in choosing appropriate evidence for the portfolio. The training provider will provide a framework for the portfolio and provide initial guidance on how to assemble evidence.

The portfolio of evidence will need to include self-assessments and achievement logs completed by you as part of regular performance management with your employer, as well as any relevant supporting documents. The portfolio will contain examples of your performance in relation to the work you have completed. The portfolio evidence will be recorded during the whole 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 the task. Your portfolio can be hand-written or electronic and include work products, sketches and information you feel appropriate.

Here are some key features you may wish to include in your portfolio to help you construct a consistent approach and layout. You can place them in the logical structure appropriate for your job.

- 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
- Sub headings

A template is provided in **Annex C OR Alternatively you can use one of your own design, but as a minimum you must ensure all fields listed in the example template Annex C are met.**
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.

Occupational competence report submission

Your occupational competence report will be used as supporting evidence for Method: 1 Presentation and Method: 2 Report for the Professional discussion. The end point assessor will review your occupational competence report of evidence during these assessment Methods. The end point assessor through questioning will explore your understanding of the chosen competence areas.
EAL as the EPAO will agree a date with you when all supporting evidence must be submitted.

Occupational competence report Review

This is a standard occupational competence report review against the learning areas contained in the assessment plan. Details of the learning areas can be found in **Annex A**.
The end point assessor will review the completed holistic examples of performance presented in the apprentice occupational competence report. The evidence must cover the learning areas contained within the assessment plan. Each example should be judged to ensure that the evidence is authentic to you, as the apprentice, there are sufficient examples of performance presented in the occupational competence report and the evidence is reliable from a real working environment.
Where the identifies shortfalls in the skills, knowledge and behaviours assessment of the occupational competence report review, they must prepare further questions to ask you during the professional discussion to ensure you can demonstrate that you have the required depth and breadth of skills, knowledge and behaviours required by the apprenticeship standard.

The end point assessor can request to have a representative of the employer present, but this not mandatory. The role of the employer is to provide operational context, clarification and guidance, **NOT** to make assessment decisions. That is the role of the Independent Assessor from EAL as the EPAO.

Apprentice Guidance for EPA Case Studies Presentation Preparation

What will happen?

Your portfolio will be used as supporting evidence for your Presentation. This will take place on the same day as your professional discussion. Overall, this should last at least **50 +/- 5** minutes in duration. You will deliver your presentation first and should then be offered the opportunity of a short break before starting your professional discussion. If you are not offered a break, please ask for one if you feel you need it. If you want to continue straight on, just let your EAL Independent Assessor know.

Your Presentation

Your presentation should be designed to complement your on-programme period of evidence and should add to the evidence that you presented under those learning outcomes. You may want to explain a situation in more depth or highlight a particular situation or project which was complex and difficult to portray in a paper/electronic portfolio. The most important thing to remember is that this is an opportunity to showcase what you have learned and achieved during your apprenticeship.

You may want to present learning areas which you found difficult to evidence in your portfolio and which you feel you can evidence more easily verbally. The content is up to you. You can seek guidance from your training provider, mentor and employer but the work must be all your own. If you need any special equipment in order to deliver your presentation, you will need to supply it yourself or you could ask if it will be available in the room anyway but this will need to be established prior to the assessment day.

You may well be asked questions on what you are presenting. These will just be for clarity and to make sure that the Independent Assessor fully understands what you are trying to portray. Your employer/nominated representative may be present at the EPA by request of the EAL Independent Assessor, but they are there simply to offer advice and guidance to your Independent Assessor and will have no part in marking your presentation.

When you are putting your presentation together you could consider the following that you may want to convey and/or your assessor could ask you during the question and answer session.

Please note this is for guidance purposes only

K3 - 3D Computer Aided Design and Computer Aided engineering

Pass

- How to verify designs using computer models.
- How to set up and operate a computer-aided (CAD) design system to produce models for design verification of engineering products in accordance with approved practices.
- How to work against the appropriate British, European, International and company standards to evaluate designs.
- The reporting methods for problems that cannot be personally resolved and possible escalation to the relevant authority
- How to be fully conversant with operating principles of the hardware and software used to generate computer models

Distinction

- How to lead the process for the successful application of specific principles and processes relating to CAD and/or CAE (computer aided engineering) systems

K4 - How to undertake and apply business led projects

Pass

- Why a project approach would be the most suitable approach for the work activity undertaken
- How to agree the project purpose, objectives & outcomes
- How to agree deliverables and associated benefits
- How to determine what is in and out of project scope

- How to identify stakeholders & their interests in the project
- How to provide a breakdown of expected cost/resource requirements
- How to Identify key roles and responsibilities for project work activity
- How to outline the interdependencies of other work activities that have a relationship to delivery of the project
- How to produce a robust project plan
- How to identify and log any risks/issues including any mitigation

Distinction

- How to lead a project to successful completion
- How to monitor / review progress against checkpoints or gateways
- How to assess how project changes impact others
- How to balance ongoing timing, quality, cost and delivery consideration
- How to amend project plans where changes are needed
- How to communicate changes successfully

K6 Electrical and electronic principles and electronic devices and applications

Pass

- How to solve problems involving electrical and electronic circuits such as LCR (impedance, capacitance and resistance)
- How to evaluate the effects on circuit performance due to a component change
- How to solve problems using circuit theorems to calculate currents and voltage in circuits
- How to analyse circuits including the value of circuit loads which produce maximum power
- How to analyse the operation and evaluate the performance of single and two-stage amplifiers
- How to evaluate the design of a single-stage transistor amplifier
- How to select and use a range of electrical and electronic test equipment and their applications

Distinction

- How to produce specifications and requirements when designing electrical and electronic circuits or devices
- How to develop test specifications for electrical and electronic circuits or devices

S1 Comply with statutory and organisational safety requirements

Pass grade only

The apprentice applies appropriate skills in demonstrating a compliant, disciplined and responsible application of Health and Safety requirements including but not limited to:

- PPE regulations
- COSHH regulations
- Risk assessments, management and mitigation
- Accident/emergency procedures
- Fire/evacuation procedures
- Procedures for hazardous malfunctions
- Safely operating/using tools and equipment
- Lifting/carrying techniques

S2 Carry out project management on engineering activities

Pass

- Why a project approach was the most suitable approach for the engineering activity undertaken
- Agreeing the project's purpose, objectives & desired project outcomes
- Agreeing deliverables and associated benefits
- Determining what is in and out of project scope
- Identifying stakeholders and their interests in the project

- Providing a breakdown of expected cost/resource requirements
- Identifying key roles and responsibilities for project work activity
- Outlining interdependencies of other work activities that have a relationship to delivery of the project
- Producing a robust project plan
- Identifying and logging risks and issues including any mitigation

Distinction

- Leading a project with engineering activities to successful completion
- Monitoring and reviewing progress against checkpoints or gateways
- Assessing how project changes impact others
- Balancing ongoing timing, quality, cost and delivery considerations
- Amending project plans where changes are needed
- Communicating changes successfully

S4 Schedule and manage engineering activities

Pass

- Scheduling of engineering activities in accordance with approved procedures
- Identifying relevant methods, processes, procedures and resources so as to successfully issue engineering schedules.
- Demonstrating how to deal with any scheduling difficulties that arise
- Evaluating progress against the agreed schedule and providing feedback to appropriate stakeholders
- Reviewing schedules and amending if necessary, to complete the agreed tasks

For information

- All the above could include resources for areas such as: materials, personnel, equipment, facilities or finance.

Distinction

- Performing a leading role in the scheduling of engineering activities with a wide range of resources

S6 Demonstrate technical and commercial management in planning and managing tasks & resources

Pass

- Obtaining and reviewing technical information using a range of methods
- Obtaining and reviewing commercial information using a range of methods
- Consulting on the planned tasks and resources with relevant people
- Constructing appropriate SMART objectives
- Planning and managing technical tasks and resources to whilst meeting commercial objectives

Distinction

- Leading technical commercial management planning activities whilst managing tasks and resources

B1 Safety mindset

Pass grade only

The apprentice applies appropriate skills in demonstrating a compliant, disciplined and responsible application of Health and Safety requirements including but not limited to;

- PPE regulations
- COSHH regulations
- Risk assessments, management and mitigation
- Accident/emergency procedures
- Fire/evacuation procedures
- Procedures for hazardous malfunctions
- Safely operating/using tools and equipment
- Lifting/carrying techniques

B3 Logical approach

Pass

- The ability to structure a plan and develop activities following a logical thought process

Distinction

- The ability to quickly think on feet in a variety of situations

B4 Problem solving orientation

Pass

- Identifying engineering issues /problems quickly, enjoys solving problems and applies appropriate solution

Distinction

- Taking the lead within the business area to solve problems

B5 Quality focus

Pass

- Demonstrating the **required level** of quality focus and follows the rules, procedures and principles

Distinction

- Playing a lead role in quality focus and assisting others in following the rules, procedures and principles

B7 Clear communicator

Pass

- Demonstrating open, honest and clear communication.

Distinction

- Demonstrating a wide range of communication methods including always listening to others with a respectful and positive attitude

B8 Team player

Pass

- Making an effort to integrate with a team, taking personal responsibility and supporting other people in a professional manner
- Understanding and considering implications of own actions on other people/activities

Distinction

- Demonstrates leadership capabilities across teams

B9 Applies lean manufacturing principles (continuous improvement)

Pass

- The application of lean and continuous improvement manufacturing principles

Distinction

- Leading and drives effectiveness and efficiency

Points to note:

- All the KSBs (Knowledge, Skills and Behaviours) listed above must be covered in the presentation
- Each KSB must be referenced to the portfolio of evidence
- The statements supporting each KSB are to provide some guidance/scope against the specific KSB criteria

Guidelines for Method 2 Occupational Professional Discussion

Prior to the end-point assessment you will produce an occupational competence report that sets out how you have achieved occupational competence in each of the following Knowledge, Skills and Behaviours (KSBs) as set out in **Annex A: K1, K2, K5, K7, K8, S1, S3, S5, B1, B2, B6, B10, B11, B12 and B13.** The occupational competence report for each of the KSBs should not exceed **250** words, **4000** words for the total report.
The occupational competence report will make reference to supporting evidence which will be used during the Occupational Professional Discussion. The occupational competence report and supporting evidence must be based on examples from the on-programme period and be available prior to the gateway, to allow the employer to authenticate its content.

The Occupational Professional Discussion is an interactive process, which will enable the end-point assessor to further assess your occupational competence. It is a structured and formal discussion between you and the end-point assessor, drawing upon your occupational competence report and supporting evidence/documentation of how you have performed during the apprenticeship when undertaking employer directed work based projects/tasks during your apprenticeship.

EAL as the EPAO will develop a bank of core questions which can be used and contextualised by the end-point assessor during the Occupational Professional Discussion. The end-point assessor will also develop their own specific and targeted questions after reviewing the occupational competence report and supporting evidence to further explore competence against the knowledge, skills and behaviours specified in the standard. EAL as the EPAO will use a structured template for the end-point assessor to use during the Occupational Professional Discussion, to provide robustness, consistency and fairness with a clear and auditable mechanism for providing feedback to the apprentice.

The requirements for the Occupational Professional Discussion are:

- It covers the knowledge, skills and behaviours listed in **Annex A** as being assessed by the Occupational Professional Discussion.
- You should have a minimum of **two** weeks' notice of the date and location of the Occupational Professional Discussion.
- The Occupational Professional Discussion will be **90 +/- 5** minutes in duration.
- You must make your occupational competence report and supporting evidence available throughout the duration of the Occupational Professional Discussion so that it can be referenced during the discussion and subsequent questioning by the end-point assessor.
- The Occupational Professional Discussion will be conducted face to face or via live video link (where EAL as the EPAO have the facilities available and can guarantee the integrity of the assessment).
- The Occupational Professional Discussion will be conducted in a 'controlled environment', i.e. a quiet room, away from the normal work area.
- The Occupational Professional Discussion can be recorded (audio or video) if all parties are in agreement. Where permission is not given it is permissible for another end-point assessor to be present to document evidence presented and record the response to questions. Where a second end-point assessor is used to act as a scribe they must not be involved in any assessment decision and must be independent i.e has had nothing to gain from the outcome of the assessment and has had no direct involvement in the day to day training and development of the apprentice during the on-programme phase of apprenticeship.
- A technical expert from the employer can attend the Occupational Professional Discussion if they are requested to do so by EAL as the EPAO in order to provide the end-point assessor with any relevant technical support, advice and guidance such as confirming company policies, procedures, processes, providing context on technical information or on emerging technologies. Any information provided by the employer technical expert must only be at the request of the end-point assessor who has the final say over the assessment and grade awarded. The employer technical expert must not provide evidence on behalf of you.

- The grade criteria for achieving a Fail, Pass or Distinction in the Occupational Professional Discussion is itemised in **Annex B.**
- You will be informed of the end-point assessors overall assessment decision as soon as possible after both assessment methods have been completed. This may be after EAL as the EPAO has moderated the decisions made by assessors.

You must evidence your report on the Apprentice Report Template provided by EAL to ensure all Knowledge, Skills and Behaviours requirements have been met:

- EAL L6 EE Tech Support Engineer Apprentice Report Template

The EPAO/Independent Assessor will complete the Method 1 and Method 2 recording documentation provided by EAL, to ensure all knowledge, skills and behaviours requirements have been met

Apprentice Guidance for EPA Occupational Professional Discussion Preparation

What is an EPA Occupational Professional Discussion?

The EPA Occupational Professional Discussion is an interactive formal discussion focussed on the skills, knowledge and behaviours you need for your job role. It will enable the EAL Independent Assessor to ask questions of you in relation to your skills, knowledge and behaviours, based on your on-programme period portfolio of evidence. Questions will be standardised, so that essential knowledge can be demonstrated consistently by all apprentices.

It is a structured discussion between you and the EAL Independent Assessor drawing upon a portfolio of evidence of how you have performed during the 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 enables the EPA Professional Discussion to cover a broad range of skills, knowledge and behaviours set out in the apprenticeship standard.

It will also be an opportunity for the EAL Independent Assessor to:

- Clarify any points and/or question you on the evidence you have presented in the portfolio
- Confirm and validate that the portfolio of 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 portfolio, how it was carried out, any problems that you encountered and how these were resolved
- Validate your skills, knowledge and behaviours of the organisation in terms of their products, processes, procedures and information systems.

The EPA Professional Discussion will also find out the depth and breadth of your understanding of the learning areas requirements.

Who is involved within EPA?

EAL as the EPAO can request the employer/nominated representative to attend, they may come from within their own organisation or brought in if required from other employers/nominated representative or from the training provider, but one member will come from the EAL as the EPAO They will not have directly worked with you or participated in your learning and training. . An IQA (Internal Qualify Insurance) may also be present on the day for EAL as the EPAO auditing purposes. The **EPA** members will have:

- Excellent knowledge and understanding of the apprenticeship standard
- The ability to contextualise the relevant work-based project(s)/task(s)

- 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.

What preparation is needed for the EPA Occupational Professional Discussion?

Every EPA Occupational Professional Discussion is different, so it is not possible to know in advance exactly what the EAL Independent Assessor will ask you. However, there are some common styles and approaches for this type of Professional Discussion that will help the EAL Independent Assessor to assess your submitted portfolio. The examples you have submitted will be 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 portfolio 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 portfolio of 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 portfolio. The EAL Independent Assessor will expect you to have a good understanding of the contents of your work and that means knowing your on-programme period portfolio so you can discuss the content with minimum 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 portfolio where you may need to refer for detailed information. Practice using this method to ensure any reference you give is correct.
- Who are you? Think bigger picture. What do you know about your organisation? What do you do in your organisation? Who do you report to and interact with? Where do you sit within your organisation? How important is your work to you and your organisation? What would happen if you didn't do your job?
- Develop an introduction of yourself, what you do and the apprenticeship journey you have taken to get to where you are.
- 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 EPAO/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 missed details or made a mistake during your own review of your portfolio, 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 the apprenticeship standard and what is required for the standard and how your evidence meets those requirements. Your EPA Professional Discussion will find out 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, you should at least be well groomed and neatly dressed.
- Stay calm and pleasant.

Your EAL 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 notes will be recorded by the EAL 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 a prepared speech. Try to answer the question as it is put to you. If you don't understand the question, ask the EAL Independent Assessor to repeat it or repeat your interpretation to the EAL Independent Assessor. If you still don't understand the question, then it is better to admit it than to try and bluff.
Don't be overly worried that some parts of the EPA Professional Discussion were really difficult; it is only by pushing you to your limits that the EAL Independent Assessor can determine your ability.

At the end of the assessment you will be informed the EPA Professional Discussion is over.
Collect you papers and any items you prepared and breathe – well done you have just completed your EPA Professional Discussion.

Guidelines for Grading the Case Studies Presentation and Occupational Professional Discussion

There are **two** assessment components, which are managed by EAL as the EPAO. These are:

Assessment Component	Weighting	Conducted by whom	Grading Outcomes
Method 1. Case Studies Presentation	50%	End-Point Assessment Organisation	1. Fail 2. Pass 3. Distinction
Method 2. Occupational Professional Discussion	50%	End-Point Assessment Organisation	1. Fail 2. Pass 3. Distinction

- Assessment Methods 1 and 2 have been equally weighted and you must achieve a Pass in all Knowledge, Skills and Behaviours as a minimum requirement for the apprenticeship certificate to be awarded. A Fail in any Knowledge, Skills and Behaviours will mean that you will be offered a resit or re-take**. (Pg. 14)**
- See **Annex B** – End-Point Assessment Grading criteria and grade boundaries for the following grades Fail, Pass and Distinction.
- . To be awarded a Distinction, you must achieve Distinction in at least 3 criteria in each of the Knowledge, Skills and Behaviours in both Assessment Methods

The EAL Independent Assessor will complete the overall scoring and grading tables within the Apprentice Recording Document provided by EAL

Confirmation of the outcomes will be sent to your employer and once agreed, EAL as the EPAO will submit your results and request your apprenticeship certificate.

Re-sits and Re-takes

Apprentices awarded a Fail in one or both assessment methods will be offered the opportunity to take a re-sit or re-take. See **Below** for the grade criteria for Methods 1 and 2. A re-sit does not require further learning, whereas a re-take does. In the case of a re-sit, little or no further work will be required on the Case Studies Presentation and supporting evidence (Method 1) and the occupational competence report and supporting evidence (Method 2). You should have an agreed action plan to prepare for the re-sit/re-take. If requested the employer can invite their Training Provider to be part of the development of any action plans for a re-take.

The employer determines when the end-point assessment re-sits/re-takes must be completed following the formal receipt from the EAL as the EPAO that the apprentice has not passed either or both of the end-point assessment methods.
It will be the responsibility of the employer to determine the number of times the apprentice can re-sit/re-take the end-point.

The maximum grade awarded to a re-sit/re-take will be **Pass**, unless the End Point Assessment Organisation identifies exceptional circumstances accounting for the original grade of Fail.

Method 1. Case Studies Presentation.

Grade Outcome	Re-sit/Re-take Criteria
Fail - Re-take required	A fail in B1, **any** Skill or in 2 or more of the Knowledge and/or Behaviours criteria
Fail – Re-sit required	A single fail in Knowledge **or** Behaviour criteria

Method 2. Occupational Professional Discussion.

Grade Outcome	
Fail – Re-take required	A fail in B1, **any** Skill or in 2 or more of the Knowledge and/or Behaviours criteria
Fail – Re-sit required	A single fail in Knowledge **or** Behaviour criteria

Annex A - End-Point Assessment Methods Mapping

The following table provides an overview of the requirements detailed within the Level 6 Electrical/Electronic Technical Support Engineer standard and where they are covered by each end-point assessment component.

	Knowledge – The apprentice must be able to demonstrate an understanding of:	**Assessment Methods**
K1	Mathematics and science for engineers	Occupational Professional Discussion
K2	Materials and manufacture	Occupational Professional Discussion
K3	3D Computer Aided Design and Computer Aided engineering	Case Studies Presentation
K4	How to undertake and apply business led projects	Case Studies Presentation
K5	Understanding actuators and sensors	Occupational Professional Discussion
K6	Electrical and electronic principles and electronic devices and applications	Case Studies Presentation
K7	Product improvement and engineering project management	Occupational Professional Discussion
K8	Digital electronics and microprocessors	Occupational Professional Discussion
	Skills – The apprentice must be able to:	**Assessment Methods**
S1	Comply with statutory and organisational safety requirements and demonstrate a responsible and disciplined approach to risk mitigation, avoidance and management.	Case Studies Presentation and Occupational Professional Discussion
S2	Carry out project management on engineering activities	Case Studies Presentation
S3	Produce presentations and work to engineering specifications and briefs, presenting and technical problem solving	Occupational Professional Discussion
S4	Schedule and manage engineering activities	Case Studies Presentation
S5	Undertake electrical/electronic product manufacturing and testing activities	Occupational Professional Discussion
S6	Demonstrate technical and commercial management in planning and managing tasks & resources	Case Studies Presentation
	Behaviours – The apprentice must be able to demonstrate the following:	**Assessment Methods**
B1	**Safety mindset**. The importance of complying with statutory and organisational health, safety and risk management requirements and the implications if these are not adhered to	Case Studies Presentation and Occupational Professional Discussion
B2	**Strong work ethic*:*** Has a positive attitude, motivated by engineering; dependable, ethical, responsible and reliable.	Occupational Professional Discussion
B3	**Logical approach*:*** Able to structure a plan and develop activities following a logical thought process, but also able to quickly "think on feet" when working through them.	Case Studies Presentation
B4	**Problem solving orientation**: Identifies issues quickly, enjoys solving complex problems and applies appropriate solutions. Has a strong desire to push to ensure the true root cause of any problem is found and a solution identified which prevents further recurrence**.**	Case Studies Presentation

B5	**Quality focus*:*** Follows rules, procedures and principles in ensuring work completed is fit for purpose and pays attention to detail / error checks throughout activities.	Case Studies Presentation
B6	**Personal responsibility and resilience**: Motivated to succeed accountable and persistent to complete task.	Occupational Professional Discussion
B7	**Clear communicator*:*** Uses a variety of appropriate communication methods to give/receive information accurately, and in a timely and positive manner.	Case Studies Presentation
B8	**Team player*:*** Not only plays own part but able to work and communicate clearly and effectively within a team and interacts/ helps others when required. In doing so applies these skills in a respectful professional manner**.**	Case Studies Presentation
B9	**Applies Lean Manufacturing Principles**: Demonstrates continuous improvement in driving effectiveness and efficiency	Case Studies Presentation
B10	**Adaptability:** Able to adjust to different conditions, technologies, situations and environments.	Occupational Professional Discussion
B11	**Self-Motivation*:*** A 'self-starter', who always wants to give their best, sets themselves challenging targets, can make their own decisions.	Occupational Professional Discussion
B12	**Willingness to learn:** Wants to drive their continuous professional development	Occupational Professional Discussion
B13	**Commitment*:*** Able to commit to the beliefs, goals and standards of their own employer and to the wider industry and its professional standards.	Occupational Professional Discussion

Annex B – Grading Criteria Method 1 & Method 2

Grading Criteria - Method 1 – Case Studies Presentation				
Ref	Descriptors	Fail Criteria F	Pass Criteria P	Distinction Criteria D
K3	3D Computer Aided Design and Computer Aided engineering	Did not demonstrate a sufficient grasp of 3D Computer Aided Design and Computer Aided Engineering to effectively contribute	Demonstrated a strong understanding and awareness of engineering that is aided by computer technology…	And… can explain clearly, specific principles, processes and systems involved
K4	Undertake and apply business-led projects	Knowledge insufficient to effectively contribute to business led projects	contributes knowledge of project management to business led design and development projects	And… understands how to lead a project balancing timing, quality, cost and delivery considerations
K6	Electrical and Electronic principles and applications	Did not demonstrate required knowledge of appropriate Electrical and Electronic principles and applications	Demonstrated knowledge of Electrical and Electronic and principles and application within an engineering or manufacturing environment	And …has the knowledge and understanding of Electrical and Electronic principles and applications in order to mentor, develop and guide others
S1	Comply with statutory and organisational safety requirements and demonstrate a responsible and disciplined approach to risk mitigation, avoidance and management	Does not demonstrate compliance with statutory and organisational safety requirements and didn't demonstrate responsible and disciplined approach to risk mitigation, avoidance and management	Demonstrates the importance of compliant, disciplined and responsible behaviours in complying with Statutory and Organisational health, safety and risk management requirements and implications if these are not adhered to **(Pass Grade Only)**	
S2	Project Management in undertaking engineering Activities	Does not demonstrate ability to effectively carry out project management activities	Contributes to project management activities	And…demonstrates advanced scheduling capabilities and manages and balances a variety of engineering activities to successful completion
S4	Schedule and manage engineering activities	Does not demonstrate ability to effectively manage and schedule engineering activities	Contributes to the management and scheduling of a range of engineering activities	And….establishes design, construction of methods and key criteria for verification of design performance in the creation of computer models.
S6	Carrying out Project Management activities	Demonstrating technical and commercial management in planning and managing tasks and resources	Demonstrates the ability to apply effective technical and commercial management in planning engineering tasks and resources	And… demonstrates advanced technical and commercial management skills and leads in the planning of engineering tasks and resources

Grading Criteria - Method 1 - Case Studies Presentation				
Ref.	Descriptors	Fail Criteria F	Pass Criteria P	Distinction Criteria D
B1	Safety mindset	Does not demonstrate compliant, disciplined and responsible Health and Safety behaviours	Demonstrates the importance of compliant, disciplined and responsible behaviours in complying with Statutory and Organisational health, safety and risk management requirements and implications if these are not adhered to **(Pass Grade Only)**	
B3	Logical approach	Does not structure a plan and develop activities logically	Structure a plan, develops and follows a logical thought process	And Thinks quickly on feet
B4	Problem solving orientation	Is willing to leave engineering problems unresolved	Identifies engineering issues/problems quickly, enjoys solving problems and applies appropriate solutions.	And…drives to the root cause of problems and finds solutions preventing recurrence
B5	Quality focus	Does not routinely follow quality rules procedures and principles	Follows quality rules, procedures and principles ensuring work completed is fit for purpose	And…pro-actively seeks out and identifies quality issues
B7	Clear communicator	Does not demonstrate appropriate behaviours when communicating	Open & honest, clear communicator. Uses appropriate communication methods.	And…uses a wide range of appropriate communication methods in a timely and positive manner whilst actively listening to others.
B8	Team player	Does not demonstrate appropriate teamwork related behaviours	Not only plays own part but works and communicates clearly and effectively within a team in a respectful and professional manner so that the information given is accurate	And… helps and encourages others when required
B9	Apply lean manufacturing principles	Does not demonstrate a continuous improvement mind-set	Applies lean manufacturing principles: continuous improvement in driving effectiveness and efficiency	And…takes a lead role in driving lean/continuous improvement activities

Grading Criteria - Method 2 - Occupational Professional Discussion				
Ref	Descriptors	Fail Criteria F	Pass Criteria P	Distinction Criteria D
K1	Mathematics and science for engineers	Knowledge insufficient in one or both disciplines	Contributes to the business with knowledge in Mathematics and Science	And… knows how to apply situations that require an advanced understanding of mathematics and science over a broad range of methods
K2	Materials and manufacture	Fails to demonstrate the required level of understanding in Materials and Manufacturing principles	A comprehensive understanding in manufacturing methods and sound knowledge in operating with appropriate materials	And… explains how these can be applied/utilised to enhance product and design needs
K5	Understanding actuators and sensors	Fails to demonstrate a detailed understanding of actuators and sensors	Understands fully the role and functionality of actuators and sensors	And… recognises and leads in situations where application of advanced knowledge to enhance actuators and sensors is imperative
K7	Product improvement and engineering project management	Does not contribute with product improvement initiatives or/and does not display sufficient knowledge of project management	Has a detailed and comprehensive knowledge of product improvement and understands how to effectively contribute in engineering project management activities…	And…can explain in detail, advanced product improvement techniques and lead in their implementation by fully understanding how to lead in engineering project management.
K8	Digital electronics and microprocessors	Fails to demonstrate a detailed understanding in digital electronics and microprocessors	A comprehensive understanding of digital electronics and microprocessors their roles and functionality	And… can clearly contextualise principles and methods by applying a deep understanding of digital electronics and microprocessors
S1	Comply with statutory and organisational safety requirements and demonstrate a responsible and disciplined approach to risk mitigation, avoidance and management	Does not demonstrate compliance with statutory and organisational safety requirements and didn't demonstrate responsible and disciplined approach to risk mitigation, avoidance and management	Demonstrates compliance with statutory and organisational safety requirements and demonstrates a responsible and disciplined approach to risk mitigation, avoidance and management **(Pass Grade Only)**	
S3	Produce presentations and work to engineering specifications and briefs, presenting and technical problem solving.	Did not demonstrate sufficient evidence of ability in working to engineering specifications and briefs, presenting and technical problem solving	Fully contributes with evidence of ability in working to engineering specifications and briefs, presenting and technical problem solving.	And… can lead in the production of, and working to, engineering specifications, demonstrating advanced communication skills when briefing and presenting. Demonstrates advanced problem-solving skills.

S5	Undertake electrical/electronic product manufacturing and testing	Did not demonstrate ability to effectively contribute in the manufacture and testing of electrical and electronic products	Actively and effectively contributes with the manufacturing and testing of electrical and electronic products	And… can clearly identify appropriate techniques in the manufacturing and testing of electrical and electronic products taking a lead role in their implementation
B1	Safety mindset	Does not demonstrate compliant, disciplined and responsible Health and Safety behaviours	Demonstrates the importance of compliant, disciplined and responsible behaviours in complying with Statutory and Organisational health, safety and risk management requirements and implications if these are not adhered to **(Pass Grade Only)**	
B2	Strong work ethic	Fails to demonstrate satisfactory work ethic or commitment	Demonstrates a positive attitude, motivated by engineering; dependable, ethical, responsible and reliable	And... Encourages others by leading by example and promoting and explaining the benefits of a strong work ethic
B6	Personal responsibility and resilience	Shows little or no levels of sustained personal responsibility	Provides a strong demonstration in taking personal responsibility with a determined and resilient approach to attaining successful outcomes and results	And... Volunteers or requests to take on leading roles in challenging and demanding situations offering direction and guidance
B10	Adaptability	Struggles to adapt or operate out of comfort zone over a range of Situations, Environments and Technologies (SET)	Displays strong characteristics in adaptability and capacity to adjust to suit specific operational requirements	And... .Actively seeks out new SETs and provided encouragement and support to those who struggled to adjust
B11	Self-motivation	Fails to display sufficient levels of self-motivation, sustained self-starting or ability in making own decisions	Displays clearly recognisable levels of self-motivation, enthusiasm and a clear desire to perform at their best either as an individual or as part of a team	And...by inspiring, encouraging and coaching others to adopt similar levels of self-motivation and drive
B12	Willingness to learn	Rarely or reluctantly takes advantage of new learning opportunities to further develop their abilities and knowledge	Willing to learn and further develop skills and knowledge on a regular basis	And... actively sources opportunities or training courses to further enhance own abilities and knowledge levels
B13	Commitment	Shows little or no commitment to employer beliefs, goals and standards	Clearly displays strong levels of commitment, embracing employer beliefs and aspiring to the same goals and standards	And…Actively researches how to engage with a relevant Professional Engineering Institution in order to gain professional recognition at the appropriate level, such as Incorporated Engineer.

Annex C – Apprentice Report Template

End Point Assessment On-Programme Period Occupational competence report Review for Level 6 Electrical / Electronic Technical Support

Apprentice Name:	Click or tap here to enter text.
Date of submission:	Click or tap to enter a date.
Employer Name:	Click or tap here to enter text.

Date of End Point Assessment: Click or tap to enter a date.

***Note: The Apprentice Report Template must be submitted to EAL as supporting evidence as part of their EPA application.**

Please note this is for guidance purposes only

KNOWLEDGE				
Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
K1	Mathematics and science for engineers		Contributes to the business with knowledge in Mathematics and Science	And… knows how to apply situations that require an advanced understanding of mathematics and science over a broad range of methods

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate K1 annex
For a grade of Pass, the apprentice knows how to; ▪ Analyse and model engineering situations and solve problems using the calculus ▪ Apply standard probability and statistical techniques to analyse engineering problems ▪ Analyse engineering situations and solve problems using vector geometry and matrix methods ▪ Use complex numbers and apply complex numbers theory to the solution of engineering problems	Click or tap here to enter text.
Distinction criteria of scope statements*	Justification of why they think they met Distinction criteria referenced to appropriate K1 annex
For a grade of Distinction, the apprentice also knows how to; ▪ Demonstrate all of above criteria applied to more complex and demanding situations and scenarios.	Click or tap here to enter text.

Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
K2	Materials and Manufacture		A comprehensive understanding in manufacturing methods and sound knowledge in operating with appropriate materials	And… explains how these can be applied/utilised to enhance product and design needs

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate K2 annex
For a grade of Pass, the apprentice knows how to ▪ Review the classification of engineering materials including service requirements, environment, ease of manufacture and cost ▪ Define, analyse and compare the properties of engineering materials including their structure and methods of processing ▪ Review the methods of selecting and testing materials for engineering applications ▪ Investigate failure modes and degradation of engineering materials	Click or tap here to enter text.
Distinction criteria of scope statements*	Justification of why they think they met Distinction criteria referenced to appropriate K2 annex
For a grade of Distinction, the apprentice also knows how to; ▪ Demonstrate advanced knowledge in the application of above criteria ▪ Display in depth knowledge in the definition, analysis and comparison of engineering materials, methods and processes	Click or tap here to enter text.

Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
K5	Understanding actuators and sensors.		Understands fully the role and functionality of actuators and sensors	And… recognises and leads in situations where application of advanced knowledge to enhance actuators and sensors is imperative

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate K3 annex
For a grade of Pass, the apprentice knows how to; ▪ Understand the different types of actuators ▪ Understand the different types of sensors ▪ Understand the applications and constraints of different types of actuators ▪ Understand the applications and constraints of different types of sensors ▪ Select an appropriate sensor and actuator for a particular engineering system	Click or tap here to enter text.
Distinction criteria of scope statements*	Justification of why they think they met Distinction criteria referenced to appropriate K3 annex
For a grade of Distinction, the apprentice also knows how to; o Determine the evaluation criteria to be used for the development process in order to determine which sensor and/or actuators should be used	Click or tap here to enter text.

Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
K7	Product improvement and engineering project management		Has a detailed and comprehensive knowledge of product improvement and understands how to effectively contribute in engineering project management activities…	And…can explain in detail, advanced product improvement techniques and lead in their implementation by fully understanding how to lead in engineering project management.

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate K4 annex
For a grade of Pass, the apprentice knows how to; • Implement and project manage improvements to engineering products or manufacturing processes • Plan, implement and project manage improvements, obtaining all necessary information • Assess their effects on both the engineering product and the processes involved • Control resources to ensure effective implementation of improvements • Inform relevant people of the improvements as they are implemented	Click or tap here to enter text.
Distinction criteria of scope statements*	Justification of why they think they met Distinction criteria referenced to appropriate K4 annex
For a grade of Distinction, the apprentice also knows how to; ▪ Lead in the planning, implementation and project management of improvements ▪ Drive improvement projects to successful conclusion	Click or tap here to enter text.

Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
K8	Digital electronics and microprocessors		A comprehensive understanding of digital electronics and microprocessors their roles and functionality	And… can clearly contextualise principles and methods by applying a deep understanding of digital electronics and microprocessors

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate K4 annex
For a grade of Pass, the apprentice knows how to; • Compare and contrast types of microprocessor devices • Evaluate typical applications of microprocessor-based systems • Design software to a given specification using a structured design technique • Write programs to implement designs using an appropriate computer language • Test software to ensure it meets the given specification	Click or tap here to enter text.
Distinction criteria of scope statements*	Justification of why they think they met Distinction criteria referenced to appropriate K4 annex
For a grade of Distinction, the apprentice also knows how to; • Evaluate and choose programmable interface devices for a particular situation • Design, build, program and test an interface for an external device to a microprocessor-based system	Click or tap here to enter text.

SKILLS				
Ref.	Descriptors	Fail	Pass Criteria	
S1	Comply with statutory and organisational safety requirements and demonstrate a responsible and disciplined approach to risk mitigation, avoidance and management		Demonstrates the importance of compliant, disciplined and responsible behaviours in complying with Statutory and Organisational health, safety and risk management requirements and implications if these are not adhered to	
Pass criteria of Scope statements *			Justification of why they think they met Pass criteria referenced to appropriate S1 annex	
For a pass grading, the apprentice **applies appropriate skills in demonstrating a compliant, disciplined and responsible application of Health and Safety requirements** including, but not limited to; ▪ PPE regulations ▪ COSHH regulations ▪ Risk assessments, management and mitigation. ▪ Accident/emergency procedures ▪ Fire/evacuation procedures ▪ Procedures for hazardous malfunctions ▪ Safely operating/using tools and equipment ▪ Lifting/carrying techniques **(Pass Grade Only)**			Click or tap here to enter text.	
Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
S3	Produce presentations and work to engineering specifications and briefs, presenting and technical problem solving.		Fully contributes with evidence of ability in working to engineering specifications and briefs, presenting and technical problem solving.	And… can lead in the production of, and working to, engineering specifications, demonstrating advanced communication skills when briefing and presenting. Demonstrates advanced problem-solving skills.
Pass criteria of Scope statements *			Apprentice's justification of why they think they met Pass criteria referenced to appropriate S2 annex	
For a grade of Pass, the apprentice is able to: • Establish the requirements for the engineering specification • Gather information from a number of sources to develop the engineering specification and brief • Produce the engineering specification to meet stakeholder requirements in accordance with approved procedures • Discuss and present the specification relevant stakeholders • Contribute to solving problems arising when producing the engineering specification			Click or tap here to enter text.	
Distinction criteria of scope statements *			Apprentice's justification of why they think they met Distinction criteria referenced to appropriate S2 annex	
For a grade of Distinction the apprentice is able to; • Demonstrate advanced abilities in establishing engineering specifications and briefs by leading, either on own, or driving a team • Leading problem-solving activities associated with the development of engineering specifications			Click or tap here to enter text.	

Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
S5	Undertakes electrical / electronic product manufacturing and testing		Actively and effectively contributes with the manufacturing and testing of electrical and electronic products	And… can clearly identify appropriate techniques in the manufacturing and testing of electrical and electronic products taking a lead role in their implementation

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate S6 annex
For a grade of Pass, the apprentice knows how to; • Specify the testing procedures for a range of electrical/electronic products, components or systems • Select and agree the methodology, scope and parameters for the development of electrical/electronic products, components or system • Validate development findings against expectations/requirement or specifications • Undertake development using methods such as computer simulations, test rigs, or live product or component systems testing • Undertake the electrical/electronic product or component development process	Click or tap here to enter text.
Distinction criteria of scope statements*	Justification of why they think they met Distinction criteria referenced to appropriate S6 annex
For a grade of Distinction, the apprentice also knows how to; ▪ Lead the electrical/electronic product or component development process ▪ Evaluate and draw conclusions from development findings against expectations/requirement or specifications	Click or tap here to enter text.

BEHAVIOURS

Ref	Descriptors	Fail	Pass Criteria	Distinction Criteria
B1	Safety mindset		Demonstrates the importance of compliant, disciplined and responsible behaviours in complying with Statutory and Organisational health, safety and risk management requirements and implications if these are not adhered to	

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate B1 annex
For a **pass grading**, the apprentice **applies appropriate skills in demonstrating a compliant, disciplined and responsible application of Health and Safety requirements**, including but not limited to; ▪ PPE regulations ▪ COSHH regulations ▪ Risk assessments, management and mitigation. ▪ Accident/emergency procedures ▪ Fire/evacuation procedures ▪ Procedures for hazardous malfunctions ▪ Safely operating/using tools and equipment ▪ Lifting/carrying techniques	Click or tap here to enter text.

Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
B2	Strong work ethic		Demonstrates a positive attitude, motivated by engineering; dependable, ethical, responsible and reliable	And... Encourages others by leading by example and promoting and explaining the benefits of a strong work ethic

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate B2 annex
For a grade of Pass, the apprentice knows how to; ▪ Demonstrate a positive attitude motivated by engineering ○ Dependable ○ Ethical ○ Responsible ○ Reliable	Click or tap here to enter text.
Distinction criteria of scope statements*	**Justification of why they think they met Distinction criteria referenced to appropriate B2 annex**
For a grade of Distinction, the apprentice also knows how to; ▪ Encourage others by leading by example and promoting and explaining the benefits of a strong work ethic	Click or tap here to enter text.

Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
B6	Personal responsibility and resilience		Provides a strong demonstration in taking personal responsibility with a determined and resilient approach to attaining successful outcomes and results	By... Volunteers or requests to take on leading roles in challenging and demanding situations offering direction and guidance

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate B6 annex
For a grade of Pass, the apprentice knows how to; ▪ Provide a **strong demonstration** in taking personal responsibility with a **determined and resilient** approach to attaining successful outcomes and results	Click or tap here to enter text.
Distinction criteria of scope statements*	**Justification of why they think they met Distinction criteria referenced to appropriate B6 annex**
For a grade of Distinction, the apprentice also knows how to demonstrate advanced ability; ▪ By volunteering or requesting to take on leading roles in challenging and demanding situations, offering direction and guidance.	Click or tap here to enter text.

Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
B10	Adaptability		Displays strong characteristics in adaptability and capacity to adjust to suit specific operational requirements	And... .Actively seeks out new SETs and provided encouragement and support to those who struggled to adjust

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate B10 annex
For a grade of Pass, the apprentice knows how to; ▪ Display strong characteristics in adaptability and capacity to adjust to suit specific operational requirements	Click or tap here to enter text.
Distinction criteria of scope statements*	**Justification of why they think they met Distinction criteria referenced to appropriate B10 annex**
For a grade of Distinction, the apprentice also knows how to demonstrate advanced ability; ▪ By actively seeking out new SETs and provide encouragement and support to those who struggle to adjust	Click or tap here to enter text.

Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
B11	Self-motivation		Displays clearly recognisable levels of self-motivation, enthusiasm and a clear desire to perform at their best either as an individual or as part of a team	And.by inspiring, encouraging and coaching others to adopt similar levels of self-motivation and drive

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate B11 annex
For a grade of Pass, the apprentice knows how to; ▪ Display clearly recognisable levels of self-motivation, enthusiasm and a clear desire to perform at their best either, as an individual or as part of a team.	Click or tap here to enter text.
Distinction criteria of scope statements *	**Justification of why they think they met Distinction criteria referenced to appropriate B11 annex**
For a grade of Distinction, the apprentice also knows how to; ▪ Inspire, encourage and coach others to adopt similar levels of self-motivation and drive.	Click or tap here to enter text.

Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
B12	Willingness to learn		Willing to learn and further develop skills and knowledge on a regular basis	And... actively sources opportunities or training courses to further enhance own abilities and knowledge levels

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate B12 annex
For a grade of Pass, the apprentice knows how to; ▪ Display a willingness to learn and further develop skills and knowledge on a regular basis	Click or tap here to enter text.
Distinction criteria of scope statements*	**Justification of why they think they met Distinction criteria referenced to appropriate B12 annex**
For a grade of Distinction, the apprentice also knows how to; ▪ Actively sources opportunities or training courses to further enhance own abilities and knowledge levels	Click or tap here to enter text.

Ref.	Descriptors	Fail	Pass Criteria	Distinction Criteria
B13	Commitment		**Clearly** displays **strong levels** of commitment, **embracing** employer beliefs and **aspiring** to the same goals and standards	And.. has actively engaged with a relevant Professional Engineering Institution to gain professional recognition at the appropriate level, such as Incorporated Engineer

Pass criteria of Scope statements *	Justification of why they think they met Pass criteria referenced to appropriate B13 annex
For a grade of Pass, the apprentice knows how to; ▪ Commit to the beliefs, goals and standards of their own employer and to the wider industry	Click or tap here to enter text.
Distinction criteria of scope statements *	**Justification of why they think they met Distinction criteria referenced to appropriate B13 annex**
For a grade of Distinction, the apprentice also knows how to; ▪ Actively research on how to engage with a relevant Professional Engineering Institution in order to gain professional recognition at the appropriate level, such as Incorporated Engineer	Click or tap here to enter text.

Your details	
Apprentice Name:	Click or tap here to enter text.
Apprentice Employee Number:	Click or tap here to enter text.
Apprentice Signature:	Click or tap here to enter text.
I confirm that the information and evidence contained in this assessment occupational competence report is the work of the apprentice, named above ☐ *(tick)*	
Employer representative (mentor) details	
Employer Representative Name:	Click or tap here to enter text.
Employer Representative Job Title:	Click or tap here to enter text.
Relationship to Apprentice:	Click or tap here to enter text.
Representative Signature:	Click or tap here to enter text.

Recommended check list for employers for EPA:

☐ **The End Point Assessment (presentation and professional discussion) is booked with the Apprentice Assessment Organisation**

☐ **A date and place of assessment is confirmed**

☐ **The name of the EPAO/Independent Assessor is confirmed along with assessment dates**

☐ **Prior to End Point Assessment the Apprentice, supported by their employer/provider, must have completed the occupational competence report recording document against the apprenticeship standards**

☐ **The Apprentice has prepared for the EPA presentation and professional discussion**

☐ **All dates/times/locations and contact details are confirmed**

Contents

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

Name	Position	Contact Email/Telephone	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.	
Assessor Notes: Where the apprentice has provided sufficient evidence to satisfy the learning area as identified in the **EAL L6 PDD Assessment Report Template,** the IA will indicate within the **EAL L6 PDD Assessment Recording Document**. Where a Learning Area has not been fully met, questions should be prepared to be used at the professional discussion.			