

~~Bus and coach~~ Road Transport  
~~engineering~~ Engineering ~~Manager~~ Level 4:  
~~s~~ Standard ~~Assessment Plan~~



**July Draft for consultation January 2017**  
2017

## Introduction

### Assessment plan for the ~~bus and coach~~ road transport engineering manager apprenticeship

This document sets out the requirements and process for end point assessment of the ~~bus and coach engineering~~ road transport engineering manager apprenticeship standard. It is designed for employers, apprentices, education and training providers and assessment organisations. End point assessment occurs when the employer is satisfied the apprentice is working consistently at or above the standard set out in the road transport engineering manager apprenticeship standard, which has been aligned to the professional standard for a bus and coach ~~manager~~ recognised by the Confederation for Passenger Transport and Society of Operational Engineers IRTE. This professional standard takes the place of an Employer Occupational Brief.

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## Supporting documents

Employers, providers and assessment organisations must reference the following document which, for this standard, acts as the employer occupational brief. The document is available freely from both People 1<sup>st</sup> and the Society of Operations Engineers and can be accessed at both [www.people1st.co.uk](http://www.people1st.co.uk) and [www.soe.org.uk](http://www.soe.org.uk).

Professional standard for a ~~bus and coach~~ road transport engineering manager

## 1. Achieving full competence

This document sets out the requirements for independent end assessment of the [bus and coach road transport engineering](#) manager standard. Employers, apprentices and training providers are able to define and develop their approach to the learning and development phase of the apprenticeship, however the trailblazer employers have made the following recommendation based upon examples of learning and development in practice across a number of organisations in the sector:

### 1.1 Who is involved in the learning and development and what will it involve?

The learning and development phase is where employers recruit an apprentice to work for them whilst completing their training towards the [bus and coach road transport engineering](#) manager standard. It is likely an apprentice will have already completed [the a bus and coach technician technical](#) apprenticeship with the same employer prior to commencement. Employers will normally partner with an education and training provider to purchase learning and development. Whilst qualifications are not a mandatory requirement of the [bus and coach road transport engineering](#) manager standard some employers may choose to purchase these as part of the learning and development phase.

Employers should satisfy themselves that the qualifications selected are appropriate and relevant to the apprenticeship needs. This could include a selection of qualifications, some focussing on the [bus and coach road transport engineering](#) environment and some more generic management competencies. Independent End Assessment has been designed in conjunction with the professional standard to ensure the consistent assessment against the breadth and depth of the standard's requirements.

### 1.2 What facilities and resources will be required?

Facilities and resources may differ between employers and education and training providers. When defining the learning and development journey for the apprenticeship employers and education and training providers should ensure that up to date [engineering services environments](#) can be utilised, ensuring the [bus and coach road transport engineering manager](#) is fully prepared for a modern workshop. Assessment centres must also ensure they have sufficient, valid resources for independent end assessment.

### 1.3 Gateway assessments

The [bus and coach road transport engineering](#) manager apprenticeship will usually take two years to complete. During this time the employer, apprentice and education and training provider must regularly monitor and review progress, and assess on programme performance. These assessments are to satisfy the apprentice, employer and education and training provider of appropriate progress, they do not count towards the end assessment.

### 1.4 Annual evaluations

As part of the independent end assessment apprentices will be required to participate in a professional discussion. During this discussion the behaviours of the apprentice throughout the apprenticeship will be examined, in line with the requirements of the standard. In order to accurately reflect on past performance it is strongly recommended that apprentices complete regular evaluations on their learning and development journey, with input from their employer. These evaluations will be referenced in the professional discussion.

## 2. Readiness for end assessment

The independent end assessment is synoptic and takes place at the end of the apprentice's learning and development after a minimum of twelve months (typically 2 years) 'on-programme' training and development, equating to a minimum of 20% of the apprenticeship as 'off job' training. The end assessment should only commence once the employer is confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. The independent end assessment ensures that all successful apprentices have achieved the industry set professional standard for a ~~bus and coach~~ [road transport engineering](#) manager.

Once the apprentice has completed their training, development and on-programme assessment over a minimum twelve month (typically 2 year) period, demonstrated competence across the entire standard, a formal meeting will be held. This meeting must include the relevant people that have responsibility and accountability for the completion of the apprenticeship, for example: the line manager, continuous assessor and/or a senior manager as appropriate to the business. The purpose of this meeting is to confirm readiness for independent end assessment and plan the assessment activities.

The apprentice will be required to bring to this meeting a synopsis of their proposed business research project which will be agreed by the employer representative and put forward as a research proposal during the assessment window. The independent end assessor and apprentice will review the proposal for the business project, make any necessary amendments during the first week of the assessment window and then the project may commence. Prior to independent end assessment the English and maths components of the apprenticeship must be complete.

Once the employer is satisfied the independent end assessment can be arranged with an independent end assessment organisation<sup>1</sup> in the next available assessment window. End point assessment cannot be administered by the education and training provider who delivered the learning and development phase; however, it may be conducted on their premises if conducted by a separate assessment organisation. End point assessors must meet the criteria set out in Annex B.

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<sup>1</sup> Employers will select an assessment from the Register of Apprenticeship Assessment Organisations (RoAAO)

### 3. Summary of independent end assessment activities

There are four independent end assessment activities. To achieve the apprenticeship all assessment activities must be completed to at least pass level. Assessment organisations must prepare the assessment materials for each assessment window holistically to ensure the scope of the standard is covered across the activities.

#### 3.1 Written Examination

Two hour written exam with scenario based questions to demonstrate application of knowledge, skills and behaviours, covering key elements of the standard. Externally set and marked, and undertaken in an assessment centre, the exam will consist of six short answer questions and two extended answer questions requiring apprentices to accurately draw / describe specific [engineering services processes](#) within their trade specific role. A detailed specification for the written exam is set out in Annex C.

#### 3.2 Business research project

The apprentice will identify and research a real workplace challenge or opportunity relevant to the business and will make recommendations for a measurable business improvement. The apprentice will prepare the business challenge proposal prior to the initial meeting with the independent end assessor who will then give the authority to proceed with the full project. The apprentice will present recommendations to the panel during the professional discussion who will assess the viability for implementation; however, the apprentice will not be required to actually implement the business recommendations as part of the independent end assessment. A detailed specification for the business research project is set out in Annex D.

#### 3.3a Reflective Essay

A reflective essay demonstrating how the apprentice has gained competence across key areas of the standard with supporting evidence. Assessed only by the Independent End Assessor. The reflective essay is not marked in its own right but is used as the basis for the professional discussion. A detailed specification for the reflective essay is set out in Annex E.

#### 3.3b Professional discussion and review of behaviours

Apprentices are required to keep a log of progression throughout their apprenticeship to evidence their journey. This must particularly evidence their development of knowledge, skills and behaviours and must include the records of a bi-annual review between the employer and apprentice of progress and evaluation against the professional standard. The education and training provider may participate in this review if desired. Neither the reviews or the log of progression form any part of the on programme assessment. This evidence must be supplied to the assessment organisation two weeks prior to the assessment window opening and will form the basis of the professional discussion as detailed in Annexes F and G.

## 4. End assessment organisation requirements

### 4.1 Assessment windows

Assessment organisations may offer independent end assessment at any time, but must publish dates in advance for employers to prepare. There is a 90 day assessment window, commencing on the day of the first assessment activity. Within the first week apprentices must sit the written exam, submit their reflective essay and have their proposal approved for the business research project. The submission of the research project and subsequent professional discussion will be held no sooner than three months and no later than four months after approval.

### 4.2 Grading assessment activities

Each assessment activity will be graded as follows:

Assessment activity	Expected grade boundaries
Written exam	0-69% 70-89% 90-100%
Reflective essay	Not graded individually but feeds into professional discussion
Business research project	Pass / Distinction / Fail Ascertained through assessment criteria, articulated in Annex D
Behaviours	Not graded individually but feeds into professional discussion
Professional discussion	Pass / Distinction / Fail Ascertained through assessment criteria, articulated in Annex G

### 4.3 Retakes

One attempt is permitted at each assessment activity within each assessment window. If an apprentice fails an assessment activity, a retake assessment activity will afford the opportunity of a pass / fail grade only. When retesting any assessment activity questions / scenarios must be different to the previous attempt. Resubmission of a business research project CAN be the same project which has been further developed to the required standard. Retests should only be taken after a further period of learning and development and a maximum of three attempts (original attempt plus two retests) on each assessment activity is permitted.

### 4.4 Overall grade

In order to achieve a distinction overall an apprentice must achieve a distinction in each of the three graded assessment activities. The non-graded elements must be of the required standard to allow the professional discussion to commence.

Assessment organisations will supply a detailed grading sheet confirming the grade for every assessment activity at the end of the assessment window.

## 5. Consistency, reliability and validity

Independent end assessment is conducted by an independent end assessor appointed by an assessment organisation registered with the Skills Funding Agency (SFA). The assessment organisation is responsible for designing the tools and procedures for assessment and undertaking internal quality assurance and standardisation. The final decision on competence is made by the independent assessor, whose decisions are subject to moderation by the assessment organisation.

All assessment organisations are subject to external quality assurance to ensure consistent performance across all apprenticeship outcomes. Ofqual have been appointed to complete the external quality assurance of the standard. This means any organisation wishing to deliver end point assessment must register with Ofqual prior to applying to the RoAAO.

This flow of responsibility will ensure consistent, reliable and valid judgements across the industry. The assessment methods themselves are designed to produce apprenticeship outcomes that are consistent and reliable, ensuring fair and proper comparison between apprentices employed in different types and sizes of organisation. Consistent, secure standards will be achieved through:

- ✓ Strict requirement to plan the end point assessment, allowing planning of quality assurance by the assessment organisation
- ✓ Assessment tools and supporting materials designed by assessment specialists and quality assured by the assessment organisation to meet the requirements for fair, accurate and reliable assessment decisions against the [bus and coach road transport engineering](#) manager apprenticeship standard and ensure best practice in assessment
- ✓ The mandating of both technical and assessment competence and continuing professional development (CPD) for independent end assessors to ensure that they have not only the right tools, but the right qualifications, training and experience to make reliable judgements
- ✓ The quality assurance of individuals conducting independent end assessments and of independent end assessment outcomes and results, by an SFA registered apprentice assessment organisation
- ✓ Requirements for standardisation of independent end assessments across assessment organisations
  - All independent end assessors must take part in standardisation activities on a regular basis (at least annually, or as defined by the assessment organisation).
  - Moderation of results across assessors will be conducted by the assessment organisation to ensure consistent use of the assessment tools and validity and reliability of all assessments
- ✓ The use of written exams prepared specifically for each assessment window ensuring a consistent approach regardless of the apprentice's workplace
- ✓ Clear structure for the combination of assessment methods

### Appeals

All assessment organisations are required to have a robust appeals procedure in line with the Ofqual General Conditions of Recognition.

### Reasonable adjustments and extenuating circumstances

Assessment organisations are required to have policies and procedures for reasonable adjustments and extenuating circumstances in line with the Ofqual General Conditions of Recognition.

All policies and procedures must be freely available from the assessment organisation to apprentices, tutors and employers.

### Affordability and implementation

It is anticipated that the end point assessment will cost approximately 15-20% of the total available funding for the ~~bus and coach fleet~~road transport engineering services-manager standard.

The trailblazer has worked closely with stakeholders who will potentially deliver the apprenticeships and an assessment organisation to ensure delivery partners are in place. It is recognised that development work is required to ensure effective implementation this plan, that is the development of assessment tools by assessment organisations and briefings to on-programme delivery providers, which the trailblazer employer group will activity support.



## Annex A – Competence expectations at gateways

There are two gateway competency points in the ~~bus and coach~~ road transport engineering manager apprenticeship. It is expected that an apprentice will have demonstrated competence as prescribed in the 'apprenticeship assessment standard for a road transport engineering manager' Professional Standard for a ~~Bus and Coach~~ Fleet engineering services Manager, available at [www.people1st.co.uk](http://www.people1st.co.uk) and [www.soe.org.uk](http://www.soe.org.uk), which is reviewed and agreed by the employer and education and training provider before progression to the next phase of learning and development.

### Gateway 1

Gateway 1 is expected to occur 12-18 months after commencement of the apprenticeship. An apprentice at gateway 1 will, as a minimum display competence against the 'Developing' section of the professional standard.

### Gateway 2

Gateway 2 signals the apprentice is competent against the apprenticeship standard and is ready for independent end assessment. In order to evidence knowledge, skills and behaviours in the standards have been achieved an apprentice should be able to demonstrate competence against the 'Competent' sections of the professional standard.

### Higher level performance

Apprentices have the opportunity to achieve a distinction grade in the independent end assessment. In addition to demonstrating competence against the standard distinction level apprentices will be expected to display competence against the 'Outstanding' section of the professional standard.

## Annex B – Requirements for an Independent End Assessor

An independent end assessor assesses the reflective essay and business research project, facilitates the professional discussion and may invigilate the written exam required in the independent end assessment. They are appointed and approved for the purposes of conducting end-point assessment by an independent assessment organisation. This individual must be someone who has nothing to gain from the outcome of the assessment and must not have been involved in the training, on programme assessment or line management of the apprentice.

At any time the assessor is conducting independent end assessment they are acting on behalf of, and are subject to the procedures dictated by, the assessment organisation. To ensure consistent and reliable judgements are made, independent end assessors will be subject to rigorous quality assurance, proportionate to their experience and performance over time. Assessment organisations must develop a quality assurance model based around the White, Red, Amber, Green (WRAG) system to ensure new or poorly performing assessors have additional support and quality assurance checks, and those with a proven track record of high quality performance in assessment can be quality assured with a smaller sample of assessments. All assessors must take part in regular standardisation activities as laid out by the assessment organisation.

This section specifies the mandatory criteria for independent end assessors and includes:

- Assessment organisation will design and conduct training for independent end assessors. This will include requirements for current, appropriate vocational assessment qualifications, such as appropriate units of the Training Assessment Quality Assurance qualification
- Quality assurers must hold a relevant quality assurance qualification as prescribed by the assessment organisation, such as appropriate units of the Training Assessment Quality Assurance qualification
- Specific occupational competence of independent assessors, requirements for training and development including continuous professional development

### a) Occupational Expertise of Independent End Assessors

The requirements set out below relate to all ~~bus and coach~~ [road transport engineering](#) manager independent end assessors. Independent end assessors must:

- Have excellent knowledge and understanding of the apprenticeship standard as set out in the industry set employer occupational brief
- Has been trained in independent end assessment to the standard required by the assessment organisation
- Have relevant occupational expertise and knowledge, at the relevant level of the occupational area(s) they are assessing, which has been gained through 'hands on' experience in the industry
- Practice standardised assessment principles
- Have sufficient resources to carry out the role of independent end assessor i.e. time and budget
- Hold qualifications, or have undertaken training, that has legislative and technical relevance to the [bus and coach](#) [road transport engineering](#) manager standard
- Update their occupational expertise and industry knowledge in the areas being assessed through planned Continuous Professional Development

## b) Continuous Professional Development for Independent End Assessors

Independent end assessors also need to have occupational knowledge and skills, current and updated, to show they can understand up to date techniques and methods used in today's [bus and coach road transport engineering operations](#). In particular assessors must demonstrate their competence with emerging vehicle technologies.

It is necessary for independent end assessors to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Independent assessors should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

### Updating occupational expertise

- Internal and external work placements to gain 'hands on' experience
- Work experience and shadowing External visits to other organisations
- Updated and new training and qualifications
- Training sessions to update skills, techniques and methods
- Visits to educational establishments
- Trade fairs

### Keeping up to date with sector developments and new legislation

- Relevant sector websites and twitter feeds
- Membership of professional bodies
- Papers and documents on legislative change
- Networking events
- Seminars, conferences, workshops, membership of committees/working parties
- Staff development days

### Standardising and best practice in assessment

- Regular standardisation meetings with colleagues
- Sharing best practice through internal meetings, news-letters, email circulars, social media
- Comparison of assessment and verification in other sectors

## Annex C – Requirements for examinations – Written

The written exam will comprise six short answer questions and two extended answer questions.

The short answer questions will require answers of approximately one or two sentences, but will not be limited on word count and should include scenario based questions requiring the apprentice to demonstrate reasoning and joined up thinking against the standard.

The extended answer questions will require the apprentice to consider a course of action or solution to a situation / problem based on a 'real-life' workplace activity in line with the identified requirements of the standard and accurately describe a process, using diagrams to support their answer. Marks should be allocated for the process as well as the correct solution to the given scenario.

Questions will be written using the language and tone expected for the level of standard. Apprentices taking the tests will be given a proportional sample of these questions which reflect general coverage of the standards to demonstrate competence within the given time constraints. Exams will be out of a maximum of 90 marks, available across the questions depending on size and content.

The written exam will last for 2 hours. Exams will be scheduled for 10:00 on the first day of each assessment window. Exams may only be used once. Apprentices will complete their tests in an assessment centre, away from the day to day pressures of work and in a 'controlled' environment, which may be on or off the employers' premises. The definition of a 'controlled environment' will be clearly defined and explained by the independent end assessor in line with arrangements prescribed by the assessment organisation, prior to scheduling the test and will include environmental requirements such as lighting, space, privacy and the requirements for an invigilator.

Results should be provided within 35 working days of the exam being administered by the assessment organisation.

## Written exam – Assessment criteria

The assessment criteria for the written exam are as follows, from which a sample will be selected for the written paper:

### Assessment criteria

- Statutory requirements for health and safety in a [bus and coach fleet engineering services](#) environment
- Statutory requirements for employment, equality and diversity
- Principles of leadership
- Principles of management
- Principles of effective communication
- Industry regulations relating to Passenger Carrying Vehicles (PCVs), including inspections, testing and regular maintenance schedules
- Industry regulations relating to Driver and Vehicle Standards Agency (DVSA)
- Requirements for a Transport Manager's Certificate of Professional Competence
- Process to obtain a Transport Manager's Certificate of Professional Competence
- Principles of budgeting, forecasting and cost control
- How to ascertain staff requirements and plan the work of staff to meet organisational needs
- Principles of staff performance management systems
- How to motivate staff to achieve team and organisational objectives
- Impact of [engineering services](#) - workshops on the environment and measures which can be taken to reduce the impact
- Current practices to maintain [engineering services](#) - standards for the organisation and fleet
- How to keep competence up to date

## Annex D – Business research project

The business research project is a project testing the application of the knowledge, skills and behaviours in the standard. It ensures the apprentice understands today's industry and what the consumer wants in a [bus and coach road transport engineering operation](#). It is designed to assess apprentices in a consistent way, irrespective of their particular workplace and their role within their company, and must therefore be presented outside of day-to-day work pressures.

### High-level descriptors of such a project are given below:

*This could be a project to identify a new or improved way of working or new piece of machinery to achieve business objectives, e.g. improved revenue or profit, research sources of supply and customer requirements, cost, plan and make recommendations for implementation.*

The business research project is identified by the apprentice and discussed first with the line manager and then the on programme assessor at least one month prior to the readiness for independent end assessment. This allows time for the apprentice to prepare a two page maximum synopsis of their proposed project which they are required to bring to the independent end assessment planning meeting. The independent end assessor and employer representative will then determine whether the proposed project has the potential to meet the criteria of the business challenge. By the end of the first week of the assessment window the proposal must be refined and agreed so that the project can commence.

The business research project will allow the apprentice to demonstrate their competence against a wide range of the standard. The business research project will contain:

- Introduction and background
- Outline of challenge or opportunity
- Aims and objectives
- Identification of measurable improvements and benefits to the organisation
- Evidence of consultation and engagement of stakeholders
- Analysis of costs
- Legislative and environmental requirements explained and adhered to
- Evidence of effective research
- Recommendations for implementation
- Validation and justification of recommendation
- Proposed timeframes for implementation

Once the business research project proposal has been approved by the independent end assessor, the apprentice will be required to undertake their project, which must be presented to the independent end assessor and employer panel no less than three, no more than four months from approval. The presentation will take place in a controlled environment either on or off-site. A 'controlled environment' is defined as a quiet room, away from the normal place of work with access to all the equipment the apprentice requires to deliver the presentation. The apprentice will have 45 minutes to deliver the presentation to include time for questions and answers at the end. An employer representative can be present during the presentation as an observer only and will not interact with the assessment activity.

The independent end assessor will make their judgement on the delivery of the business research project assessment using the assessment criteria below. The independent assessor should note particular aspects of the business challenge delivery that they wish to discuss with the apprentice during the question and answer session at the end of the presentation, either to confirm their judgement and/or provide further information on which to base the grading decision.

### Business research project

Every apprentice must	
<b>In order to pass an apprentice will:</b>	<ul style="list-style-type: none"> <li>• Give a general introduction and background to the organisation including information about the department, business unit and place in the wider organisation (if applicable)</li> <li>• Outline the challenge or opportunity identified</li> <li>• State the aims and objectives of the project</li> <li>• Identify how the potential changes would lead to measurable improvements and benefits to the organisation</li> <li>• Consult relevant stakeholders to inform the results and recommendations</li> <li>• Provide a cost breakdown of proposed recommendations</li> <li>• Identify applicable legislation and ensure the proposal complies where necessary</li> <li>• Provide research methodology to demonstrate a logical, coherent approach</li> <li>• Make clear recommendations for implementation</li> <li>• Validation and justification of recommendation</li> <li>• Proposed timeframes for implementation</li> </ul>
<b>In order to achieve a distinction apprentices must, in addition to achieving all pass criteria:</b>	<ul style="list-style-type: none"> <li>• Give a detailed introduction and background of the department, organisation and wider area of operations (e.g. competition, geographical considerations)</li> <li>• Outline the current situation which has led to the identification of a challenge or opportunity</li> <li>• Provide detailed aims and objectives for the project, linking to the current situation</li> <li>• Identification of measurable improvements and benefits to the organisation</li> <li>• Provide evidence of wide consultation and engagement of stakeholders, including incorporation of their feedback and how this has reinforced / altered the recommendations</li> <li>• Provide a detailed analysis of initial and ongoing costs and revenues</li> <li>• Detailed review of the project to ensure compliance with legislative and other requirements</li> <li>• Evidence of effective qualitative and quantitative research</li> <li>• Detailed recommendations for implementation</li> <li>• Validation and justification of recommendations</li> <li>• Proposed timeframes for implementation</li> </ul>

## Annex E – Reflective Essay requirements

The apprentice will demonstrate their competence in the workplace on a daily basis, covering a range of tasks and dealing with different client needs. From an assessment perspective this means that any given day or time will allow some observation; however, it is likely this will be a narrow window into the performance of the apprentice. In order to overcome this potential barrier, the apprentice will be required to produce a log of professional competence, a collection of evidence which will showcase their competence over the range of the standard. The log must be accompanied by a reflective essay to demonstrate the apprentice's ability to evaluate and review their own performance. The reflective essay will usually be 2,000-5,000 words in length.

Apprentices will use the template provided by their chosen assessment organisation to ensure they collect real work evidence to demonstrate their competence across the standard. This collection process should be learner led, but employer support is encouraged to assist the apprentice's understanding of requirements. Evidence should follow the synoptic approach, i.e. not concentrate on ticking individual boxes, but showing an overview of the process. The log will cover all elements of the standard.

Examples of work based evidence may include observation records, call recordings, copies of client briefs and bookings made, performance reviews and feedback. Candidates also have the opportunity to submit presentations, which may be pre-recorded, or suggest other imaginative methods of demonstrating their competence. Apprentices should ensure the template is fully completed to ensure competence across the standard. Evidence may be stored in electronic format and signposted as long as the independent end assessor has access to any and all of it prior to and during the professional discussion.

The work based evidence in the log may be compiled using any appropriate evidence which is generated at any point during the last six months of the on-programme section of the apprenticeship. Once submitted the independent end assessor will have the opportunity to discuss the log with the apprentice to ensure understanding and, where necessary, request additional evidence prior to the professional discussion.

All skills and behaviours should be covered in the reflective essay and log of professional competence. The log itself will not contribute to the grade, but the log and essay will form the basis from which the independent end assessor completes the professional discussion.



## Annex F – Log of behaviours

As part of the reflective essay apprentices are required to evaluate their performance over time against the behaviours in the standard. This evaluation should reflect the apprentice's performance over their apprenticeship journey and should identify how the behaviours have helped shape their overall performance.

During the professional discussion the apprentice will be required to revisit these reviews and demonstrate their behavioural performance over the course of the standard.

## Annex G – Professional discussion specification

The professional discussion is a structured discussion between the apprentice and their independent end assessor and a [road transport engineering manager](#)<sup>2</sup> from another bus, ~~or~~ coach or [commercial vehicle](#) operator. The employer may be invited to the meeting to assist in contextualising the discussion if required. Wherever possible the independent end assessor should be the same person who approved the business research project proposal.

Prior to the start of the formal professional discussion the apprentice will give their presentation and question and answer session for the business research project. Once complete the professional discussion will commence. It allows the independent end assessor to ask the apprentice questions in relation to:

- ✓ Behaviours
- ✓ The period of learning, development and continuous assessment
- ✓ Coverage of the standard
- ✓ Personal development and reflection

The apprentice will be informed of the requirements prior to the discussion, and will refer to the log of professional competence and reflective essay, along with any additional relevant work place evidence which they can provide, at least 10 days in advance, at the request of the independent end assessor. The discussion must be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence. The first ten minutes of the professional discussion will focus on the evidence provided for the behaviours element of the standard as outlined in Annex F, the remaining 50 will focus on the whole standard, in relation to the assessment criteria set out below.

A standard template supplied by the assessment organisation which can be contextualised by the independent end assessor for each assessment will be used, to ensure that standards are secure but interviewers are able to focus on key areas for confirmation of performance and effective appraisal of the evidence base. This will ensure that consistent approaches are taken and that all key areas are appropriately explored. The professional discussion will be planned in advance to allow for quality assurance and the apprentice will be given the template in advance so they are able to prepare responses and additional evidence.

In order to achieve the professional discussion, the apprentice will demonstrate their competence against each of the assessment criteria below. The apprentice may explain how they have achieved these knowledge, skills and behaviours in their workplace, using supporting documentation as appropriate. Once the assessor is satisfied the apprentice knows, shows and lives these sections on a consistent basis they will conclude the discussion.

The professional discussion will last sixty minutes and will be scored by the independent assessor and the [road transport engineering manager](#) using the standard template. The template will record full details of all marks applied (and evidence referenced) by the assessor. The professional discussion will be conducted in an assessment centre.

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<sup>2</sup> The employer panel member must currently, or have previously (within 5 years) been an [engineering manager](#) in a bus and coach or [other fleet engineering services](#) operating environment. They must not have had any part in the learning and development or line management of the apprentice.

## Professional discussion assessment criteria

Assessment requirements for professional discussion	
Coverage	The professional discussion is an opportunity for the independent end assessor and the peer engineering manager to discuss the apprentice's performance across the whole standard. As such the submission of the log of competence, reflective essay and log of behaviours will provide examples of how and when the apprentice has displayed the knowledge, skills and behaviours in the workplace.
In order to pass an apprentice will:	<ul style="list-style-type: none"> <li>Clearly articulate examples from the workplace relevant to evidencing competence across the standard</li> <li>Explain why it is essential to instil the importance of following procedures to staff</li> <li>Provide examples of how staff are managed effectively, including motivation and development of teams and individual staff members</li> <li>Provide an overview of how the engineering <a href="#">services</a>-operation meets the needs of the business</li> <li>Provide reasoned examples of how the operation operates efficiently</li> <li>Explain the importance of keeping up to date with current industry trends and provide examples of how this has been achieved</li> <li>Provide evidence to show they have been part of the budgeting and cost control in the organisation</li> <li>Describe how the engineering <a href="#">services</a>-operation meets environmental regulatory needs</li> <li>Provide an effective evaluation of own performance, including behaviours, identifying where opportunities for improvement have been taken and results thereof evaluated</li> <li>Demonstrate how feedback has been sought from managers and customers and how this has been effectively dealt with</li> </ul>
In order to achieve a distinction apprentices must, in addition to achieving all pass criteria:	<ul style="list-style-type: none"> <li>Explains how effective fleet management, contingency planning and preventative maintenance schedules have been developed and implemented and how this has decreased vehicle down time and increased overall departmental performance</li> <li>Describe how recommendations for the improvement of quality, cost, value or efficiency have been made and implemented in the organisation</li> <li>Demonstrate how a proactive approach to risk management has been implemented, including proactively educating and monitoring staff on health and safety and risk matters beyond the legislative minimum</li> <li>Provide examples of when improvement activities have been actively sought to develop own performance to raise standards in engineering <a href="#">services</a>, finance and customer service</li> <li>Provides mentorship to team members with measurable improvements to the performance of individuals and the team</li> <li>Proactively invite feedback from all stakeholders and use this to develop and implement measurable improvements in performance of self and team</li> </ul>