ENERGY & ENVIRONMENT AWARDS

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EEA Level 4 End-point Assessment for Electrical Power Networks Engineer
(Asset Management; Design and Planning Engineers)

# Specification

QAN 610/6008/2
ST0475 V1.0 AP01

# Specification for

## EEA Level 4 End-point Assessment for Electrical Power Networks Engineer

## (Asset Management; Design and Planning Engineers)

**QAN 610/6008/2**


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## Updates to this specification

Since the first publication of Energy & Environment Awards Electrical Power Networks Engineer Specification – Asset Management; Design and Planning Engineers, the following updates have been made.

| Version | Date first published | Section updated | Page(s) |
|---|---|---|---|
| v5.0 | August 2025 | Rebranded | All |
| v4.0 | 3 August 2023 | Section 5 – Practical Guidance | 99 |
| v3.0 | 24 May 2023 | Rebranded | All |
| v2.0 | 25 April 2023 | New template and pathway specific criteria IDs | All |
| v1.0 | 2020 | First published | All |

## Section 1: At a Glance EPA Summary

| | |
|---|---|
| Qualification name | EEA Level 4 End-point Assessment for Electrical Power Networks Engineer |
| Ofqual qualification number | 610/6008/2 |
| Standard reference | ST0475 |
| Assessment plan | AP01 |
| Standard title | Electrical Power Networks Engineer |
| Pathways | Asset Management Engineer<br>Design Engineer<br>Planning Engineer |
| Level | 4 |
| Gateway pre-requisites submitted to Energy & Environment Awards | Apprentice has:<br>• achieved a minimum Level 2 English and maths<br>• compiled and submitted a work log of evidence, which the technical interview will be based |
| On-programme duration | Typically 36 months |
| Gateway readiness | Apprentice has met all Gateway pre-requisites. Employer completes, signs and submits Gateway Eligibility Form (GER) form to Energy & Environment Awards. See Appendix B, EPNE Supporting Documents 'Gateway Eligibility Form.' |
| End-point assessment duration | Typically 6 months after the Gateway |
| End-point assessment methods and their order | • Knowledge Test<br>• Practical Observation<br>• Technical interview (based on work log of evidence) |
| End-point assessment methods and component grading | Knowledge Test: Fail; Pass; or Distinction<br>Practical Observation: Fail; Pass; or Distinction<br>Technical Interview based on the work log: Fail; Pass; or Distinction |
| Overall Grading | Fail; Pass; or Distinction |

| | |
|---|---|
| Certification | Energy & Environment Awards request Apprenticeship completion certificates from the ESFA |

## Objective

The purpose of the Electrical Power Networks Engineer (EPNE) end-point assessment (EPA) is to confirm that an apprentice is fully capable of doing their job before they receive their apprenticeship certificate. It also helps to demonstrate that what an apprentice has learned can be applied in the real world.

Once the apprentice has completed the EPNE end-point assessment requirements successfully and has been certified they could take on the following job roles:

- Asset Management Engineer
- Design Engineer
- Planning Engineer

## Professional recognition

The apprenticeship standard meets the professional standards of the Engineering Council for registration as Engineering Technician (Eng Tech) by an appropriate Professional Engineering Institution.

## Gateway Readiness

The employer must be satisfied that the apprentice is consistently working at, or above, the level of the occupational standard. Gateway pre-requisites are listed in the summary table above.

## Recognition of prior learning (RPL)

Energy & Environment Awards does not recognise any apprentice prior learning (RPL) or prior achievement (RPA) for the purpose of amending the assessment requirements of any end-point assessments.

Please refer to Energy & Environment Awards RPL and RPA policy at https://energyenvironmentawards.co.uk/policies-and-fees/

In order for Energy & Environment Awards to award an end-point assessment qualification, the apprentice must successfully complete all required assessment components with Energy & Environment Awards. This means that:

- each of the EPA components must be completed in full with Energy & Environment Awards
- where an apprentice transfers to Energy & Environment Awards from another EPAO they have to undertake the entire EPA with Energy & Environment Awards
- components of the EPA cannot be certificated in isolation
- evidence produced for the work log must be related to the time the apprentice is on their apprenticeship programme to demonstrate current practice
- examples used by the apprentice, during the interview, must relate to the time they were on their apprenticeship programme

This does not affect the Gateway requirements which must be met in order for an apprentice to be eligible for end-point assessment.

This does not affect any reasonable adjustments that may be granted.

# Section 2: End-point Assessment Components

## Component 1: Knowledge Test

### Overview

The knowledge test is paper based. Apprentices have 60 minutes to complete the test. It consists of 40 multiple-choice questions.

The multiple-choice questions will have four possible answers of which one will be correct.

The Pass mark is 32 correct answers.

The Distinction mark is 36 correct answers.

For this paper:

- a scientific calculator is required
- access to the internet or intranet is NOT allowed
- apprentices can refer to the any material that they wish to consult while carrying out the test. This material may include:
    - training manuals
    - company policies and procedures
    - work logs

Apprentices must take the test in a quiet space, free from distractions and influence, in the presence of an invigilator.

## Knowledge Test Coverage

The knowledge test consists of 40 core knowledge questions.
The table below lists each of the knowledge elements, assessed in the knowledge test. Amplification and Guidance can be found in the table above.

| Number of Questions | Knowledge | Amplification and Guidance (where required) |
|---|---|---|
| 7 - 9 | **K1:** Electrical power principles electrical power principles: alternating current and direct current theories; dynamic and static engineering systems; application of electrical and electronic circuit theory; the use of complex wave forms | • Alternating and direct current theory and principles including the formulae used for common power calculations<br>• Application of electrical and electronic circuit theory including the effects and control of power factor<br>• The principles of complex wave forms and their phase angles<br>• The principles and purpose of ring and radial circuits<br>• Series and parallel circuits and the connection of instruments to measure amps, watts and volts in those circuits |
| 7 - 9 | **K2:** Three-phase systems with consideration being given to harmonics and their effects and the methods of power distribution | • The design and purpose of three phase systems<br>• The principles of three phase operation and typical vector groupings<br>• The fundamental cause, effect and control of harmonics on the network<br>• The connection and winding arrangement of three phase transformers<br>• The effect and control of lagging and leading voltage |

| Number of Questions | Knowledge | Amplification and Guidance (where required) |
|---|---|---|
| 7 - 9 | **K3:** Electricity network design, capabilities, complexities, operations and topologies; operation and limitations of plant and equipment | • The design principles and layout of overhead and underground networks<br>• The typical plant and equipment used on the network and their purpose, operation and limitations<br>• Current UK generation, transmission and distribution system voltages and their regulatory tolerances<br>• The purpose and principles of earthing substations and the methods used<br>• The common methods used for voltage control<br>• The principles and methods used for circuit protection |
| 7 - 9 | **K4:** The operation of the electricity network in normal and fault conditions | • The plant and equipment used for the isolation and switching of circuits<br>• The types of network fault, the typical causes and the methods used to identify and control them<br>• The principles of network protection and the equipment used to protect circuits<br>• The equipment used to measure and control circuit voltage and current<br>• The typical types and capabilities of equipment used to conduct switching |

| Number of Questions | Knowledge | Amplification and Guidance (where required) |
|---|---|---|
| | | • The principles of switching and controlling networks in normal and fault conditions |
| 8 - 10 | **K5:** Safe systems of work and risk management; the application of Electricity Supply Standards, Regulations including environmental requirements. These are Health and Safety at Work Act 1974, Electricity at Work Regulations 1989, Management of Health & Safety at Work Regulations 2003, Control of Substances Hazardous to Health (COSHH) Regulations 2002, The Electricity Safety, Quality and Continuity Regulations 2002, The Environmental Protection Act 1990 | • The purpose and general requirements of the following: Health and Safety at Work Act 1974, Electricity at Work Regulations 1989, Construction Design and Management (CDM) Regulations 2015, Management of Health & Safety at Work Regulations 2003, The Electricity Safety, Quality and Continuity Regulations 2002<br>• The principles and techniques used for risk identification and hazard management<br>• The types, purpose and information contained in typical operational safety documents used to achieve safety from the system<br>• The fundamental requirements relating to the control and management of work / persons on or near electrical networks<br>• The responsibilities of persons involved in organising and controlling operational activities of the network |

| Number of Questions | Knowledge | Amplification and Guidance (where required) |
|---|---|---|
| 4 - 6 | **K10:** The key interfaces of the electricity network | • The purpose, responsibilities and operating principles of the UK power regulator<br>• The principles used by the regulator to control pricing<br>• The aims and objectives of the regulator for power companies<br>• The general purpose of the Electricity Safety, Quality and Continuity Regulations 2002<br>• The responsibilities placed upon employers for the safety, quality and continuity of the UK electricity supply |

## Knowledge Test Roles and Responsibilities

| Role | Responsibility |
|---|---|
| Invigilator | Is typically provided by the employer or training provider.<br>Attend induction training as directed by Energy & Environment Awards. |
| Employer/Training Provider | Ensure that the knowledge test is scheduled with Energy & Environment Awards for a date and time which allow the apprentice to be well prepared. |
| Energy & Environment Awards | Arrange for the knowledge test to take place, in consultation with the employer/training provider.<br>Mark knowledge test answers accurately according to the mark scheme and procedures. |

## Component 2: Practical Observation

### Overview

The apprentices who have successfully completed the knowledge test will move onto completing the practical observation.

In a practical observation, an independent assessor observes an apprentice completing a practical activity in a real working environment. The apprentice must be allowed to demonstrate the application of the relevant core and specific job role knowledge, skills and behaviours (KSBs). In the role of:

- **Asset Management Engineer** the apprentice will be observed developing aspects of network reinforcement plans that include making plant and equipment proposals as well as including the plan information in regulatory returns
- **Design Engineer** the apprentice will be observed undertaking a detailed electrical network design, demonstrating load calculations, production of network diagrams and the benefits of their proposed design
- **Planning Engineer** the apprentice will be observed preparing and communicating work plans that take into account all resource requirements and their associated skills, other network considerations and demonstrating how they achieve outcome targets

The apprentice must be allowed to synoptically demonstrate the application of the relevant core and specific job role knowledge, skills and behaviours (KSBs) through naturally occurring evidence. The independent assessor will ask questions before or during the observation. To remain as unobtrusive as possible, the independent assessor will ask questions during natural breaks between tasks and after completion of work rather than disrupting the apprentice's flow.

Centres unfamiliar with this standard are strongly recommended to use Energy & Environment Awards Practical Observation Review service to help ensure the practical task is suitable for end-point assessment.

## Step-by-Step Guide

The table below provides a step-by-step guide on how the practical observation will be carried out:

| | |
|---|---|
| Assessors | 1 independent assessor, appointed by Energy & Environment Awards.<br><br>The independent assessor may or may not be one of the independent assessors who conducts the technical interview.<br><br>The independent assessor will be accompanied by an employer technical expert. |
| Practical structure | Typically no longer than one day, and the actual time allowed will be based on the comparable time that an industry competent worker would take to achieve successful task(s) completion. For example:<br><br>• normal duration of 5 – 6 hours per apprentice depending on the activity(s) a maximum of 6 hours including time for questioning and must involve working on the role specific task; the location and the tasks must be appropriate<br><br>• **See pages 18-27 for the full list of KSBs to be covered in the practical observation**<br><br>Apprentices are assessed to confirm that they can apply their knowledge, skills, behaviours and role specific skills in an integrated way with minimum supervision.<br><br>• 1 apprentice may be assessed at one time<br><br>The practical observation will be:<br><br>• managed and marked by an independent assessor<br><br>• marked out of 100<br><br>The independent assessor will ask standardised open questions, with follow up questions as appropriate, to confirm their understanding of the rationale for actions taken and the choices made to complete the tasks.<br><br>There may be breaks during the practical observation to allow the apprentice to move from one location to another and for meal/comfort breaks. |

| | |
|---|---|
| | During these breaks, the clock will be stopped and then restarted to ensure that the assessment duration is not reduced. |
| Where will the assessment take place? | The practical observation must be conducted:<br>• on actual plant and equipment in a real working environment<br>• in the apprentice's normal place of work in a suitable area provided the apprentice can work unhindered and without gaining advantage from others |
| What are the tasks that will be covered? | The assessment task must allow the apprentice to undertake the activities. For further details refer to 'Knowledge, Skills and Behaviours (KSBs) Coverage' below pages 18-27.<br><br>The practical observation must also allow the apprentice to demonstrate the behaviours listed in the next section. |
| Who sets the task(s)? | Employer or training provider set the task based on the guidance provided in this Specification. Centres unfamiliar with the EPNE standard should use Energy & Environment Awards Practical Observation review Service to review proposed practical tasks before end-point assessment takes place. The task must provide apprentices with the opportunity to achieve all the KSBs assessed in the practical observation.<br><br>Energy & Environment Awards will work with the employer and/or training provider to review the practical task briefs/job task sheets which are based on the activities described above.<br><br>The apprentice must be provided with both written and verbal instructions by the independent assessor on the tasks. |
| What resources can the apprentice use? | Equipment and resources needed for the observation must be:<br>• provided by the employer or training provider<br>• a suitable premises<br>• the plant, machinery, equipment and PPE required for the job<br>• in good and safe working condition |

| | |
|---|---|
| | Relevant work instructions/manuals must be available in hard copy or electronically. |
| How many questions will the apprentice be asked? | The independent assessor:<br><br>• will ask standardised open questions to assess the related underpinning knowledge. There are no stipulated number of questions that will be asked<br>• may ask follow-up questions in order to seek clarification |
| What will the questions focus on? | Underpinning knowledge and/or skills and behaviours where an opportunity to observe them has not occurred. |
| Grading | Fail, Pass or Distinction. |

## Practical Observation Knowledge, Skills and Behaviours (KSBs) coverage

The practical observation covers:

| Practical Observation Elements: Core Knowledge | Amplification and Guidance (where required) |
|---|---|
| **K6** Company requirements with regard to project management tools, techniques and processes | • The relevant company project/engineering management tools which are applicable to the design work/project being observed e.g., how they can be used to control/monitor work projects/inform others of their work project details<br>• How they have applied the relevant company project/engineering management tools to the design work/project being observed<br>• How to use project management tools to present design information in a clear and concise manner e.g., presentation/briefing to a manager using project management tools |
| **K9** Company business planning and resource control measures | • How to gather and analyse information in order to implement effective planning solutions or resource requirements in their work projects/designs e.g., examples of information they have used to support their planning or projects<br>• The link between their design work and the company strategies and policies which ensure compliance with the company business planning and resource control measures e.g., examples of how their designs align with the company policy/procedures<br>• How to develop project plans/designs that contain objectives, budgets, desired outcomes, timescales and evaluation records e.g., examples of |

| Practical Observation Elements: Core Knowledge | Amplification and Guidance (where required) |
|---|---|
| | project plans they have developed which contain all necessary data including contingency plans |

| Practical Observation Elements: Core Skills | Amplification and Guidance (where required) |
|---|---|
| **S1** Comply with company and industry health, safety and environmental standards, regulations, company operating procedures and working practices (relating to the health, safety and environmental practices used within the sector) | • How their design work complies with health, safety and environmental requirements and the health, safety and environmental considerations which affect their projects e.g., the relevant health, safety and environmental legislation relevant to the planning and development of their asset management projects<br>• How they follow and comply with the appropriate company health, safety and environmental policies and procedures. e.g., examples of how relevant legislation has influenced their projects<br>• How to present health, safety and environmental information in a clear and concise manner to sufficient depth for the audience. e.g., brief a supervisor/manager on the health, safety and environmental considerations/requirements for an asset management project |
| **S2** Ensure that all safety considerations are incorporated and evident in all working practices (relating to the preparation and monitoring of safety practices during the observation) | • How to recognise and identify specific risks associated with their design work and choose appropriate courses of action e.g., examples of how specific risks have been identified in their project work and how they dealt with it |

| Practical Observation Elements: Core Skills | Amplification and Guidance (where required) |
|---|---|
| | • How they follow and comply with the appropriate safety considerations. e.g., examples of how they have had to change a project to cater for a safety consideration<br>• Presents safety information in a clear and concise manner to sufficient depth for the audience. e.g., brief a supervisor/manager on a safety consideration in their project plans and their proposal to deal with the requirements |
| **S4** Produce timely communications providing information to stakeholders both in writing and verbally in relation to their role activities | • Present information in a clear and concise manner to sufficient depth for the audience. e.g., a briefing/presentation to a supervisor/manager of their progress with an asset management project<br>• Demonstrates that others' views are considered and support, where required, is offered to them. e.g., examples of how they have taken on board other views (internal/regulatory) and modified a project to cater for the changes<br>• Speaks confidently, listens to others and takes required action to progress work. e.g., a briefing/meeting with a stakeholder/manager to understand the requirements of a new project |
| **S8** Use company IT systems to provide accurate and reliable data to support business decisions (relating to the use of IT systems and equipment during the course of their job role) | • Identify and describe the use of the appropriate company IT systems, techniques and processes used in their design work e.g., use a range of software packages including specific company design software to work on an asset management project<br>• Use the appropriate company IT techniques and processes in their design work e.g., demonstrate the use of design software when working on their project/s |

| Practical Observation Elements: Core Skills | Amplification and Guidance (where required) |
|---|---|
| | • Use IT systems to present design information in a clear and concise manner to sufficient depth for the audience. e.g., brief a manager/supervisor on their design/project progress using the company's design software |
| **S11** Uses company risk tools and techniques to evaluate and predict the reliability of engineering systems and equipment (relating to the identification and control of risks) | • Identify and describe the use of company risk tools and techniques to evaluate and predict the reliability of engineering systems and equipment used in the designs e.g., examples of how they have used engineering systems/data to evaluate the performance/specification of apparatus for their asset management projects<br>• Use company risk tools and techniques to evaluate the engineering systems and equipment used in their designs e.g., example of using company systems to evaluate/model the use of specific arrangements/equipment on the network for an asset management project<br>• Presents all information in a clear and concise manner to sufficient depth for the audience. e.g., presents/briefs a supervisor/manager on their proposal for the use of equipment in their asset management project |

| Practical Observation Elements: Core Behaviours | Amplification and Guidance (where required) |
|---|---|
| **B1 Health, Safety and Environment** - follows health, safety and environmental policies and procedures and is prepared to challenge | • How they follow health, safety and environmental policies and procedures and where necessary challenge unsafe behaviour using |

| Practical Observation Elements: Core Behaviours | Amplification and Guidance (where required) |
|---|---|
| unsafe behaviour using appropriate techniques to ensure the protection of people and property when working alone and/or with teams. Demonstrates high concentration and the desire to reduce risks through regular monitoring and checking information | appropriate techniques e.g., demonstrates compliance with company health, safety and environmental policies and procedures<br>• Demonstrates high levels of concentration and the desire to reduce risks through regular monitoring and checking of information e.g., takes responsibility for self and others and autonomy in making decisions to implement health, safety and environmental policies and procedures |
| **B3 Interpersonal Skills** - works well with people from different disciplines, backgrounds and expertise. Takes others' needs and concerns into account and supports them to accomplish an activity safely and on time | • Demonstrates how they can work well with people from different disciplines, backgrounds and expertise e.g., communicates and works well with other people as a team effort to achieve results<br>• Demonstrates how they take others' needs and concerns into account and supports them to accomplish an activity safely and on time e.g., listens and takes on board others views during discussions/meetings |
| **B5 Risk Awareness** - has the embedded desire to reduce risks through systematic monitoring and checking of information identifying mitigation actions on an on-going basis | • Demonstrates they have an embedded desire to reduce risks through a systematic approach e.g., examples of risk registers risk analysis for projects<br>• Monitors and checks information on an on-going basis and takes mitigating actions when required e.g., examples of project planning with check points to monitor progress/measures in place |

| Pathway: Asset Management Engineer Role Specific Skills | Amplification and Guidance (where required) |
|---|---|
| **AM2** Plan, develop and produce long term network reinforcement plans taking into account emerging technologies and projected future load requirements | • Demonstrates how they have used company policies and procedures to produce long term network reinforcement plans e.g., examples of work projects they have produced<br>• Demonstrates how they can present information in a clear and concise manner with sufficient depth have others e.g., discussion/presentation of project plans to colleagues/stakeholders<br>• Demonstrates they can speak confidently and listen to others, taking action where required. e.g., discussion/presentation of project plans to colleagues/stakeholders |
| **AM3** Understand and interpret Regulatory requirements and business plans and contribute to the production of regulatory technical returns | • Demonstrates how they have used company policies and procedures to interpret and apply regulatory requirements to achieve technical returns e.g., examples of relevant work projects which meet regulatory requirements<br>• Presents information clearly and concisely demonstrating how they have interpreted and implemented plans which meet regulatory requirements and/or business plans e.g., meetings/presentation with managers/stakeholders to discuss and agree project plans<br>• Demonstrates the impact of their work activities/projects on the regulatory outcomes of the business e.g., meetings/presentation with managers/to discuss/agree project plans |

| Pathway: Asset Management Engineer Role Specific Skills | Amplification and Guidance (where required) |
|---|---|
| **AM4** Assimilate complex external information to inform company decisions | • Demonstrates how they can present complex external information to inform company decisions clearly and concisely e.g., presentation/ meeting with managers/stakeholders<br>• Demonstrates how the views of others have been considered during the assimilation of complex external information e.g., examples from meetings conducted/emails<br>• Identifies the impact of budget/resource considerations when considering complex external information to inform company decisions e.g., discussion/meeting with colleagues/stakeholders |
| **AM5** Evaluate plant and equipment proposals and recommend company approaches | • Demonstrates how they have used company policies and procedures to support their evaluation of plant and equipment proposals e.g., examples of work projects/proposals<br>• Demonstrates how they are able to recognise potential risks with proposals and takes the appropriate course of action<br>• Identifies the impact of budget/resource considerations when considering plant and equipment proposals e.g., discussion/meeting with colleagues/managers |
| **AM6** Instigate, as appropriate, investigations into asset, systems or process failures as well as undertaking network performance analysis | • Demonstrates how they ensure health, safety and environmental considerations are taken into account and prioritised when instigating or taking part in the investigation of asset system or process failure e.g., example of investigations being carried out/conducted |

| Pathway: Asset Management Engineer Role Specific Skills | Amplification and Guidance (where required) |
|---|---|
| | • Demonstrates how they have used company policies and procedures to conduct investigations into asset system or process failure e.g., examples of information presented/delivered<br>• Presents information clearly and concisely to conduct the investigation of asset system or process failure e.g., examples of company policies and procedures used/referenced |

| Pathway: Design Engineer Role Specific Skills | Amplification and Guidance (where required) |
|---|---|
| **DE1** Taking the long term network plan into consideration, translate company strategies into specific electrical designs | • Demonstrates how they are able to consult and involve appropriate people from other areas to capitalise on different skills/perspectives/experience and/or knowledge to improve their network designs e.g., discussions/meetings with engineers/stakeholders to plan and agree progression/issues with design proposal<br>• Demonstrates how they can evaluate and predict the impact of problems in network designs and seek out solutions and make suggestions for future improvement e.g., examples of project planning where problems have been identified<br>• Discussions/reports where solutions have been made |

| Pathway: Design Engineer Role Specific Skills | Amplification and Guidance (where required) |
|---|---|
| **DE2** Make proposals regarding appropriate plant and equipment to be used and the benefits of the proposals | • Demonstrates how they are able to communicate difficult/complex design information to make design proposals in an understandable manner. e.g., presentations/briefings where they provide an update on project developments and agree outcomes<br>• Demonstrates how they can make design proposals which resolve issues or improve the efficiency of the network for future improvement e.g., minutes from meetings/briefings/reports which contain proposals made to improve the network design |
| **DE5** Demonstrate the application of appropriate methods to identify correct load calculations and produce network diagrams | • Demonstrates how they are able to consult and involve appropriate people from other areas to capitalise on different skills/perspectives/experience and/or knowledge to improve their performance in delivering load calculations and produce network diagrams e.g., meetings/discussions with technical experts/engineers to discuss network loadings and agree design requirements<br>• Demonstrates how they are able to communicate difficult/complex load calculations/network information in an understandable manner e.g., presentations/meetings to explain network requirements and design factors/loadings |

| Pathway: Planning Engineer Role<br>Specific Skills | Amplification and Guidance (where required) |
|---|---|
| **PE2** Prioritise all works to be delivered taking into account capital delivery and contractor resources ensuring that all outcome targets are considered | • Demonstrates how they have used company policies and procedures to produce targeted plans with measured outcomes e.g., examples of work projects they have produced following company policies and procedures to support the process<br>• Demonstrates how they can present information in a clear and concise manner with sufficient depth for others e.g., discussion/presentation to colleagues/stakeholders of capital planning projects which take into account capital delivery/planning of resources<br>• Identifies budget/resource considerations in their project/activity plans and outcomes e.g., discussion/presentation of project plans to colleagues/stakeholders which take into account capital delivery budgets/planning of resources |
| **PE5** Ensure all planning decisions are documented in the relevant systems and are communicated with reasoning to all relevant stakeholders | • Demonstrates how they use the relevant company policies and procedures to record planning decisions and communicate the effects to relevant stakeholders e.g., demonstrate how their planning projects are processed and how they can communicate essential information to work parties<br>• Demonstrates how they can present information in a clear and concise manner with sufficient depth for others e.g., planning projects meetings |

| Pathway: Planning Engineer Role Specific Skills | Amplification and Guidance (where required) |
|---|---|
| | where they have to brief stakeholders/managers in the detail of the plans they have produced<br>• Demonstrates they can speak confidently, listen to others and take the required action e.g., planning project meetings where they have to brief stakeholders/managers in the detail of the plans they have produced and deal with enquiries/queries |

## Practical Observation Roles and Responsibilities

| Role | Responsibility |
|---|---|
| Independent Assessor | Provide written and verbal instructions for the practical observation.<br><br>Will be accompanied by the employer assessor.<br><br>Following the observation and after discussion with the employer assessor the independent assessor will assign a preliminary mark. In the case of disagreement, the independent assessor has the casting vote.<br><br>Record and report assessment outcome decisions for each apprentice, following instructions and using assessment recording documentation provided by Energy & Environment Awards. |
| Employer Assessor | Will accompany the independent assessor during the practical observation.<br><br>Following the observation, the independent assessor will discuss the outcomes with the employer assessor. The independent assessor will assign a preliminary mark. In the case of disagreement, the independent assessor has the casting vote. |
| Employer/Training Provider | The training provider must liaise effectively with the employer to ensure the apprentice is prepared for the practical observation.<br><br>Provide the venue for the practical observation which must be suitably equipped to allow the apprentice to attempt all aspects of the practical observation.<br><br>Provide all necessary tools and equipment for the apprentice.<br><br>Ensure the apprentice has access to the resources used on a daily basis. |

| Role | Responsibility |
|---|---|
| | Use Energy & Environment Awards Practical Observation review Service to review fitness for purpose of the assessment task. |
| Energy & Environment Awards | Arrange for the practical observation to take place, in consultation with the employer/training provider and independent assessor. |

## Component 3: Technical Interview (based on the work log of evidence)

### Overview

The technical interview is based on the apprentice's work log of evidence and focuses on the KSBs. The interview allows for testing of responses where there are a range of potential answers.

The work log, compiled throughout the apprenticeship and completed by Gateway must be submitted to Energy & Environment Awards.

### Step-by-Step Guide

The table below provides a step-by-step guide on how the technical interview based on the work log of evidence will be carried out:

| | |
|---|---|
| Assessors | 1 independent assessor approved by Energy & Environment Awards will conduct the technical interview.<br><br>1 representative from the apprentice's employer or training provider is allowed to be present in the room whilst the technical interview is being conducted which would normally be the employer assessor who conducted the practical observation. The employer assessor:<br>• **must not** amplify or clarify points made by the apprentice<br>• role is to provide context for the independent assessor with clarifications around specific company policies and procedures<br>• following the interview, will be asked by the independent assessor to join in a discussion about the interview and the independent assessor will assign a preliminary mark |
| Technical Interview (based on the work log) structure | **Types of questions:**<br>• The assessor will ask a set of questions to explore the apprentice's level of knowledge, skills and behaviours<br>• Standardised open questions will be asked based on the contents of the evidence in the work log<br>• Additional follow up questions are allowed, to seek clarification. |

**Locations:** Employer's premises or a suitable venue for example a training provider's premises.

**Time:** The technical interview must last 2.75 hours and a maximum of 3 hours.

**The Technical Interview will be:**

- conducted by 1 independent assessor accompanied by the employer assessor, see 'Assessors' above
- face to face or remote, as agreed
- recorded in writing using the technical interview record template provided by Energy & Environment Awards
- video recorded using relevant technology such as Microsoft Teams or an audio recording device
- conducted under examination conditions

The apprentice will have access to their work log of evidence throughout the technical interview.

**Work log:**

- The apprentice's Manager/Mentor will typically support the development of the evidence work log in accordance with company policy and procedures
- See 'Work Log of Evidence Requirements' guidance below on the content of evidence
- The work log must contain sufficient quality evidence relating to each element of the standard covered by the technical interview. Typically, this will be contained in small number of job write-ups produced towards the end of the training periods
- Although questioning will cover ALL the elements of the standard (listed below in this section of the Specification), they will prioritise areas according to what they see in the work log

**Marks allocated:** The technical interview will be marked out of 100.

| | |
|---|---|
| What topics will be covered? | For further details refer to 'Knowledge, Skills and Behaviours (KSBs) Coverage below pages 34-47. |
| When will the work log of evidence be referred to? | **The work log of evidence**:<br>• will be reviewed by the independent assessor before the technical interview<br>• can be referred to by the apprentice to illustrate their answers<br>**Note:** the work log of evidence is not directly assessed. |
| Grading | Fail, Pass or Distinction |

## Work Log Evidence Requirements

The requirements are as follows:

**Work Log Mapping Document**

The apprentice must map their work log of evidence to the KSBs as this evidence will be used by the independent assessor to assess the apprentice during the technical interview. The work log mapping document must be clearly referenced and included at the front of the work log.

For further guidance on mapping refer to:

- Section 5 Practice Guidance on work log of evidence and apprentice mapping
- Appendix G, EPNE Supporting Documents 'Work Log Mapping Document.'

**How will the training provider submit the apprentice's Work Log to Energy & Environment Awards?**

As part of the pre-requisite Gateway requirements the apprentice must have compiled and submitted a work log of evidence that includes a work log mapping document (placed at the front of the work log), which the technical interview will be based on.

## Technical Interview Knowledge, Skills and Behaviours (KSBs) coverage

The Technical Interview based on work log of evidence covers:

| Technical Interview Elements: Core Knowledge | Amplification and guidance (where required) |
|---|---|
| **K7** Company engineering policies appropriate to their role | • The use of company business planning and resource control measures and how they impact design work e.g., how to identify budget/resource considerations in their project plans<br>• Presents business planning/resource control measures information in a clear and concise manner to sufficient depth for the audience. e.g., presentation/briefing to a manager demonstrating the use of planning/resource control measures<br>• Identifies the risks of inadequate business planning/resource control measures in their design project and chooses an appropriate course of action. e.g., demonstrates the methods used to plan their work project to make the most effective use of the resources required including contingency plans |
| **K8** Engineering problems including how to identify the problem, gather and analyse all relevant information, provide and implement a workable solution and monitoring its effectiveness | • How to gather and analyse relevant information to implement solutions to resolve engineering problems e.g., information they have used to solve engineering problems<br>• How to recognise and define problems associated with their work projects. e.g., methods they have used for identifying and analysing technical problems |

| Technical Interview Elements: Core Knowledge | Amplification and guidance (where required) |
|---|---|
| | • How to tackle issues in a step by step logical way and make suggestions for solving problems which benefit customers and the business. e.g., plans they have developed to deal effectively with engineering problems |
| **K9** Company business planning and resource control measures | • How to gather and analyse information in order to implement effective planning solutions or resource requirements in their work projects / designs e.g., examples of information they have used to support their planning or projects<br>• The link between their design work and the company strategies and policies which ensure compliance with the company business planning and resource control measures e.g., examples of how their designs align with the company policy/procedures<br>• How to develop project plans/designs that contain objectives, budgets, desired outcomes, timescales and evaluation records e.g., examples of project plans they have developed which contain all necessary data including contingency plans |

| Technical Interview Elements: Core Skills | Amplification and Guidance (where required) |
|---|---|
| **S3** Apply asset management, design, planning, control, electrical project, or operational engineering principles as appropriate to their role to maintain and improve the integrity, safety and longevity of the transmission/distribution electrical network (relating to the use and implementation of asset management methods and processes during their work projects) | • How they have gathered and analysed relevant information in order to maintain and improve the integrity/safety/longevity of the electrical network e.g., examples of technical information they have gathered and used to support the development of their asset management projects<br>• How they have linked their design work to company strategies and policies to ensure compliance with the company engineering principles e.g., examples of project alterations they have made to align with the company strategy/policy<br>• How their engineering designs support the business/client to achieve regulatory incentive mechanisms. e.g., examples of how their project designs have improved the reliability of the network and reduced potential outages |
| **S5** Read, understand and interpret technical information relative to their role, identified in company strategies and policies and work in compliance with technical specifications (relating to the interpretation and delivery of technical information during their work projects) | • How they have gathered and analysed relevant information in order to produce work projects/designs which meet company requirements/specifications e.g., examples of technical specifications/data they have used to support the development of their projects which align to the company strategies/policies<br>• How they have used and interpreted technical Information to develop project plans that contain objectives/budgets/desired outcomes/timescales/evaluation records e.g., examples of project |

| Technical Interview Elements: Core Skills | Amplification and Guidance (where required) |
|---|---|
| | plans they have developed which contain all of the relevant detail and align with the business strategies/policies<br>• How they have used technical information to recognise and define design problems which they have tackled in a logical manner e.g., how they have used system plans to identify a project design problem and how they have resolved the issue |
| **S6** Produce clear and precise reports in relation to their activities to line management, other business departments and/or to external stakeholders | • How they have gathered and analysed relevant information in order to produce clear and precise reports in relation to their activities to line management, other business departments and/or to external stakeholders e.g., examples of technical reports developed which have/are being used to inform/influence stakeholders in relation to an asset management project<br>• How the reports they have produced link to company strategies and polices e.g., examples of how their report/s meet the design specifications of the business<br>• How reports they have produced have been used to support internal and/or external stakeholder requirements e.g., examples of reports they have developed which have been used to influence/gain approval for their asset management projects |

| Technical Interview Elements: Core Skills | Amplification and Guidance (where required) |
|---|---|
| **S7** Develop and agree project plans to undertake their activities. These plans will contain clear objectives, budgets, desired outcomes and timescales. Also included will be implementation criteria, monitoring process controls and evaluation records | • How they have gathered and analysed relevant information in order to develop and agree project plans e.g., examples of project plans they have developed which have been used to agree activities or are being presented to gain agreement from a manager/supervisor<br>• How they have developed project plans that contain objectives, budgets, desired outcomes, timescales and evaluation records e.g., examples of project plans they have developed or are presenting which contain all of the necessary items'<br>• How project plans they have produced have been used to deliver required stakeholder outcomes e.g., examples of project plans they have produced which have been used or are being presented to gain stakeholder approval |
| **S9** Demonstrate that their work activities supports the business to achieve its regulatory incentive mechanisms (relating to their awareness of regulatory requirements and how they affect the projects undertaken) | • How they have gathered and analysed relevant information in order to support the business to achieve its regulatory incentive mechanisms e.g., examples of how their designs have improved network reliability which has contributed to a reduced level of faults<br>• How their work projects/designs link to company strategies and polices and support the achievement of regulatory incentive mechanisms e.g., examples of how their designs improve the integrity and longevity of the network |

| Technical Interview Elements: Core Skills | Amplification and Guidance (where required) |
|---|---|
| | • How the company regulatory incentive mechanisms impact/affect relevant stakeholders and their requirements e.g., examples of where they have adapted or amended an asset management project to comply with the company's strategy |
| **S10** Provide information to support business planning processes in relation to their role activities (relating to the production of relevant technical information and implementation into the business planning process) | • How they have gathered and analysed relevant information in order to support the business planning processes in relation to their role activities e.g., examples of how they have used information to organise and plan their asset management projects<br>• How they have developed project plans that support/comply with the business planning processes e.g., example of project plans they have developed or are working on and how they align with the business planning timelines<br>• Identify stakeholders which are affected by the business planning processes and how they are affected e.g., contacting an internal/external stakeholder/s to keep them informed of the progress of an asset management project and where it is in the planning process |

| Pathway: Asset Management Engineer Role Specific Skills | Amplification and Guidance (Where required) |
|---|---|
| **AM1** Support the development of innovative policy solutions to best serve the needs of customers and stakeholders | • Confidently explains and demonstrates how they have gathered and analysed relevant information to support the development of engineering solutions e.g., examples of information gathered to support project development<br>• Demonstrates how the work they have conducted links and supports company policies/strategies e.g., examples of meetings with engineers / stakeholders to plan and agree projects<br>• Demonstrates how their work activities have supported the business/stakeholders to achieve regulatory requirements e.g., examples of project work they have completed which improves the network efficiency and supports regulatory requirements |
| **AM7** Support the identification of new and existing innovation projects | • Demonstrates how they have gathered and analysed relevant information to support the development of new and existing innovation projects e.g., examples of project plans they have produced where they have managed conflicts with contractors/stakeholders<br>• Demonstrates how their projects link to company strategies and policies to ensure compliance with technical specifications e.g., explains how their asset projects have aligned with the company |

| Pathway: Asset Management Engineer Role Specific Skills | Amplification and Guidance (Where required) |
|---|---|
| | strategy and only incorporate approved assets which meet the technical specification<br>• Clearly identifies the stakeholders involved in the planned work, their requirements and the desired outcomes e.g., provide examples of developed asset plans which required them to be accountable for identifying and informing the relevant stakeholders |
| **AM8** Identify the implications of the next generation of low carbon energy and how it influences the way the network is operated | • Demonstrates how they have gathered and analysed relevant information to identify the implications of the next generation of low carbon energy and how it influences the way the network is operated e.g., examples of information/technical data they have studied to conclude their findings<br>• Demonstrates how their work links to company strategies and policies to ensure compliance with technical specifications e.g., explains how their asset projects have aligned with the company lo carbon strategy and utilise assets which meet the company technical specifications<br>• Demonstrates how they have recognised and defined problems to the network from low carbon energy and make suggestions for improvement e.g., minutes from asset management meetings/evidence of discussions with colleagues/stakeholders to resolve asset problems |

| Pathway: Design Engineer Role Specific Skills | Amplification and Guidance (Where required) |
|---|---|
| **DE3** Undertake all aspects of design from outlines to detailed plans. This involves approvals, wayleaves, consents, appropriate regulations and costing information | • Confidently explains and demonstrates how they have implemented each stage of their design process across differing projects e.g., examples of project plans which contain all the necessary criteria listed for the project design<br>• Confidently explains and demonstrates how they have monitored and evaluated their design projects to make informed decisions and improvements in their designs e.g., meetings/briefings with managers/stakeholders to discuss and agree project development |
| **DE4** Take into account the implications of safety and environmental requirements, statutory and industry standards, technical system requirements and commercial constraints on design plans | • Demonstrates how they considered differing requirements on the project designs and incorporated new technologies or innovative solutions to improve their design projects e.g., presentation/meeting where designs are discussed, and proposals are made to incorporate innovative solutions which will benefit the network<br>• Demonstrates how they have assessed the implications of differing project requirements and gathered and analysed information to provide suggestions for improvement in achieving the requirements e.g., meetings/reports which demonstrate the analysis taken place to improve the network design based on data gathered/research conducted |

| Pathway: Design Engineer Role Specific Skills | Amplification and Guidance (Where required) |
|---|---|
| **DE6** Ensure that proposed designs meet commercial, investment requirements and take into account innovation developments | • Confidently explains and demonstrates how they have used sound engineering principles to ensure that proposed designs meet commercial, investment requirements e.g., meetings/presentations to explain a new design project and their proposals for development<br>• Demonstrates how they considered project commercial, investment requirements and proposed the use of new technologies or innovative solutions to improve the design proposal e.g., meetings/reports to propose the use of smart grids for a network design, detailing the benefits |

| Pathway: Planning Engineer Role Specific Skills | Amplification and Guidance (Where required) |
|---|---|
| **PE1** Build and be accountable for a rolling and dynamic plan, including managing conflicts and changes, for all operational and capital works | • Demonstrates how they have gathered and analysed relevant information to produce rolling and dynamic plans e.g., examples of work projects they have produced where they have managed conflicts with contractors/stakeholders<br>• Demonstrates how they have developed project plans can that contain objectives, budgets, desired outcomes, timescales and evaluation records e.g., discussion/presentation of project plans to colleagues/stakeholders<br>• Demonstrates how they have recognised and defined problems which they have tackled in a logical process, making suggestions for |

| Pathway: Planning Engineer Role Specific Skills | Amplification and Guidance (Where required) |
|---|---|
| | improvement e.g., discussion/presentation of evidence of discussions with colleagues/stakeholders |
| **PE3** Ensure area plans are built optimally, utilising resource skill sets appropriately and plan the outages, negotiating and confirming them by utilising the switching matrix | • Demonstrates how they have gathered and analysed relevant information to develop their plans optimally to make the best use of resources e.g. examples of work plans they have produced where they have managed conflicts with contractors/stakeholders<br>• Demonstrates how they have developed project plans can that contain objectives, budgets, desired outcomes, timescales and evaluation records e.g. examples of plans they have produced which demonstrate how they optimised the design<br>• Demonstrates how they have recognised and defined problems which they have tackled in a logical process, making suggestions for improvement e.g., minutes from planning meetings/evidence of discussions with colleagues/stakeholders to resolve problems |
| **PE4** Ensure all risk assessments are initiated in a timely manner, that any constraints are assessed and managed and any mitigating actions are determined | • Demonstrates how they have gathered and analysed to produce planning projects which identify and mitigate the known risks e.g., examples of work plans they have produced where they have managed risks effectively<br>• Demonstrates how they have recognised and defined safety problems which they have tackled in a logical way, making suggestions for improvement e.g., examples of planning projects |

| Pathway: Planning Engineer Role Specific Skills | Amplification and Guidance (Where required) |
|---|---|
| | where they have identified the risks and made suggestions/plans to manage them effectively |
| **PE6** Ensure assets are compliant with statutory requirements, company policy obligations and optimal/limit dates and assess asset condition data against maintenance policy risk and criticality criteria | • Demonstrates how they have gathered and analysed relevant information to ensure planning assets are fully compliant and meet the requirements of the planned work e.g., explains how they have used company specifications to select/approve the assets being used<br>• Demonstrates how their planning projects link to company strategies and policies to ensure compliance with technical specifications e.g., explains how their planning projects have aligned with the company strategy and only incorporate approved assets which meet the technical specification<br>• Demonstrates how their planning projects support the business to achieve regulatory incentive mechanisms e.g., explains how their planning projects have led to an improved network performance and supported the efficiency and effectiveness of the network |
| **PE7** Be accountable for both resource and outage planning ownership and authority of work to be included or removed from the plan | • Demonstrates how they have gathered and analysed relevant information of the plans they produce to ensure they are fully accountable for its delivery e.g., provide examples of plans they have produced and studied to be fully conversant with the proposals and able to recommend any required changes where necessary |

| Pathway: Planning Engineer Role Specific Skills | Amplification and Guidance (Where required) |
|---|---|
| | • Clearly identifies the stakeholders involved in the planned activity, their requirements and the desired outcomes e.g., provide examples of developed plans which required them to be accountable for identifying and informing the relevant stakeholders<br>• Demonstrates how they have recognised problems associated with the planned work and made suggestions which tackle the problem/s in a logical manner e.g., examples of plans produced which they have taken accountability for suggesting changes/improvements |

| Elements: Core Behaviours | Amplification and Guidance |
|---|---|
| **B2 Stakeholder management -** is proactive in identifying their stakeholders and managing their expectations, presenting appropriate information to them clearly and concisely | • Proactive in identifying stakeholders and managing their expectations, presenting appropriate information e.g., takes responsibility for analysing situations and drawing logical, sound solutions that benefit customers and the business<br>• Provide stakeholders with appropriate information clearly and concisely to support the business planning process e.g., meetings with internal/external stakeholders to discuss projects and manage their expectations |
| **B4 Analysing and solving problems -** takes responsibility for solving problems by identifying and analysing the issues and drawing logical, | • Takes responsibility for solving problems by identifying and analysing the issues and drawing logical, sound solutions that |

| Elements: Core Behaviours | Amplification and Guidance |
|---|---|
| sound solutions that benefit customers and the business | benefit customers and the business e.g., discussions / briefing with manager/supervisor to discuss solutions to project issues<br>• Take responsibility for solving problems by identifying and analysing issues and agreeing contingency measures e.g., discussion with supervisor/stakeholder |
| **B6 Planning and organising -** takes a forward looking perspective when considering the delivery of decisions, activities and projects and ensure plans are in place to manage anticipated issues, considers contingency planning | • Takes a forward-looking perspective when considering the delivery of decisions, activities and projects e.g., discussion with supervisor/stakeholder to plan project progression<br>• Ensures plans are in place to manage anticipated issues, considers contingency planning e.g., discussion with supervisor/manager to plan project development and agree contingency measures |

## Technical Interview Roles and Responsibilities

| Role | Responsibility |
|---|---|
| Independent Assessor | Record and report assessment outcome decisions for each apprentice, following instructions and using assessment recording documentation provided by Energy & Environment Awards. |
| Employer Assessor | (Optional) Selects an appropriately qualified employee or suitable representative to attend the technical interview to ensure accuracy of the apprentice's statements and to clarify any issues where requested by the independent assessor. |
| Employer/Training Provider | The technical interview must be scheduled with Energy & Environment Awards for a date and time which allow the apprentice to be well prepared.<br><br>Ensure the apprentice has access to their work log before and on the day of the technical interview. |
| Energy & Environment Awards | Arrange for the technical interview to take place, in consultation with the employer/training provider and independent assessor. |

# Section 3: Grading and Grading Criteria

## Component 1: Knowledge Assessment

The following grade boundaries apply to the knowledge assessment:

| Grade | Minimum mark | Maximum mark |
|---|---|---|
| Fail | 0 | 31 |
| Pass | 32 | 35 |
| Distinction | 36 | 40 |

## Component 2: Practical Observation

The apprentice must demonstrate core KSBs and pathway specific skills for either Asset Management Engineer; Planning Engineer or Design Engineer in an integrated way for their pathway.

The following table explain the criteria that the apprentice **must** demonstrate:

| **Core Knowledge** | **K6** | **K9** |
|---|---|---|
| Demonstrate | ✓ | ✓ |

| **Core Skills** | **S1** | **S2** | **S4** | **S8** | **S11** |
|---|---|---|---|---|---|
| Demonstrate | ✓ | ✓ | ✓ | ✓ | ✓ |

| **Core Behaviours** | **B1** | **B3** | **B5** |
|---|---|---|---|
| Demonstrate | ✓ | ✓ | ✓ |

**Pathway Specific Skills**

| **Asset Management Engineer** | **SS2** | **SS3** | **SS4** | **SS5** | **SS6** |
|---|---|---|---|---|---|
| Demonstrate | ✓ | ✓ | ✓ | ✓ | ✓ |

**or**

| **Design Engineer** | **SS1** | **SS2** | **SS5** |
|---|---|---|---|
| Demonstrate | ✓ | ✓ | ✓ |

**or**

| **Planning Engineer** | **SS2** | **SS5** |
|---|---|---|
| Demonstrate | ✓ | ✓ |

A Fail will be awarded if an apprentice has not achieved all the pass criteria.

To gain a **Pass**, an apprentice must successfully achieve **all** the criteria for each KSB, as shown above.

To achieve a **Distinction** an apprentice must successfully achieve **all** the Pass criteria and **one** of the criteria from each of the distinction boxes.

The Practical Observation is graded out of 100. 60 marks have been allocated to the Pass criteria and all of these must be achieved in order to gain a Pass. A further 40 marks are available as described below, and a minimum of a Pass plus 25 additional marks is required to gain a Distinction:

- Distinction criteria may only be awarded following the achievement of **all** Pass criteria in this element
- To achieve a Distinction grade in an element a minimum of **one** distinction criteria in that element must be achieved in addition to **all** Pass criteria.

    - On completion of **all** of the elements the Distinction marks for each element will be totalled by the Independent Industry Technical Expert and recorded on Energy & Environment Awards documentation

    - EACH element has been awarded a pre-set number of Distinction marks based on the industry weighting of that element. When each element's Distinction marks are totalled together the maximum number of marks achievable is 40

    - The Distinction marks gained will be added to the overall Pass mark of **60** to provide a combined total. 60 marks have been allocated to the Pass criteria and all of these must be achieved to gain a Pass. A further 40 marks are available as described below, and a minimum of a Pass plus 25 additional marks is required to gain a Distinction

- If that total attains **85** marks or more an overall Distinction grade may be awarded

Once all of the elements have been observed and the marks awarded the Independent Assessor will recommend a preliminary grade for the independent examiner.

| Practical Observation KSBs | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **Core Knowledge**<br>**K6** Company requirements with regard to project management tools, techniques and processes<br><br>**Core Behaviour**<br>**B3 Interpersonal Skills** - works well with people from different disciplines, backgrounds and expertise. Takes others' needs and concerns into account and supports them to accomplish an activity safely and on time | • Chooses and uses the appropriate company project/engineering management tools, techniques and processes in their project work<br>• Uses project management tools to present technical information in a clear and concise manner to sufficient depth for the audience<br>• Demonstrates how they can work well with people from different disciplines, backgrounds and expertise to develop their projects |
| **K9** Company business planning and resource control measures | • Chooses and uses the appropriate company business planning and resource control measures in their work<br>• Presents business planning/resource control measures information in a clear and concise manner to sufficient depth for the audience<br>• Identifies the risks of inadequate business planning/resource control measures in their project/s |

| Practical Observation KSBs | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| | • Demonstrates they have an embedded desire to reduce risks through systematic monitoring and checking of information on an on-going basis and taking mitigation actions when required |
| **Core Skills**<br>**S1** Comply with company and industry health, safety and environmental standards, regulations, company operating procedures and working practices<br><br>**Core Behaviour**<br>**B1 Health, Safety and Environment** - follows health, safety and environmental policies and procedures and is prepared to challenge unsafe behaviour using appropriate techniques to ensure the protection of people and property when working alone and/or with teams. Demonstrates high concentration and the desire to reduce risks through regular monitoring and checking information | • Takes actions to ensure their project work complies with the health, safety and environmental considerations which affect their projects<br>• Chooses and uses the appropriate company health, safety and environmental policies and procedures<br>• Presents health, safety and environmental information in a clear and concise manner to sufficient depth for the audience<br>• Demonstrates how they follow health, safety and environmental policies and procedures in their designs and where necessary challenge unsafe behaviour/practices using appropriate techniques<br>• Demonstrates high levels of concentration and the desire to reduce risks through regular monitoring and checking of information in their designs |

| Practical Observation KSBs | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **S2** Ensure that all safety considerations are incorporated and evident in all working practices<br><br>**B5 Risk awareness** - has the embedded desire to reduce risks through systematic monitoring and checking of information identifying mitigation actions on an on-going basis | • Uses and follows the appropriate company health, safety and environmental policies and procedures<br>• Recognises and identifies specific risks associated with their designs and chooses an appropriate course of action<br>• Presents safety information in a clear and concise manner to sufficient depth for the audience<br>• Demonstrates they have an embedded desire to reduce risks through systematic monitoring and checking of information on an on-going basis and taking mitigation actions when required |
| **S4** Produce timely communications providing information to stakeholders both in writing and verbally in relation to their role activities<br><br>**B3 Interpersonal Skills** - works well with people from different disciplines, backgrounds and expertise. Takes others' needs and concerns into account and supports them to accomplish an activity safely and on time | • Presents information in a clear and concise manner to sufficient depth for the audience<br>• Demonstrates that others' views are considered and support, where required, is offered to them<br>• Speaks confidently, listens to others and takes required action to progress work<br>• Demonstrates how they can work well with people from different disciplines, backgrounds and expertise<br>• Demonstrates how they take others' needs and concerns into account and supports them to accomplish an activity safely and on time |

| Practical Observation KSBs | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **S8** Use company IT systems to provide accurate and reliable data to support business decisions | • Chooses and uses the appropriate company IT systems, techniques and processes used in their project work<br>• Uses IT systems to present information in a clear and concise manner to sufficient depth for the audience |
| **S11** Uses company risk tools and techniques to evaluate and predict the reliability of engineering systems and equipment<br><br>**B3 Interpersonal Skills** - works well with people from different disciplines, backgrounds and expertise. Takes others' needs and concerns into account and supports them to accomplish an activity safely and on time | • Chooses and uses the appropriate company risk tools and techniques to evaluate and predict the reliability of engineering systems and equipment used in their planning designs<br>• Presents all information in a clear and concise manner to sufficient depth for the audience<br>• Recognises risks and chooses appropriate action depending on the situation<br>• Demonstrates they have an embedded desire to reduce risks through systematic monitoring and checking of information on an on-going basis and taking mitigation actions when required |

| Pathway: Asset Management Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **AM2** Plan, develop and produce long term network reinforcement plans taking into account emerging technologies and projected future load requirements<br><br>**B3 Interpersonal Skills** - works well with people from different disciplines, backgrounds and expertise. Takes others' needs and concerns into account and supports them to accomplish an activity safely and on time | • Identifies budget/resource considerations through their planning to support emerging technologies and/or projected future load requirements<br>• Identifies and justifies the company's long term network reinforcement plan and justifies the approach taken<br>• Demonstrates how they work well with people with different disciplines and expertise, taking their needs/concerns into account and supporting them to deliver asset projects safely and on time |
| **AM3** Understand and interpret regulatory requirements and business plans and contribute to the production of regulatory technical returns<br><br>**B5 Risk awareness** - has the embedded desire to reduce risks through systematic monitoring and checking of information identifying mitigation actions on an on-going basis | • Identifies the company's regulatory requirements and justifies the approach taken to achieve them<br>• Presents all regulatory information in a clear and concise manner to sufficient depth for the audience<br>• Demonstrates they have an embedded desire to reduce regulatory risks through systematic monitoring and checking of information on an on-going basis and taking mitigation actions when required |

| Pathway: Asset Management Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **AM4** Assimilate complex external information to inform company decisions | • Presents complex external information in a clear and concise manner to sufficient depth for the audience<br>• Demonstrates that other stakeholders' views are considered and acted on where required |
| **AM5** Evaluate plant and equipment proposals and recommend company approaches<br><br>**B5 Risk awareness** - has the embedded desire to reduce risks through systematic monitoring and checking of information identifying mitigation actions on an on-going basis | • Demonstrates how they have used company policies and procedures to conduct investigations into asset system or process failure and network performance analysis<br>• Presents information clearly and concisely to conduct the investigation of asset system or process failure<br>• Demonstrates they have an embedded desire to reduce risks to the network through the evaluation and checking of information and taking mitigation actions when required |
| **AM6** Instigate, as appropriate, investigations into asset, systems or process failures as well as undertaking network performance analysis<br><br>**B1 Health, Safety and Environment -** follows health, safety and environmental policies and procedures and is prepared to challenge unsafe behaviour using appropriate techniques to ensure the protection of people | • Demonstrates how they have used company policies and procedures to conduct investigations into asset system or process failure and network performance analysis<br>• Presents information clearly and concisely to conduct the investigation of asset system or process failure<br>• Demonstrates how they consider health, safety and environmental policies and procedures when investigating system or process failure |

| Pathway: Asset Management Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| and property when working alone and/or with teams. Demonstrates high concentration and the desire to reduce risks through regular monitoring and checking information | • Demonstrates high levels of concentration and the desire to reduce risks through monitoring and checking of network information |

| Pathway: Design Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **DE1** Taking the long term network plan into consideration, translate company strategies into specific electrical designs | • Presents design information in a clear and concise manner to sufficient depth for the audience<br>• Demonstrates that others' views are considered in their designs and support/solutions are offered to them<br>• Recognises risks to project designs and chooses an appropriate course of action to ensure targets are met and successful outcomes achieved<br>• Demonstrates they have an embedded desire to reduce network risks through systematic monitoring and checking of information on an on-going basis in their design work and taking mitigation actions when required |
| **DE2** Make proposals regarding appropriate plant and equipment to be used and the benefits of the proposals | • Presents all design information in a clear and concise manner to sufficient depth for the audience<br>• Demonstrates the impact of their design proposals on the regulatory outcomes of the business |

| Pathway: Design Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| | • Identifies budget/resource considerations in their network proposals<br>• Demonstrates how they can work well with people from different disciplines, backgrounds and expertise to communicate and agree their design proposals |
| **DE5** Demonstrate the application of appropriate methods to identify correct load calculations and produce network diagrams | • Conducts load calculations to support the network and produce clear and concise network diagrams<br>• Recognises network load risks and chooses appropriate course of action/design solution depending on the situation<br>• Demonstrates the impact of their load calculations on the regulatory requirements of the business<br>• Demonstrates they have an embedded desire to reduce network risks through systematic monitoring/checking of network information to control network loadings in their designs |

| Pathway: Planning Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **PE2** Prioritise all works to be delivered taking into account capital delivery and contractor resources ensuring that all outcome targets are considered | • Presents planning information in a clear and concise manner to sufficient depth for the audience<br>• Recognises risks to projects and chooses an appropriate course of action to ensure targets are met and outcome actions achieved |

| Pathway: Planning Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **B3 Interpersonal Skills** - works well with people from different disciplines, backgrounds and expertise. Takes others' needs and concerns into account and supports them to accomplish an activity safely and on time | • Identifies capital delivery and contractor resources in their projects and prioritises actions to achieve outcome targets<br>• Demonstrates how they take others' needs and concerns into account and supports them to deliver plans which will meet targets |
| **PE5** Ensure all planning decisions are documented in the relevant systems and are communicated with reasoning to all relevant stakeholders<br><br>**B3 Interpersonal Skills** - works well with people from different disciplines, backgrounds and expertise. Takes others' needs and concerns into account and supports them to accomplish an activity safely and on time | • Chooses and uses the appropriate company policies and procedures to document and record planning decisions<br>• Presents all planning information in a clear and concise manner to sufficient depth for the audience<br>• Communicates planning information to stakeholders confidently and listens to queries/concerns<br>• Demonstrates how they can work well with people from different disciplines, backgrounds and expertise to record and communicate planning decisions |

Indicative ‘distinction’ criteria for the practical observation

| Practical Observation KSBs | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **K6** Company requirements with regard to project management tools, techniques and processes | • Demonstrates how they are able to consult and involve appropriate people from other areas to capitalise on different skills/perspectives/experience and/or knowledge to improve the management of their projects<br>• Demonstrates how they are able to transmit difficult technical operational information in an understandable manner |
| **K9** Company business planning and resource control measures | • Demonstrates how they are able to consult and involve appropriate people from other areas to capitalise on different skills/perspectives/experience and/or knowledge to improve the planning process<br>• Demonstrates how they are able to transmit difficult planning and/or resource information in an understandable manner |
| **S1** Comply with company and industry health, safety and environmental standards, regulations, company operating procedures and working practices | • Consults and involves appropriate people from other areas to capitalise on different skills/perspectives/experience and/or knowledge to improve the health, safety or environmental arrangements of their operational procedures<br>• Assesses the impact of a health, safety or environmental problem and seeks out solutions by making suggestions to remedy or resolve the situation |

| Practical Observation KSBs | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **S2** Ensure that all safety considerations are incorporated and evident in all working practices | • Consults and involves appropriate people from other areas to capitalise on different skills/perspectives/experience and/or knowledge to ensure safety considerations are incorporated into their operational procedure/s<br>• Assesses the impact of an operational problem and seeks out solutions by making suggestions to remedy or resolve the situation safely |
| **S4** Produce timely communications providing information to stakeholders both in writing and verbally in relation to their role activities | • Communicates effectively with stakeholders to provide operational information in both written and verbal formats to keep them informed<br>• Communicates effectively to transmit complex operational information in an understandable manner |
| **S8** Use company IT systems to provide accurate and reliable data to support business decisions | |
| **S11** Uses company risk tools and techniques to evaluate and predict the reliability of engineering systems and equipment | • Consults and involves appropriate people from other areas to capitalise on different skills/perspectives/experience and/or knowledge to predict the reliability of engineering systems and equipment in their planned operational procedures<br>• Assesses the impact of an operational problem and seeks out solutions by making suggestions to remedy or resolve the situation safely |

| Pathway: Asset Management Engineer Role Specific Skills | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **AM2** Plan, develop and produce long term network reinforcement plans taking into account emerging technologies and projected future load requirements | • Demonstrates how they are able to consult and involve appropriate people to capitalise on different skills/perspectives/experience/knowledge to support the development of network plans which account for the requirements of emerging technologies and future load requirements<br>• Demonstrates how they can evaluate and predict the impact of problems in projects and seek out solutions and make suggestions for future improvement |
| **AM3** Understand and interpret Regulatory requirements and business plans and contribute to the production of Regulatory technical returns | • Demonstrates how they are able to consult and involve appropriate people to capitalise on different skills/perspectives/experience/knowledge to help to understand regulatory requirements and support the delivery of accurate information<br>• Demonstrates how they can evaluate and predict the impact of regulatory problems and seek out solutions and make suggestions for future improvement |
| **AM4** Assimilate complex external information to inform company decisions | • Demonstrates how they are able to consult and involve appropriate people to capitalise on different skills/perspectives/experience/knowledge to help to understand complex external information and support company decisions<br>• Demonstrates they are able to assimilate complex external information and transmit it in an understandable manner |

| Pathway: Asset Management Engineer Role Specific Skills | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **AM5** Evaluate plant and equipment proposals and recommend company approaches | • Demonstrates how they are able to consult and involve appropriate people to capitalise on different skills/perspectives/experience/knowledge to evaluate equipment to be used on the network<br>• Demonstrates they are able to assimilate complex external information from manufactures/specifications and transmit it in an understandable manner |
| **AM6** Instigate, as appropriate, investigations into asset, systems or process failures as well as undertaking network performance analysis | • Demonstrates how they are able to consult and involve appropriate people from other areas to capitalise on their experience/knowledge to support their analysis of network performance and system failure<br>• Demonstrates how they can evaluate and predict the impact of asset, systems or process failures and seek out solutions and make suggestions for future improvement |

| Pathway: Design Engineer Role Specific Skills | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **DE1** Take the long term network plan into consideration, translate company strategies into specific electrical designs | • Demonstrates how they are able to consult and involve appropriate people from other areas to capitalise on different skills/perspectives/ experience and/or knowledge to support them in the delivery of their designs<br>• Demonstrates how they can assess the impact of problems in designs, resolve issues and make suggestions for future improvement |

| Pathway: Design Engineer Role Specific Skills | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **DE2** Make proposals regarding appropriate plant & equipment to be used and the benefits of the proposals | • Demonstrates they are able to assimilate complex design information and communicate it in an understandable manner to stakeholders<br>• Demonstrates how they can assess the impact of problems in network designs and resolve the issues making suggestions for improvement |
| **DE5** Demonstrate the application of appropriate methods to identify correct load calculations and produce network diagrams | • Demonstrates they are able to assimilate complex design information and communicate it in an understandable manner to stakeholders<br>• Demonstrates how they can assess the impact of problems in network designs and resolve the issues making suggestions for improvement |

| Pathway: Planning Engineer Role Specific Skills | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **PE2** Prioritise all works to be delivered taking into account capital delivery and contractor resources ensuring that all outcome targets are considered | • Demonstrates how they are able to consult and involve appropriate people from other areas to capitalise on different skills/perspective/experience and/or knowledge to support them in delivery of their planning targets<br>• Demonstrates how they can assess the impact of problems in planning projects, resolve issues and make suggestions for future improvement |
| **PE5** Ensure all planning decisions are documented in the relevant systems and are communicated with reasoning to all relevant stakeholders | • Demonstrates they are able to assimilate complex planning information and communicate it in an understandable manner to stakeholders<br>• Demonstrates how they can assess the impact of problems in planning decisions and resolve the issues making suggestions for improvement |

## Component 3: Technical Interview based on the work log of evidence

The apprentice must demonstrate core KSBs and pathway specific skills for either Asset Management Engineer; Planning Engineer or Design Engineer in an integrated way for their pathway.

The following table explains the criteria that the apprentice **must** demonstrate:

| **Core Knowledge** | **K7** | **K8** | **K9** |
|---|---|---|---|
| Demonstrate | ✓ | ✓ | ✓ |

| **Core Skills** | **S3** | **S5** | **S6** | **S7** | **S9** | **S10** |
|---|---|---|---|---|---|---|
| Demonstrate | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| **Core Behaviours** | **B2** | **B4** | **B6** |
|---|---|---|---|
| Demonstrate | ✓ | ✓ | ✓ |

**Pathway Specific Skills**

| **Asset Management Engineer** | **SS1** | **SS7** | **SS8** |
|---|---|---|---|
| Demonstrate | ✓ | ✓ | ✓ |

**or**

| **Design Engineer** | **SS3** | **SS4** | **SS6** |
|---|---|---|---|
| Demonstrate | ✓ | ✓ | ✓ |

**or**

| **Planning Engineer** | **SS1** | **SS3** | **SS4** | **SS6** | **SS7** |
|---|---|---|---|---|---|
| Demonstrate | ✓ | ✓ | ✓ | ✓ | ✓ |

To gain a Pass, an apprentice must successfully achieve **all** of the assessment criteria for each KSB, as shown above.

To achieve a Distinction, an apprentice must successfully achieve **all** of the Pass assessment criteria and **one** criteria from each of the distinction boxes.

The Technical Interview is graded out of 100. 60 marks have been allocated to the Pass criteria and **all** of these must be achieved in order to gain a Pass. A further 40 marks are available as described below, and a minimum of a Pass plus 25 additional marks is required to gain a Distinction:

- Distinction criteria may only be awarded following the achievement of **all** Pass criteria in this element
- To achieve a Distinction grade in an element a minimum of **one** distinction criteria in that element must be achieved in addition to **all** Pass criteria.
    - On completion of **all** the elements the Distinction marks for each element will be totalled by the Independent Industry Technical Expert and recorded on Energy & Environment Awards documentation
    - Each element has been awarded a pre-set number of Distinction marks based on the industry weighting of that element. When each element's Distinction marks are totalled together the maximum number of marks achievable is 40
    - The Distinction marks gained will be added to the overall Pass mark of **60** to provide a combined total. 60 marks have been allocated to the Pass criteria and all of these must be achieved to gain a Pass. A further 40 marks are available as described below, and a minimum of a Pass plus 25 additional marks is required to gain a Distinction
    - If that total attains **85** marks or more an overall Distinction grade may be awarded

Once all of the elements have been observed and the marks awarded the Independent Assessor will recommend a preliminary grade for the independent examiner.

| Technical Interview KSBs | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **Core Knowledge**<br>**K7** Company engineering policies appropriate to their role | • Demonstrate how they have gathered and analysed relevant information to apply the relevant company engineering policies to their asset projects to achieve workable solutions<br>• Explain the link between their asset projects and how they have ensured compliance with the relevant technical specifications<br>• Explain how they have used their knowledge of the company engineering policies to support their asset projects to achieve regulatory objectives |
| **K8** Engineering problems including how to identify the problem, gather and analyse all relevant information, provide and implement a workable solution and monitoring its effectiveness<br><br>**Core Behaviour**<br>**B4 Analysing and solving problems -** takes responsibility for solving problems by identifying and analysing the issues and drawing logical, sound solutions that benefit customers and the business | • Demonstrate how they have gathered and analysed relevant information to implement solutions to resolve engineering problems<br>• Explain how they have recognised, and defined problems associated with their work projects<br>• Explain how they have tackled asset issues in a step by step logical way and made suggestions for solving problems which benefit customers and the business<br>• Explain how operational analysis they have undertaken supports the company strategies and policies ensuring compliance with technical requirements |

| Technical Interview KSBs | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **K9** Company business planning and resource control measures<br><br>**B6 Planning and Organising -** takes a forward looking perspective when considering the delivery of decisions, activities and projects and ensure plans are in place to manage anticipated issues, considers contingency planning | • Explain how they have gathered and analysed relevant information in order to implement effective planning solutions or resource requirements in their asset projects<br>• Demonstrate how they have linked their asset work to company strategies and policies to ensure compliance with the company business planning and resource control measures<br>• Demonstrate how they have developed project plans/designs that contain objectives, budgets, desired outcomes, timescales and evaluation records<br>• Explains how they have taken a forward looking perspective when considering delivery planning decisions and ensured that plans are in place to manage anticipated issues, including contingency planning |
| **Core Skills**<br>**S3** Apply asset management, design, planning, control, electrical project, or operational engineering principles as appropriate to their role to maintain and improve the integrity, safety and longevity of the transmission/distribution electrical network<br><br>**Core Behaviour**<br>**B6 Planning and Organising** - takes a forward looking perspective when considering | • Explain how they have gathered and analysed relevant information in order to maintain and improve the integrity/safety/longevity of the electrical network<br>• Demonstrate how they have linked their asset work to company strategies and policies to ensure compliance with the company engineering principles<br>• Explain how their engineering asset work supports the business/client to achieve regulatory incentive mechanisms |

| Technical Interview KSBs | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| the delivery of decisions, activities and projects and ensure plans are in place to manage anticipated issues, considers contingency planning | • Explains how they have taken a forward looking perspective when considering the delivery of asset projects and ensured that plans are in place to manage anticipated issues, including contingency planning |
| **S5** Read, understand and interpret technical information relative to their role, identified in company strategies and policies and work in compliance with technical specifications | • Explain how they have gathered and analysed relevant information in order to produce asset projects/designs which meet company requirements/ specifications<br>• Demonstrate how they have used and interpreted technical Information to develop project plans that contain objectives/budgets/desired outcomes/ timescales/evaluation records<br>• Demonstrate how they have used technical information to recognise and define design problems which they have tackled in a logical manner |
| **S6** Produce clear and precise reports in relation to their activities to line management, other business departments and/or to external stakeholders<br><br>**B2 Stakeholder management** - is proactive in identifying their stakeholders and managing | • Demonstrate how they have gathered and analysed relevant information in order to produce clear and precise reports in relation to their activities to line management, other business departments and/or to external stakeholders<br>• Explain how their asset reports they have produced link to company strategies and polices |

| Technical Interview KSBs | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| their expectations, presenting appropriate information to them clearly and concisely | • Demonstrate how operational reports/plans they have produced have been used to support internal and/or external stakeholders and meet their requirements<br>• Explain how they have dealt with stakeholder queries/problems in a logical way and made suggestions for resolution which resulted in a benefit to stakeholders/business |
| **S7** Develop and agree project plans to undertake their activities. These plans will contain clear objectives, budgets, desired outcomes and timescales. Also included will be implementation criteria, monitoring process controls and evaluation records<br><br>**B6 Planning and organising** - takes a forward looking perspective when considering the delivery of decisions, activities and projects and ensure plans are in place to manage anticipated issues, considers contingency planning | • Demonstrate how they have gathered and analysed relevant information in order to develop and agree project plans<br>• Demonstrate how they have developed project plans that contain objectives, budgets, desired outcomes, timescales and evaluation records and where appropriate budgets<br>• Demonstrate how asset plans they have produced have been used to deliver required stakeholder outcomes by following implementation criteria, monitoring process controls and using evaluation records<br>• Explains how they have taken a forward looking perspective when considering the delivery of asset management activities and ensured that plans are in place to manage anticipated issues, including contingencies |
| **S9** Demonstrate that their work activities support the business to achieve its regulatory incentive mechanisms | • Demonstrate how they have gathered and analysed relevant operational information in order to support the business to achieve its regulatory incentive mechanisms |

| Technical Interview KSBs | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **B2 Stakeholder management** - – is proactive in identifying their stakeholders and managing their expectations, presenting appropriate information to them clearly and concisely | • Explain how their asset projects link to company strategies and polices and support the achievement of regulatory incentive mechanisms<br>• Explain how the company regulatory incentive mechanisms impact/affect relevant stakeholders and their requirements<br>• Identifies the relevant regulatory stakeholders and how the business manage their expectations by presenting appropriate information to them clearly and concisely |
| **S10** Provide information to support business planning processes in relation to their role activities<br><br>**B6 Planning and organising** - takes a forward looking perspective when considering the delivery of decisions, activities and projects and ensure plans are in place to manage anticipated issues, considers contingency planning | • Demonstrate how they have gathered and analysed relevant operational information in order to support the business planning processes in relation to their job role<br>• Demonstrate how they have developed plans that support/comply with the business planning processes<br>• Identifies the stakeholders which are affected by the business planning processes and how they are affected<br>• Demonstrate how they have developed project plans that take a forward-looking perspective and manage anticipated issues<br>• Explain how their work planning links/supports company strategies and polices and supports the achievement of regulatory incentive mechanisms<br>• Demonstrate how their project planning has managed anticipated operational issues and considered contingency planning |

| Pathway: Asset Management Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **AM1** Support the development of innovative policy solutions to best serve the needs of customers and stakeholders<br><br>**B2 Stakeholder management** - is proactive in identifying their stakeholders and managing their expectations, presenting appropriate information to them clearly and concisely | • Demonstrate how they have gathered and analysed relevant information in order to support the development of innovative policy solutions<br>• Explains how the development of the innovative policy solutions link to the company long term strategies and comply with technical requirements/specifications<br>• Identifies the stakeholders which are affected by the policy solutions developed and how they have managed their expectations, presenting appropriate information to them clearly and concisely are affected |
| **AM7** Support the identification of new and existing innovation projects<br><br>**B4 Analysing and solving problems** - takes responsibility for solving problems by identifying and analysing the issues and drawing logical, sound solutions that benefit customers and the business | • Demonstrates how they have gathered and analysed relevant information in order to support the identification of new innovative policy solutions<br>• Explains how the identification of innovative policy solutions link to the company long term strategies and comply with technical requirements/specifications<br>• Identifies the stakeholders which are affected by the policy solutions developed and how they are affected<br>• Demonstrates how they have taken responsibility for solving problems by identifying and analysing issues and drawing logical solutions that benefit customers and the business |

| Pathway: Asset Management Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **AM8** Identify the implications of the next generation of low carbon energy and how it influences the way the network is operated<br><br>**B4 Analysing and solving problems** - takes responsibility for solving problems by identifying and analysing the issues and drawing logical, sound solutions that benefit customers and the business | • Explains how they have gathered and analysed relevant information in order to understand the implications of the next generation of low carbon energy and how it influences the way the network is operated<br>• Explains how the identification of innovative policy solutions link to the company long term strategies and comply with technical requirements/specifications<br>• Identifies the stakeholders which are affected by the next generation of low carbon energy and how they are affected |

| Pathway: Design Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **DE3** Undertake all aspects of design from outlines to detailed plans. This involves approvals, wayleaves, consents, appropriate regulations and costing information<br><br>**B2 Stakeholder management** – is proactive in identifying their stakeholders and managing their expectations, presenting appropriate information to them clearly and concisely | • Demonstrate how they have gathered and analysed relevant information in order to develop designs which meet the company needs<br>• Demonstrate how they have developed design projects that contain approvals, wayleaves, consents appropriate regulations and costing information and meet the required objectives<br>• Explain how they have developed designs which identify and deal with problems in a logical way and result in a positive outcome/benefit to the customer/business |

| Pathway: Design Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| | • Takes a forward-looking perspective in their design projects which ensure plans are in place to manage anticipated issues and take not account contingency planning |
| **DE4** Take into account the implications of safety and environmental requirements, statutory and industry standards, technical system requirements and commercial constraints on design plans<br><br>**B6 Planning and organising** – takes a forward looking perspective when considering the delivery of decisions, activities and projects and ensure plans are in place to manage anticipated issues, considers contingency planning | • Demonstrate how they have gathered and analysed relevant information in order to develop designs which take into account a range of safety, environmental and technical requirements<br>• Clearly identifies the relevant stakeholders, their requirements and the outcomes which have to be met<br>• Recognises and defines problems which affect their designs and tackles them in a logical way to achieve a successful outcome<br>• Demonstrates how they have taken a forward looking perspective in their design decisions/projects by considering contingency planning and managing anticipated issues |
| **DE6** Ensure that proposed designs meet commercial, investment requirements and take into account innovation developments<br><br>**B4 Analysing and solving problems** – takes responsibility for solving problems by identifying and analysing the issues and | • Demonstrate how they have gathered and analysed relevant information to ensure that their designs meet commercial investment requirements and take into account innovation developments<br>• Explains how their designs align with the company strategies/policies to meet commercial investment requirements |

| Pathway: Design Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| drawing logical, sound solutions that benefit customers and the business | • Describes how their designs take into account innovation developments to support the business to achieve its commercial/regulatory requirements/targets<br>• Takes responsibility for solving problems by identifying and analysing the issues and drawing logical, sound solutions that benefit customers and the business |

| Pathway: Planning Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **PE1** Build and be accountable for a rolling and dynamic plan, including managing conflicts and changes, for all operational and capital works<br>**B2 Stakeholder management –** is proactive in identifying their stakeholders and managing their expectations, presenting appropriate information to them clearly and concisely | • Demonstrate how they have gathered and analysed relevant information in order to develop dynamic planning projects which meet the company needs<br>• Demonstrate how they have developed project plans that manage potential issues and meet the required objectives<br>• Explain how they have developed plans which deal with potential stakeholder conflicts in a logical way and prevent/resolve problems<br>• Is proactive in identifying their stakeholders and managing their expectations, presenting appropriate information to them clearly and concisely |

| Pathway: Planning Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **PE3** Ensure area plans are built optimally, utilising resource skill sets appropriately and plan the outages, negotiating and confirming them by utilising the switching matrix<br><br>**B6** Planning and organising – takes a forward looking perspective when considering the delivery of decisions, activities and projects and ensure plans are in place to manage anticipated issues, considers contingency planning | • Demonstrate how they have gathered and analysed relevant information in order to develop optimal work plans which make the best use of resources<br>• Identifies the stakeholders required for the planned work activities and their requirements<br>• Explain how they have developed plans which have identified problems and how they have dealt with them to resolve conflict / issues in a logical way<br>• Demonstrates how they have taken a forward looking perspective in the delivery of planning decisions/projects by considering contingency planning and managed anticipated issues |
| **PE4** Ensure all risk assessments are initiated in a timely manner, that any constraints are assessed and managed and any mitigating actions are determined<br><br>**B4 Analysing and solving problems -** takes responsibility for solving problems by identifying and analysing the issues and drawing logical, sound solutions that benefit customers and the business | • Demonstrate how they have gathered and analysed relevant information in order to produce risk assessments which identify and manage safety issues in the planned work<br>• Explains how the risk assessment process aligns with the company strategies and policies to ensure compliance with safety requirements<br>• Explain how they have conducted risk assessments which have identified safety issues and how they have dealt with them in a logical way<br>• Takes responsibility for solving problems by identifying and analysing the issues and drawing logical, sound solutions that benefit customers and the business |

| Pathway: Planning Engineer Role Specific Skills | To achieve a Pass the apprentice must achieve **ALL** of the following: |
|---|---|
| **PE6** Ensure assets are compliant with statutory requirements, company policy obligations and optimal/limit dates and assess asset condition data against maintenance policy risk & criticality criteria<br><br>**B4 Analysis and solving problems** - takes responsibility for solving problems by identifying and analysing the issues and drawing logical, sound solutions that benefit customers and the business | • Demonstrate how they have gathered and analysed relevant asset information in order to confirm their planning projects meet with statutory requirements and company policy<br>• Explains how plans they have produced align and link with the company strategies and policies to ensure compliance<br>• Explain how they have recognised and identified potential issues with assets used in their planning process and have dealt with the issues in a logical way and made suggestions for improvement<br>• Takes responsibility for solving problems by identifying and analysing the issues and drawing logical, sound solutions that benefit customers and the business |
| **PE7** Be accountable for both resource and outage planning ownership and authority of work to be included or removed from the plan<br><br>**B6 Planning and Organising** – takes a forward looking perspective when considering the delivery of decisions, activities and projects and ensure plans are in place to manage anticipated issues, considers contingency planning | • Explain how they have been accountable for developing project plans that include both resource and outage planning objectives<br>• Clearly identifies the stakeholders affected by the planning projects they have produced<br>• Explain how they have identified issues with their planning projects and have dealt with the issues in a logical way<br>• Takes a forward-looking perspective when considering the delivery of planning decisions/activities/projects and ensures plans are in place to manage anticipated issues, considers contingency planning |

Indicative ‘distinction’ criteria for the technical interview

| Technical Interview KSBs | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **K7** Company engineering policies appropriate to their role | • Confidently explains in detail the relevant company engineering policies which support sound engineering principles in their work projects<br>• Confidently explains how they have used their knowledge of relevant engineering policies to improve the integrity, safety and longevity of the electrical network in their projects |
| **K8** Engineering problems including how to identify the problem, gather and analyse all relevant information, provide and implement a workable solution and monitoring its effectiveness | • Confidently explains how they have resolved engineering problems based on sound principles to improve the integrity/safety/longevity of the network<br>• Explains how they have assessed the effect of differing approaches to resolve engineering problems and made suggestions for improvement |
| **K9** Company business planning and resource control measures | • Confidently explains the principles of the company’s business planning policy and resource control measures and the effect on their work projects<br>• Explains how they have used their knowledge of business planning and resource control measures to assess different approaches to their asset projects and made suggestions for improvement |
| **S3** Apply asset management, design, planning, control, electrical project, or operational engineering principles as appropriate to their role to maintain and | • Confidently discusses and justifies their application of sound engineering principles in their asset projects to improve the integrity, safety and longevity of the electrical network |

| Technical Interview KSBs | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| improve the integrity, safety and longevity of the transmission/distribution electrical network | • Demonstrates how they have assessed the impact of differing engineering approaches and made suggestions for improvement in the integrity, safety, or longevity of the electrical network |
| **S5** Read, understand and interpret technical information relative to their role, identified in company strategies and policies and work in compliance with technical specifications | • Demonstrates how they have used technical information to apply engineering principles which have led to improved integrity, safety and longevity of the electrical network<br>• Demonstrates how they used technical information to consider the inclusion of new technologies or innovations which have been implemented in their work projects |
| **S6** Produce clear and precise reports in relation to their activities to line management, other business departments and/or to external stakeholders | • Demonstrates how they have used their knowledge gained from project monitoring and the evaluation of records to produce clear and precise reports which benefit the business<br>• Discusses reports produced which demonstrate their skills in assessing the impact in different approaches, and provides analysis to support suggestions for improvement |

| Technical Interview KSBs | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **S7** Develop and agree project plans to undertake their activities. These plans will contain clear objectives, budgets, desired outcomes and timescales. Also included will be implementation criteria, monitoring process controls and evaluation records | • Demonstrates confidently how they have applied sound engineering principles to develop project plans to undertake projects which contain clear objectives, budgets, desired outcomes and timescales<br>• Discusses project plans produced which demonstrate their skills in assessing the impact in different approaches, and provide analysis to support suggestions for improvement |
| **S9** Demonstrate that their work activities support the business to achieve its regulatory incentive mechanisms | • Confidently discusses the company's asset engineering principles and the part they play in supporting the business to achieve its regulatory incentive mechanisms<br>• Confidently explains how the company's inclusion of new technologies and engineering innovations are supporting the business to achieve its regulatory incentive mechanisms |
| **S10** Provide information to support business | • Explains how they have monitoring/evaluated projects produced which has led to learning points to support future planning processes<br>• Discusses project plans produced which demonstrate their skills in assessing the impact in different approaches, and provide analysis to support suggestions for improvement in the planning process |

| Pathway: Asset Management Engineer Role Specific Skills | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **AM1** Support the development of innovative policy solutions to best serve the needs of customers and stakeholders | • Demonstrates how they have supported the inclusion of new technologies and engineering innovations in their work to best serve the needs of customers and stakeholders<br>• Demonstrates their skills in assessing the impact of differing innovative policy solutions and provide analysis to best serve the needs of customers and stakeholders |
| **AM7** Support the identification of new and existing innovation projects | • Demonstrates how they have supported the identification of new or existing innovation projects in their work to improve the operation of the network<br>• Demonstrates their skills in assessing the impact of new or existing innovation projects and provide analysis to support their findings and make suggestions for improvement |
| **AM8** Identify the implications of the next generation of low carbon energy and how it influences the way the network is operated | • Demonstrates how they have considered the implications and effects of the next generation of low carbon energy in their work projects<br>• Demonstrates their skills in assessing the impact of the next generation of low carbon energy on the network and provide analysis to support their findings and make suggestions for improvement |

| Pathway: Design Engineer Role Specific Skills | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **DE3** Undertake all aspects of design from outlines to detailed plans. This involves approvals, wayleaves, consents, appropriate regulations and costing information | • Confidently explains the engineering principles they have used for developing designs which have improved the integrity, safety and / or longevity of the network<br>• Explains the lessons they have learnt from their previous designs and how they have used the findings to inform/improve their performance |
| **DE4** Take into account the implications of safety and environmental requirements, statutory and industry standards, technical system requirements and commercial constraints on design plans | • Confidently explains the engineering principles they have used for developing designs which have improved the integrity, safety and/or longevity of the network<br>• Demonstrates their skills in assessing and analysing the impact of differing design solutions which has led to an improved performance |
| **DE6** Ensure that proposed designs meet commercial, investment requirements and take into account innovation developments | • Demonstrates how they have considered/included new technologies or innovations in their designs which have led to an improved performance<br>• Demonstrates they have gathered and analysed technical information to improve network design/performance and made suggestions which has led to an improved performance |

| Pathway: Planning Engineer Role Specific Skills | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **PE1** Build and be accountable for a rolling and dynamic plan, including managing conflicts and changes, for all operational and capital works | • Confidently explains the engineering principles for developing a rolling and dynamic project plan to support the development of the network<br>• Explains the lessons they have learnt from previous plans and how they have used the findings to inform/improve their performance |
| **PE3** Ensure area plans are built optimally, utilising resource skill sets appropriately and plan the outages, negotiating and confirming them by utilising the switching matrix | • Explains how they have evaluated the development/delivery of their area plans to inform future actions and improve performance<br>• Demonstrates their skills in assessing and analysing the impact of differing methods for developing their area plans and improving their performance |
| **PE4** Ensure all risk assessments are initiated in a timely manner, that any constraints are assessed and managed and any mitigating actions are determined | • Confidently explains the principles for incorporating a safety strategy into their planning process which identifies potential risks and allows for mitigating actions to be determined<br>• Demonstrates their skills in assessing and analysing the differing approaches to developing a safety strategy and how this has improved the overall planning performance |
| **PE6** Ensure assets are compliant with statutory requirements, company policy obligations and optimal/limit dates and assess asset condition data against maintenance policy risk & criticality criteria | • Confidently explains the company engineering principles for ensuring assets are compliant with statutory and company requirements<br>• Explains how they have evaluated the performance/data of assets on the network which has supported and informed their actions |

| Pathway: Planning Engineer Role Specific Skills | To achieve a Distinction grade in an element a minimum of ONE distinction criteria in that element must be achieved in addition to ALL Pass criteria |
|---|---|
| **PE7** Be accountable for both resource and outage planning ownership and authority of work to be included or removed from the plan | • Confidently discusses how they have been accountable for the ownership of both resource and outage planning on the network<br>• Demonstrates their skills in assessing and analysing the differing approaches for an effective planning strategy and how this has improved their overall planning performance |

## Overall grading

The apprenticeship will be graded distinction, pass or fail. The final grade will be determined by collective performance in the three assessment components.

In order to gain a pass, an apprentice must achieve a minimum of a pass in each EPA component. A pass represents full competence against the standard. To achieve a distinction grade, an apprentice must achieve a distinction in each EPA component.

The knowledge test, practical observation and technical interview are all marked separately and awarded a fail, pass or distinction.

The knowledge test is based on the percentage score achieved. The grade and mark for the practical observation and technical interview is based on the number and level of criteria achieved.

The overall grade for the Electrical Power Networks Engineer Standard is based on the grades in individual components as follows:

| Component | Distinction | Pass | Fail |
|---|---|---|---|
| Knowledge Test | 90% or greater | 80 – 89% | 79% or less |
| Practical Observation | 85% or greater | 60 – 84% | 59% or less |
| Technical Interview | 85% or greater | 60 – 84% | 59% or less |

The scoring criteria that will be applied for each assessment criteria along with additional details can be found in Section 3 of this Specification.

The overall grading for the EPNE standard is based on the grades in the individual components as follows:

- Distinction – If a Distinction is awarded in all 3 components
- Pass – If a combination of a Pass or Distinction is awarded across the 3 components
- Fail – if a Fail is awarded for at least one of the components

## Section 4: Resits and retakes

Apprentices who fail one or more EPA components can re-sit or re-take the failed component at the employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, but a re-take does. Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and Energy & Environment Awards agree the timescale for a re-sit or re-take. Failed EPA components must be re-sat or re-taken within the 6 month end-point assessment period, otherwise the EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take unless there are exceptional circumstances confirmed with Energy & Environment Awards.

Energy & Environment Awards resit and re-take policy can be found at:
https://energyenvironmentawards.co.uk/policies-and-fees/

# Section 5: Practical Guidance

## Electrical Power Networks Engineer Technician Practical Observation and Planning Form

### Purpose

Energy & Environment Awards provide an optional Practical task(s) review service to assist with planning with planning for all employers/training providers with apprentices registered on this standard. To access the service, see Appendix D, EPNE Supporting Documents 'Level 4 Electrical Power Networks Engineer Practical Observation Planning Form.'

The purpose of the review service is to provide support in ensuring that the practical task(s), test facilities, necessary equipment, tools and examination conditions are in place to allow the practical task(s) to take place. The review helps ensure the proposed practical task(s) are sufficiently complex to allow the apprentice to demonstrate the required knowledge, skills and behaviours against the relevant elements of EPNE specification. Details of the relevant elements are included in Section 2 of the Specification.

Tasks should be designed to allow variation to be introduced, reducing predictability.

Practical observation must be conducted in real working environments.

The employer/training provider must ensure:

- the practical observation enables the assessment of core and specific knowledge, skills and behaviours in a real working environment
- it makes use of existing test facilities, which will be familiar to the apprentice and therefore allow them to perform at their best
- the equipment and tools are available

The employer/training provider must ensure that the practical task(s) is developed to allow the independent assessor to observe the apprentice synoptically demonstrate core and specific KSBs.

### Submitting the form to Energy & Environment Awards

The employer/training provider should complete and submit the 'Level 4 Electrical Power Networks Engineer Practical Observation Planning Form' to Energy & Environment Awards Service Delivery Team via

enquiries@energyenvironmentawards.co.uk, for review 1 month before the start of the end-point assessment. The form should be accompanied by photographs and/or video(s) of the plant, machinery, equipment areas, including practical tasks/briefs which the apprentice will be working on.

### Energy & Environment Awards Review Process

Once the 'Level 4 Electrical Power Networks Engineer Practical Observation Planning Form' has been received the review process will be conducted by Energy & Environment Awards. The outcomes will be shared with the employer/training provider no later than 5 working days following the review.

**Please be aware:**

- Practical task/briefs review does not guarantee that the apprentice will pass the practical task
- No health and safety risk assessment has been carried out by Energy & Environment Awards
- Energy & Environment Awards review does not remove any of the training provider obligations to ensure full coverage of the standard, and full compliance with relevant legislation
- Energy & Environment Awards review is based only on information supplied and is not a guarantee that the practical tasks/briefs, selected plant/machinery/equipment on the day of the practical will be sufficient for an EPA practical task
- The information provided in this Level 4 Electrical Power Networks Engineer Practical Observation Planning Form must not be shared with the apprentice

## Preparing for the Practical Observation

Where possible, the employer/training provider should provide the apprentice with the opportunity to carry out a practice practical observation as close to the real assessment described in Section 2 of the specification (Component 2).

The employer/training provider should prepare a practical task similar to (but not identical to) the tasks being used for the live assessment. A suitable person should be chosen to play the part of the assessor.

A template is provided to help ensure that the activities assessed during the practical observation will give complete coverage of the standard. See Appendix E, EPNE Supporting Documents 'Practice Practical Observation Template.'

## Preparing for the Technical Interview

A practice technical interview should take place between the apprentice and the person acting the role of an assessor. The apprentice should draw on evidence from their work log during the discussion.

## Guidance on Work Log of Evidence

The work log is not assessed. It serves the following purpose:

- Provides the opportunity to demonstrate the core and specific KSBs required across the standard
- The assessor reviews the work log before the technical interview to help focus and contextualise their questions
- A carefully prepared mapped work log supports the apprentice during the technical interview

### Quality vs Quantity

The apprentice should be supported in selecting and mapping evidence for their work log in the mapping document. They must gather evidence on the full range of KSBs required by the standard and be assessed on particular tasks or procedures or items of equipment during their practical observation.

The work log must be sufficient to evidence the apprentice can apply the KSBs required in a variety of tasks.

In theory one comprehensive job-write up could cover all the required KSBs. In practice, this is more likely to be in several job write-ups plus a few smaller pieces of evidence targeting specific elements of the standard.

Choose the best pieces of evidence that have been mapped for each KSB covered by the technical interview based on the work log. An independent assessor will look for one suitable piece of evidence for each KSB. To be confident of meeting the

standard, apprentices should aim to have two pieces of evidence, and no more than three, mapped to each KSB. This should ensure that the apprentice has quality evidence to draw on in the technical interview. Progress review documents should also be included.

### What to include in the Work Log?

The work log evidence:

- must contain a mapping document where evidence is mapped against the KSBs. A template has been produced to help the apprentices with collecting and mapping their evidence. A copy of the template is included. See Appendix G, EPNE Supporting Documents 'Work Log Mapping Document.'
- must contain **at least one piece of quality evidence relating to each KSB**. This piece of quality evidence must demonstrate the KSBs as outlined in Section 2 of this Specification which will be assessed by the technical interview based on the work log
- must include evidence that **covers all KSBs** required, and this would normally come from evidence relating to at **least 5 holistic jobs**
- **written accounts of activities** that have been completed and referenced against the knowledge, skills and behaviours supported by appropriate photographic evidence and work products, for example work instructions, safety documentation, company policies and procedures as appropriate to the activities
- **progress review documentation** - reviews which should be completed and recorded to determine progression towards competence across the entire occupational Standard
- will contain quality pieces of evidence
- will be available, during the technical interview, allowing the apprentice to refer to it
- must contain demonstrations of work carried out over a period of time and must include evidence of work carried out within the last three months of the on programme period
- must contain a minimum of 2 and no more than 3 activities carried out by the apprentice that demonstrates the higher order knowledge, skills and behaviours
- where practicable this should include:

- photographs
- images
- diagrams
- job descriptions and witness evidence/testimony
- situations that have been difficult and challenging, and how these have been overcome e.g. equipment breakdown which has results in a change in working practice while still adhering to company procedures
- any employer contributions must focus on direct observation of evidence (e.g. review/witness statements) of competence rather than opinions

The above is not a definitive list. The apprentice can include other relevant evidence sources. The work log must not contain any methods of self-assessment.

Evidence must be:

- produced by the apprentice (authentic)
- relevant to the standard (K, S or B) that it is mapped to
- produced during the time the apprentice is carrying out their on-programme training

### What can the apprentice do?

The apprentice should:

- be familiar with the structure of their work log
- know the KSBs covered by the technical interview
- know the grading criteria
- ensure there is evidence to cover every KSB in the technical interview
- practise mapping evidence and completing the evidence mapping grid

### The role of the employer/training provider

Employer/training providers are expected to support the apprentice in preparing their work log by:

- clarifying responsibility for supporting the apprentice to select and map evidence for the work log, including employer coaches/mentors where applicable

- advising on which pieces of evidence to select to ensure that when looked at as a whole, they provide coverage of all the required elements of the standard assessed in the technical interview
- supporting the mapping of evidence and production of a mapping document
- authenticating evidence as valid
- signing off the work log
- submitting the work log to Energy & Environment Awards as part of Gateway

### What to expect in the practice technical interview?

The practice technical interview will be based on the work log which will provide the apprentice with the opportunity to practice discussing their KSBs gained throughout their on-programme and by referring to the evidence from their work log using the work log mapping document. A suitable person should be chosen to play the part of the assessor.

A practice technical interview based on the work log template is provided for use to prepare the appropriate questions to ask and to record the apprentices' performance. See Appendix F, EPNE Supporting Documents 'Practice Technical Interview Template.'
As part of the practice exercise, apprentices should have access to their work log to support their responses.

## Preparing for the Knowledge Test

While on-programme, the employer and/or training provider should brief the apprentice on the areas to be assessed by the knowledge test, as detailed in Section 2 in this specification. It is good practice to identify the areas within the learning programme where the relevant knowledge is delivered, ensuring that apprentices are aware that elements of these might come up in the test.

The knowledge test is aligned to the standard rather than a specific job role that the apprentice may be doing. The questions have been written to reflect the Electrical Power Networks Engineer role as a whole and not focussed on specific plant, machinery, or employer-specific processes.

In readiness for end-point assessment, the apprentice should complete a practice knowledge test. This should be undertaken in advance of the live knowledge test, with enough time to mark the test, and provide feedback to the apprentices. See Appendix C, EPNE Supporting Documents ‘Practice Knowledge Test.’

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

## Section 6: Authenticity and security of apprentice work

The apprentices must be advised by their training provider and employer that copying of any work (whether it is from another apprentice or from internal, external documents or source) and presenting it as their own will be deemed as malpractice and will lead to their work being disqualified. Apprentices must not share their work or allow any person to copy their work as this is not allowed and would also be deemed as malpractice.

In signing off the work log, training providers and employers must be satisfied that the evidence in the work log is:

- **adequate**: evidence must cover all relevant KSBs within the assessment plan. Adequate does not mean a large quantity of evidence. The evidence should focus on quality rather than quantity
- **authentic**: apprentices must be able to confirm and talk about the evidence that they submit with the independent assessor, appointed by Energy & Environment Awards. It is vitally important apprentices only submit evidence relating to them
- **appropriate**: all evidence must be relevant to the KSBs assessed during the technical interview
- **recent and up to date**: all evidence must be linked to KSBs must be recent and current which demonstrate the apprentice's competence. The independent assessors, appointed by Energy & Environment Awards will assess current competencies, and the apprentice must map the evidence to demonstrate the relevant work to the KSB. Apprentices must gather the evidence during their on-programme training

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