

END-POINT ASSESSMENT PLAN

Electrical Power Network Engineer Apprenticeship Standard Level 4

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Overview

This end-point assessment plan is to accompany the Electrical Power Network Engineer (EPNE) level 4 apprenticeship standard.

This plan outlines the end-point assessment that apprentices must successfully complete to achieve their apprenticeship. The EPNE apprenticeship will typically take 30 to 36 months, with the end-point assessment taken in the last six months. The end-point assessment consists of three elements: a knowledge test, practical observation and technical interview. Performance in the end-point assessment will determine the grade awarded: distinction, pass or fail.

This document will be of interest to apprentices, employers, training providers and end-point assessment organisations.

End-point Assessment Gateway

Employers must confirm that apprentices are ready for their end-point assessment (EPA).

Apprentices must demonstrate that they meet the following criteria:

- Achieved English and maths at level 2 or higher
- Satisfactory completion of the formal training plan agreed with the apprentice by the employer
- Sufficient evidence in the form of a work log to allow the apprentice to evidence consistent demonstration of knowledge, skills and behaviours as described in the standard.

Although the apprentice should only be recommended for EPA when they are ready, employers should have a remediation process in place to support an apprentice who fails.

End-Point Assessment (Last Six Months)

Assessment Organisations

EPA must be undertaken by an independent assessment organisation that is approved to deliver EPA for this standard and on the Education & Skills Funding Agency Register of Apprentice Assessment Organisations. They must develop and deliver the EPA as defined in this plan, ensuring independence as described.

Roles and Responsibilities of Assessment Organisation Appointed Staff

Assessment organisations must appoint appropriately qualified and experienced staff to conduct assessments, undertake the marking of the knowledge test and make the final grade decision, as defined in this plan. Requirements and responsibilities of these roles are detailed in table 1 below:

| Title | Criteria | Role |
|----------------------|---|---|
| Independent Examiner | Have an electrical engineering qualification at a minimum of level 4 or equivalent and have a minimum of 5 years' experience as a practitioner in an appropriate work environment and be independent i.e. have no connection with the apprentice, their training provider or employer | Using the evidence provided by the technical experts, make the final grading decision |

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| | | |
|---------------------------------------|--|---|
| Independent Industry Technical Expert | Have an electrical engineering qualification at a minimum of level 4 or equivalent and have a minimum of 5 years' experience as a practitioner in an appropriate work environment and hold or have previously held an appropriate level of industry Authorisation and must be independent i.e. have no connection with the apprentice, their training provider or employer | Involved in the technical interview panel Involved in the practical observation for Asset Management Engineers, Design Engineers and Planning Engineers They will provide their preliminary mark to the Independent Examiner |
| Employer Technical Expert | Have an electrical engineering qualification at a minimum of level 4 or equivalent and have a minimum of 5 years' experience as a practitioner in an appropriate work environment and hold or have previously held an appropriate company Authorisation and will be from the apprentice's employer but will not have been involved in the direct training or line management of the apprentice | Involved in the technical interview panel. They can inform the discussions associated with the technical interview but will not be involved in the preliminary marking process Involved in the practical observation for Control Engineer, Electrical Project Engineer and Operational Delivery Engineer and present their suggested preliminary marks to the Independent Examiner |
| Independent Representative | Must be independent i.e. have no connection with the apprentice, their training provider or employer. Role does not require technical knowledge. | Appointed by the Assessment Organisation to mark the knowledge test and provide the mark to the Independent Examiner |

Table 1. Roles and Responsibilities of End-point Assessment Organisation Approved and Appointed Staff

Due to industry restrictions, the practical observation of Control Engineers, Electrical Project Engineers and Operational Delivery Engineers will be undertaken by a technical expert from the apprentice's employer – employer technical expert. Apprentices will be observed working in a realistic work situation on a live electrical network up to 400kV. This means the employer technical expert must hold or have previously held an appropriate Company safety rule Authorisation. Authorisations are required in accordance with the Health and Safety at Work Act and the Electricity at Work Act that form the legal basis for industry safety rules. These Authorisation requirements also prevent the employer technical expert being accompanied by an independent industry technical expert. In these cases, the employer technical expert, recruited from the apprentice's employer, must not have been directly involved in their training or line management. The employer technical expert will present the observation outcomes in a format approved by the assessment organisation to an independent examiner to enable them to allocate a mark for the practical observation; in the case of disagreement, the independent examiner has the casting vote.

Assessment Methods & Timescales

The end-point assessment may be completed over a maximum six-month period, to accommodate work scheduling and cost effective planning of resources.

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It uses the following assessment methods and must be undertaken in this order:

- Knowledge test
- An observation of practical work activities
- Technical interview, based on a work log compiled during the apprenticeship

See Annex A for details of which assessment method will be used to assess each element of the standard. Further details on each assessment method are provided below.

Knowledge Test – Stage 1

Apprentices will complete a standardised multiple choice knowledge test consisting of 40 questions. The test will be open book i.e. students are allowed to have available and refer to any material that they wish to consult while carrying out the test. This material may include training manuals, company policies and procedures and work logs but they can't have access to internet search engines. It will be taken under examination conditions.

The test will be a 60 minute electronic or paper-based question paper and will assess apprentices on core technical knowledge across the Electrical Power Networks Engineer standard, as detailed in Annex A. The questions will be developed and standardised by assessment organisations, in consultation with representative employers.

The apprentice will take the knowledge test in a suitably controlled environment in the workplace in the presence of an invigilator. The invigilator may be sourced from the employer but will be approved by assessment organisations and must operate according to their guidance.

The multiple-choice paper will be marked by an independent representative from an Assessment Organisation, following an agreed marking guide produced by the assessment organisation or by electronic means.

The knowledge test will be graded distinction, pass or fail.

Practical Observation – Stage 2

Apprentices will complete a practical activity that will be observed. This activity will be appropriate for their role and as detailed in annex A. This practical observation will assess the apprentice synoptically against the core and specific knowledge, skills and behaviours in a real working environment, as detailed in annex A. Examples typically include:

- Asset Management Engineer – 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.
- Planning Engineer – 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.
- Design Engineer – be observed undertaking a detailed electrical network design, demonstrating load calculations, production of network diagrams and the benefits of their proposed design.
- Control Engineer – be observed safely managing a 'network desk', in-line with their Authorisation, in planned and unplanned situations demonstrating the control of network outages and their implications, identifying risks and how they have been minimised.

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- Electrical Project Engineer – be observed undertaking engineering activities on a ‘live’ project demonstrating that it will meet safety, time, budget and stakeholder requirements including how project designs have been implemented, any changes made with the rationale for them and produce final construction plans.
- Operational Delivery Engineer – be observed working in-line with Authorisation requirements for network, plant and apparatus. Responsible for the planning, management and control of agreed operational and safety requirements in line with specified job tasks to include, issue of “safety from the system documentation”, engineering activities and control of working parties. On completion of task return network, plant and apparatus back to the control of the network owner following approved company protocols.

The duration of the practical observation will typically be one day ie between 5 and 6 hours depending on the activity(s) and a maximum of 6 hours. The actual time allowed will be based on the comparable time an industry competent worker would take to achieve successful task(s) completion. Therefore, assessment organisations will set the time allowed for a particular observation in consultation with representative employers.

The apprentice will be asked questions to confirm their understanding of the rationale for actions taken and the choices made to complete the tasks. The questions will be devised by assessment organisations for each observed activity. The industry technical expert may ask follow-up questions to probe for further clarification where necessary. Assessment organisations will provide a template upon which to record the assessment outcomes.

There are differences in the approach as to who will assess the practical observation depending on the specific role option:

- Asset Management Engineers, Design Engineers and Planning Engineers will be observed undertaking activities in a real work environment and be assessed by an independent industry technical expert accompanied by an employer technical expert. Following the observation, the independent industry technical expert, after discussion with the employer technical expert, will assign a preliminary mark. In the case of disagreement, the independent industry technical expert has the casting vote.
- Control Engineers, Electrical Project Engineers and Operational Delivery Engineers will be observed by an employer technical expert. On completion of the observation, the employer technical expert will present the observation outcomes, in a format approved by the assessment organisation, to an independent examiner to enable them to allocate a mark for the practical observation.

The practical observation will be graded distinction, pass or fail. The criteria for marking the practical observation is shown in table 3.

Technical Interview – Stage 3

The final stage of the end-point assessment is a technical interview, based on a review of the apprentice’s work log. It will be conducted by an independent industry technical expert accompanied by an employer technical expert from the apprentice’s workplace.

The work log, compiled throughout the apprenticeship and completed by the gateway, must be sufficient to evidence the apprentice can apply the knowledge and skills required as indicated in annex A. There must

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be at least one piece of evidence relating to each knowledge, skill and behaviour detailed in annex A. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will be a minimum of 5 pieces of evidence. The work log should contain written accounts of activities that have been completed and referenced against the knowledge and skills, 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 should also be included. The apprentice's Manager/Mentor will typically support the development of the work log in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content.

The technical interview will typically be 2.75 hours and a maximum of 3 hours. This interview will be conducted under controlled conditions. It will assess the knowledge and skills identified in annex A. Assessment organisations will provide standardised questions. If required follow-up questions, to probe for further clarification, may be used.

The apprentice's responses will be documented by the independent industry technical expert during the interview. Following the interview, the independent industry technical expert, after discussion with the employer technical expert, will assign a preliminary mark. In the case of disagreement, the independent industry technical expert has the casting vote. Assessment organisations will provide a template upon which to record the answers and preliminary mark awarded.

The interview will be graded distinction, pass or fail. Criteria for assessing the technical interview is shown in table 3.

Re-takes/Re-sits

Re-takes/re-sits will only be offered to apprentices who fail an end-point assessment element(s) i.e. they are not offered to apprentices wishing to move from pass to distinction. A re-take is where the apprentice requires further learning/training, whereas a re-sit doesn't. Apprentices may re-take/re-sit one or more methods within the six month EPA period. Re-take/re-sits outside of the six-month end-point assessment period would require all elements to be re-assessed. Apprentices should have a supportive action plan to prepare for the re-take/re-sit. Re-takes/re-sits would be at the discretion of the employer following a 1:1 review with the apprentice to determine the suitability of the apprentice for further testing. The outcome grade for a re-sit/re-take will be limited to a pass unless there are exceptional circumstances as confirmed by the assessment organisation.

Assessment Organisation Moderation

Assessment organisations will undertake moderation of independent examiner(s), independent industry technical experts and employer technical experts' decisions. This will be done through observations and examination of documentation on a risk-sampling basis, i.e. a minimum of 20% for experienced independent examiners, industry/employer technical experts and 100% for new ones or where inconsistencies have been identified and the employer technical expert. Results cannot be confirmed until moderation has been completed.

Final Grade Decision

An independent examiner (as defined above), will combine the moderated grades from the knowledge test, practical observation and technical interview to determine the overall apprenticeship grade in line with the grading criteria below.

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Grading Criteria

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

Each assessment method will be graded pass, distinction or fail. In order to gain an apprenticeship pass, an apprentice must achieve a minimum of a pass in each EPA method. An apprenticeship pass represents full competence against the standard. To achieve a distinction grade, an apprentice must achieve distinction in each EPA method.

Table 2 shows the grading boundaries for each end-point assessment method:

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

Table 2. Grading Boundaries for each End-point Assessment Method

The following table outlines the scoring criteria that will be applied for each assessment method; detailed guidance will be developed by assessment organisations in conjunction with employers.

In order to be a competent worker all pass criteria needs to be achieved and distinction criteria is in addition.

| End Point Element | Distinction Criteria | Pass Criteria | Fail Criteria |
|--|---|---|--|
| Knowledge Test (100 marks) | Score 90 or above | Score 80 – 89 | Score ≤79 |
| Practical Observation (100 marks) | Distinction (85-100) <ul style="list-style-type: none"> • Consults and involves appropriate people from team and other areas to capitalise on different skills, perspectives, experience and knowledge. • Through positive relationships actively addresses conflict | Pass (60-84) <p>Achieves practical activities as described in standard - Annex A, with particular emphasis on:</p> <ul style="list-style-type: none"> • Actions ensure that health, safety and environmental considerations always take priority and processes and practices always comply with company standards, procedures and health & safety legislation. • Chooses, justifies use and follows appropriate policy and procedures. | Fail ≤59 <p>Fails to provide evidence to meet skill and behavioural requirements as detailed in standard - annex A.</p> |

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| | <p>with positive outcomes.</p> <ul style="list-style-type: none"> • Transmits difficult information in an understandable manner. • Assesses the impact of problem situations. Seeks out and attempts to solve root causes of problems making suggestions for future improvements. | <ul style="list-style-type: none"> • Presents all information in a clear and concise manner to sufficient depth for the audience. • Demonstrates that others' views are considered and support, where required, is offered to them. • Speaks confidently, listens to others and takes required action. • Recognises risks and chooses appropriate course of action depending on the situation. <ul style="list-style-type: none"> ▪ Demonstrates the impact of their activities/projects on the regulatory outcomes for the business. ▪ Identifies budget/resource considerations in their project/activity plans and outcomes. | |
| Technical Interview (100 marks) | <p>Distinction (85-100)</p> <ul style="list-style-type: none"> • Confidently discusses and justifies the application of sound engineering principles to improve the integrity, safety and longevity of the electrical network • Demonstrates learning from project monitoring and evaluation records to inform future actions • Demonstrates consideration and inclusion, where appropriate, of new technologies, innovation developments or additional network interfaces in their activities/project decisions • Demonstrates skills in assessing impact in different approaches, gathers and analyses information to | <p>Pass (60-84)</p> <p>Provides correct information to describe their understanding of skills and knowledge required in the standard, as indicated in annex A, to undertake their role competently with particular emphasis on:</p> <ul style="list-style-type: none"> • Gathers and analyses relevant information in order to implement and monitor the effectiveness of workable solutions to issues. • Links their work to company strategies and policies ensuring compliance with technical specifications. • Develops project plans that contain objectives, budgets, desired outcomes, timescales and evaluation records. • Explaining how their work activities support the business/client to achieve regulatory incentive mechanisms. • Clearly identifies stakeholders for the activity, their requirements and desired outcomes. • Recognises and defines problems associated with the job. Tackles issues in a step by step logical way. Makes suggestions for resolution | <p>Fail ≤59</p> <p>Fails to provide evidence to meet skill and knowledge requirements indicated in the standard - annex A.</p> |

| | | | |
|--|---|--|--|
| | support course of action. Makes suggestions for improvement | demonstrating benefit to customers and the business. | |
|--|---|--|--|

Table 3. Grading Criteria

Assessment Organisations – Requirements

Assessment organisations must:

- provide end-point assessment guidance to apprentices, employers and training providers in relation to the requirements of the knowledge test, practical observation, technical interview/work log.
- ensure the independent examiners, independent industry technical experts and employer technical experts make consistent and reliable assessment and preliminary grade judgements through moderation activity as described above.
- develop assessment tools and documentation. Assessment organisations must consult with representative technical experts in the development process. Assessment organisations must ensure that there is consistency and comparability in terms of the breadth and depth of each assessment, to ensure assessments are reliable, robust and valid and ensure competency accord across the industry.
- consider evidence in relation to reasons for failing an end-point assessment and confirm whether a grade higher than pass will be allowed for a re-take/re-sit, where the learner may have failed due to circumstances beyond their control.
- develop compensatory assessment for learners with special requirements to allow reasonable adjustments to be made to assess the knowledge, skills and behaviours of the apprentice through alternative assessment techniques. Whilst, these will remove barriers to participation, they must be designed to ensure judgements are not compromised to health, safety, and legal requirements.
- appoint and approve independent examiners, independent representatives, independent industry technical experts and employer technical experts to conduct the EPA marking and initial grading, based on a check of knowledge and experience.
- provide training for independent examiners, independent representatives, independent industry technical experts and employer technical experts in terms of the requirements of the operation and marking of the end-point assessment tools and initial grading.
- provide training for independent examiners, independent technical experts and employer technical experts in undertaking fair and impartial assessment and making judgements about performance and the application of knowledge and behaviours within a workplace setting.
- provide guidance in relation to the end-point assessment i.e. making reasonable adjustment, eligibility to enter EPA and conflict of interest.
- hold bi-annual standardisation events for independent examiners, independent representatives, independent industry technical experts and employer technical experts to ensure consistent application of the guidance.
- ensure assessment organisation moderation staff are trained in assessment and assurance processes and undertake regular continuing professional development.
- develop and manage a complaints and appeals procedure.

External Quality Assurance

External quality assurance for this apprenticeship standard will be managed by the Institute for Apprenticeships.

Professional Body Recognition

The Institution of Engineering and Technology (IET) has supported the development of the apprenticeship standard and end-point assessment plan. The current edition of the UK Standard for professional engineering competence (UK-SPEC) has been used as a guide throughout. The continuing support and guidance of this professional institution will ensure the apprentices who qualify, hold eligibility for registration as Engineering Technicians (EngTech).

This apprenticeship is designed to prepare the graduating apprentice to meet the standard required for the registration level of Engineering Technician as defined by the UK Standard for Professional Competence and may do so by submitting an application to their chosen Professional Engineering Institution.

Employers in the sector recognise the greater opportunity of continuing career development post-apprenticeship that professional registration offers. They are confident that retention and development of highly skilled apprentices will be enhanced by Engineering Technician registration as it will encourage the employee to identify opportunities for career progression and take responsibility for their own professional development.

Implementation

Affordability

The end-point assessment cost is expected to be in the region of 7% of the total external apprenticeship cost.

Manageability/Feasibility of the Standard and End-point Assessment Plan

It is expected that there will be in the region of 100 new starts per annum.

Approved assessment organisations will need to undertake work, in consultation with employers, to develop the tools and documentation for the end-point assessment.

**Annex A - Assessment Method by Element of the Standard –
Electrical Power Networks Engineer**

| | |
|-----------|------------------------------|
| KT | Knowledge Test |
| TI | Technical Interview |
| PO | Practical Observation |

| Core Technical Knowledge | EPA |
|---|--------------|
| electrical power principles: alternating current/direct current theories; dynamic/static engineering systems; application of electrical and electronic circuit theory; the use of complex wave forms | KT |
| three-phase systems with consideration being given to harmonics and their effects and the methods of power distribution | KT |
| electricity network design, capabilities, complexities, operations and topologies; operation and limitations of plant and equipment | KT |
| the operation of the electricity network in normal and fault conditions | KT |
| 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 | KT |
| company requirements with regard to project management tools, techniques and processes | PO |
| company engineering policies appropriate to their role | TI |
| engineering problems including how to identify the problem, gather and analyse all relevant information, provide and implement a workable solution and monitoring its effectiveness | TI |
| company business planning and resource control measures | TI/PO |
| the key interfaces of the electricity network and the impact of those interfaces | KT |

| Core Skills | EPA |
|---|-----|
| comply with company and Industry health, safety and environmental standards, regulations, company operating procedures and working practices | PO |
| ensure that all safety considerations are incorporated and evident in all working practices | PO |
| 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 | TI |
| produce timely communications providing information to stakeholders both in writing and verbally in relation to their role activities | PO |
| read, understand and interpret technical information relative to their role, identified in company strategies and policies and work in compliance with technical specifications | TI |
| produce clear and precise reports in relation to their activities to line management, other business departments and/or to external stakeholders | TI |
| 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 | TI |
| use company IT systems to provide accurate and reliable data to support business decisions | PO |
| demonstrate that their work activities supports the business to achieve its regulatory incentive mechanisms | TI |
| provide information to support business planning processes in relation to their role activities. | TI |
| uses company risk tools and techniques to evaluate and predict the reliability of engineering systems and equipment | PO |

| Core Behaviours | EPA |
|--|-----|
| Health, Safety & 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 | PO |
| Stakeholder management – is proactive in identifying their stakeholders and managing their expectations, presenting appropriate information to them clearly and concisely. | TI |
| 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. | PO |
| Analysing and solving problems – takes responsibility for solving problems by identifying and analyzing the issues and drawing logical, sound solutions that benefit customers and the business. | TI |
| Risk awareness – has the embedded desire to reduce risks through systematic monitoring and checking of information identifying mitigation actions on an on-going basis | PO |
| Planning & 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 | TI |

| Specific Asset Management Engineer Skills | EPA |
|--|-----|
| support the development of innovative policy solutions to best serve the needs of customers and stakeholders | TI |
| plan, develop and produce long term network reinforcement plans taking into account emerging technologies and projected future load requirements | PO |
| understand and interpret Regulatory requirements and business plans and contribute to the production of Regulatory technical returns | PO |
| assimilate complex external information to inform company decisions | PO |
| evaluate plant and equipment proposals and recommend company approaches | PO |
| instigate, as appropriate, investigations into asset, systems or process failures as well as undertaking network performance analysis | PO |
| support the identification of new and existing innovation projects | TI |
| identify the implications of the next generation of low carbon energy and how it influences the way the network is operated | TI |

| Specific Planning Engineer Skills | EPA |
|--|-----|
| build and be accountable for a rolling and dynamic plan, including managing conflicts and changes, for all operational and capital works | TI |
| prioritise all works to be delivered taking into account capital delivery and contractor resources ensuring that all outcome targets are considered | PO |
| ensure area plans are built optimally, utilising resource skill sets appropriately and plan the outages, negotiating and confirming them by utilising the switching matrix | TI |
| ensure all risk assessments are initiated in a timely manner, that any constraints are assessed and managed and any mitigating actions are determined | TI |
| ensure all planning decisions are documented in the relevant systems and are communicated with reasoning to all relevant stakeholders | PO |
| 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 | TI |
| be accountable for both resource and outage planning ownership and authority of work to be included or removed from the plan | TI |

| Specific Design Engineer Skills | EPA |
|---|-----|
| taking the long term network plan into consideration, translate company strategies into specific electrical designs | PO |
| make proposals regarding appropriate plant & equipment to be used and the benefits of the proposals | PO |
| undertake all aspects of design from outlines to detailed plans. This involves approvals, wayleaves, consents, appropriate regulations and costing information | TI |
| take into account the implications of safety and environmental requirements, statutory and industry standards, technical system requirements and commercial constraints on design plans | TI |
| demonstrate the application of appropriate methods to identify correct load calculations and produce network diagrams | PO |
| ensure that proposed designs meet commercial, investment requirements and take into account innovation developments | TI |

| Specific Control Engineer Skills | EPA |
|--|-----|
| remotely control the electrical network, in accordance with operating procedures and safety rules to ensure the safe and efficient operation of the power system | PO |
| control all outages and network access requests ensuring risks to the network and system security are minimised | PO |
| manage planned and fault operations and activities on the network to provide a safe and secure electricity supply | PO |
| undertake work in complex, dynamic and reactive environments and provide technical/operational guidance to the rest of the business | PO |
| agree and co-ordinate the work of others to maximise network availability and minimise network risks | TI |
| escalate significant network incidents throughout the business as appropriate (monitoring of real time impacts on the system | TI |
| ensure interface arrangements and the impact of embedded generation are considered where appropriate | TI |
| work effectively under appropriate Control Engineer Authorisation in-line with company requirements | PO |

| Specific Electrical Project Engineer Skills | EPA |
|---|-----|
| project manage activities to ensure projects are delivered on time, meet stakeholder and budget requirements | PO |
| understand and work to project designs and interpret requirements to fit the specific environment the project is being constructed in | PO |
| manage stakeholder relations and produce final construction plans. | PO |
| undertake contractor management of external parties, agreeing work specifications, variations and acceptance of work completion in-line with company processes and procedures | TI |
| be Authorised to work on the electricity network in-line with company/asset owner requirements | PO |
| issue, review and communicate to all site personnel the agreed safe systems of works associated with the activities being carried out. | PO |
| ensure the completion of final hand back documentation to the agreed specifications and timescales | PO |

| Specific Operational Delivery Engineer Skills | EPA |
|--|-----|
| plan, manage and undertake a range of engineering activities and operations to the electricity network, to meet design, safety, time and commercial requirements | PO |
| be Authorised to work on the electricity network in-line with company/asset owner requirements | PO |
| understand and take control of reactive activities including testing, inspection and maintenance of appropriate plant and equipment to meet operational requirements | TI |
| take responsibility for and control others who may be working on the network | PO |
| issue, review and communicate to all site personnel the agreed safe systems of works associated with the activities being carried out | PO |
| ensure the completion of final hand back documentation to the agreed specifications and timescales | PO |

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