



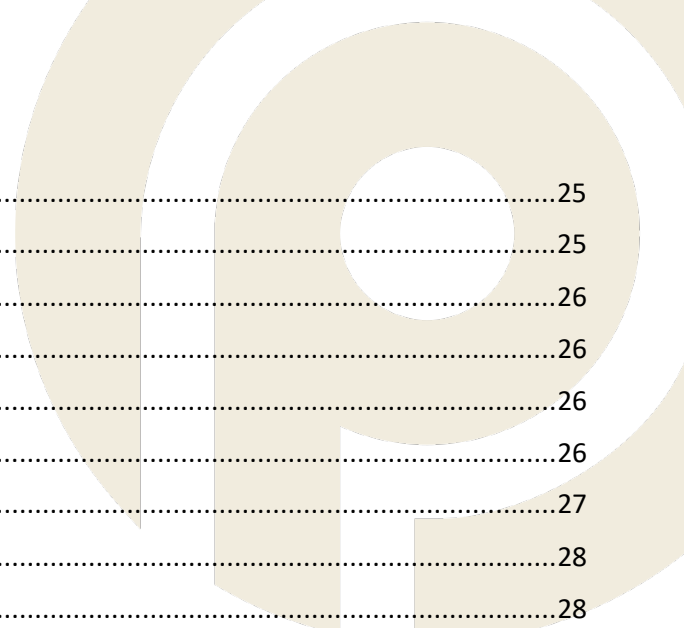
# End-Point Assessment Guidance and Specification for Bicycle Mechanic ST0622 v1.2 Level 2



*Photo by eberhard grossgasteiger on Unsplash.*

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## Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Assessment Plan Revised Version Number	Date of Revision
Removal of the requirement for apprentices to attempt the upskill to L2 English and Maths Functional Skills prior to Gateway.	n/a	From 01/08/2022
New style Gateway Declaration Record updated – Appendix 1	n/a	From 01/08/2022
Addition of the requirement for a suitable wheel jig with DTI (or other appropriate measuring device) so that the lateral run out on the wheel can be accurately measured in Task 2 of the Practical Demonstration – see Appendix 3	n/a	08/08/2022
Resit/retake guidance for the Practical Demonstration updated – see page 15	n/a	15/12/2022
<p>Assessment plan updated from AP01 to version 1.1</p> <p>Summary of changes:</p> <ul style="list-style-type: none"> <li>An increase to the timescale for the apprentice to achieve a distinction on Task 1 of the practical (strip, repair and rebuild a bicycle) from 2 hours to 2.5 hours.</li> <li>S6 - now reads 'bleed hydraulic brake systems', instead of 'bleed open/closed hydraulic brake systems'.</li> <li>S16 – now reads 'set up, servicing and adjustment of internal gears' instead of 'set up, servicing and adjustment of internal hub gears'.</li> </ul>	1.1	<p>From 10/03/2023</p> <p><b>PAL implemented these changes for all apprentices entering Gateway as from 04/04/2023</b></p>
<p>Assessment plan updated from version 1.1 to version 1.2</p> <p>Summary of changes:</p> <ul style="list-style-type: none"> <li>S16 – now reads 'set up, and adjustment of internal gears' instead of 'set up, servicing and adjustment of internal gears'.</li> </ul>	1.2	<p>From 11/07/2023</p> <p><b>PAL implemented these changes for all apprentices entering Gateway as from 01/08/2023</b></p>

## Overview

The end-point assessment in this specification relates to the Bicycle Mechanic Apprenticeship ST0622 version 1.2. The apprenticeship is at Level 2 and is for apprentices who build, repair and service a range of bicycle types. It is applicable to bicycle mechanics who work in a range of settings such as independent bicycle shops, hire centres, bicycle workshops and larger non-specialist retailers, as well as those who work in sports clubs, race teams, bicycle tour operators or other bicycle related organisations.

The role of a bicycle mechanic will typically include the running of diagnostic tests to determine the cause of problems, taking the necessary steps to fix them; when parts aren't available to hand, they will instigate the order for them to be obtained from a distributor or manufacturer. Repairs can be as simple as replacing cables or tyres; sometimes they can require more complicated procedures like adjusting a frame or repairing brakes and gears. They may build bicycles or wheels from scratch. Whether a repair or build they need to complete safety checks.

They may or may not interact with customers depending on the workplace, this may include talking to the customer to help identify the fault, providing estimates – recommending when it is economically viable to repair and/or the handover of the built/repaired bicycle with an explanation of the work completed. They will need to complete documentation, for example relating to the work completed or warranty claims.

In their daily work, an employee in this occupation interacts with other bicycle mechanics (depending on size of operation) and suppliers; interacting with customers/clients is usually part of the role. Work is usually completed under the supervision of a senior mechanic or other management structure depending on the organisation. The work can be physically demanding and involves using various tools and chemicals, like cleaning products and greasing agents. Working in a manner that ensures the health and safety of self and others is essential.

The typical duration for this apprenticeship is 18 months but this will depend on apprentices' previous experience and their access to opportunities to gain the full range of competences. The minimum duration of training for any apprenticeship is 366 days, before entering end-point assessment.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment. The purpose of the end-point assessment is to confirm that apprentices have met the required level of knowledge, skills and behavioural standards set by employers.

The overall apprenticeship is graded as pass/distinction.

To achieve the apprenticeship certificate, apprentices are required to successfully complete the:

- On-programme period of training and development, including achieving the required Level 1 mathematics and English qualifications.
- End-point assessment (EPA) - all components, within the assessment window.

The certificate for the apprenticeship is awarded by the Institute for Apprentices and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA).

As the end-point assessment organisation, Professional Assessment Ltd will claim for the certificate on behalf of the apprentices. Certificates are sent to the nominated employer, and it is the employer's responsibility to ensure the apprentice receives the certificate.

The standards and accompanying assessment plan can be accessed via the [Institute for Apprenticeships and Technical Education](#).

<b>Standard Title</b>	Bicycle Mechanic
<b>Level</b>	2
<b>Standard and Version Number</b>	ST0622 v1.2
<b>LARS Number</b>	339
<b>Named EQA organisation</b>	Ofqual
<b>Duration of Apprenticeship</b>	Typically, 18 months but the actual length of the apprenticeship will be decided by the employer
<b>Duration of End-Point Assessment</b>	12 weeks
<b>Date the Assessment Plan scheduled is for review</b>	This standard should be reviewed within 3 years of its approval date.
<b>Mandatory Qualifications within the Standard</b>	To meet the apprenticeship standards, apprentices must achieve a minimum of Level 1 Maths and Level 1 English  There are no mandatory professional qualifications within this apprenticeship
<b>End-Point Assessment Methods</b>	The end-point assessment is designed to test the apprentice throughout the entire standard, the assessment methods used to achieve this are as follows: <ul style="list-style-type: none"> <li>➤ Practical demonstration.</li> <li>➤ Interview, underpinned by a portfolio of evidence.</li> <li>➤ Test.</li> </ul>

## Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Bicycle Mechanic Apprenticeship and should be used in conjunction with the Bicycle Mechanic ST0622 v1.2 Padlet<sup>1</sup> – End-Point Assessment Information for Apprentices, Providers and Employers.

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*The overarching aim of the end-point assessment is to ensure that the apprentice meets the standard set out by employers of the relevant sector and that they are fully competent within their job roles. An apprentice must successfully complete all the end-point assessment components to receive the apprenticeship certificate.*

*References to third-party material made in this specification are made in good faith. Professional Assessment Ltd does not endorse,*

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<sup>1</sup> A Padlet is an on-line wiki-based resource, made available to all PAL clients. Resources are updated centrally, so the latest information can be accessed via the Padlet



*approve, or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

Professional Assessment Ltd (PAL) has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and providers in developing the assessment tools for this end-point assessment. We are grateful to all who have generously shared their time and expertise to help us in the development process.

The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard, which have been learned throughout the apprenticeship programme. The purpose of the end-point assessment is to make sure that the apprentice meets the standard in its entirety.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training when their employer, and in some cases their provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

The end-point assessment can be delivered only by a registered assessment organisation, which must be independent of the employer, or any party involved in the delivery of the on-programme phase of the apprenticeship. In this context, independence, means without influence or bias and the assessor assigned is not affiliated to the employer or any training partner involved, and notably the independent assessor has played no part in the training of the apprentice.

All assessment decisions for this standard's end-point assessment must be made by the independent assessment organisation.

PAL has been working closely with occupational experts, employers, and providers in the development of end-point assessment tools to ensure that they are:

- Valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes.
- Fair to all apprentices and help them to make progress in their lives.
- Manageable for apprentices and the industry and can be delivered effectively and efficiently in the vocational setting.

## **Apprenticeship Standard Objective**

The overall goal of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and approved by the Institute and that they are confident and competent in their role to take on responsibilities to deliver clearly defined business outcomes.

## **Progression**

On completion of the apprenticeship, the apprentice could progress into a more senior role, with supervisory or team leader responsibilities.

## Who is Professional Assessment (PAL)?

Professional Assessment Ltd provides services for providers to include colleges and employers involved in the delivery of apprenticeships and adult learning. Our offer includes:

- End-point assessment for a wide range of apprenticeship standards. Our dedicated team offers national coverage and has built up extensive experience in administering the latest end-point assessments.
- Compliance and audit services. Our funding compliance team tailor their support to meet your specific needs; from ad-hoc advice and support to full ESFA-style audits.

The link to our website can be located by clicking [here](#).

## What is needed prior to end-point assessment?

The employer and provider must confirm that the apprentice has met the on-programme requirements and the apprentice is ready to undertake the end-point assessment.

The employer and provider must hold a 'Gateway' review to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with English and maths at a level 1 as set by the apprenticeship standard.

To confirm this review has taken place, the employer, provider, and apprentice are required to complete a Gateway Declaration Record, an example of which is included in the Appendix of this handbook<sup>2</sup>, alternatively, providers and employers can use their documentation, with the caveat, that the document must record the information as stipulated on the Professional Assessment Gateway record.

Professional Assessment Ltd also needs evidence of English and maths attainment. Please check with the EPA team via [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk) if you do not know which qualifications are accepted. Evidence must be in the form of a certificate.

Professional Assessment will not confirm an EPA booking until the required evidence is submitted. For auditing purposes, the Gateway Declaration Record should either be signed or dated by all parties, or email/DVR confirmation provided that all parties have agreed on readiness.

Ideally, we also ask for the Professional Assessment apprenticeship certificate consent form, apprentice ID form and authentication of evidence form (where applicable) to be completed at the Gateway review and submitted. If the three documents are not made available at the gateway review, the independent end-point assessor will collect these documents, as part of the assessment planning process.

If the planning meeting is completed on-line, these documents will need to be shared as part of the assessment planning process and emailed to [epasupportservices@professionalassessment.co.uk](mailto:epasupportservices@professionalassessment.co.uk).

The recommended approach during the on-programme assessment (month 1-12) to ensure that the apprentice is on track is based on the employer's performance management process with the following key elements:

- Line manager uses the formal performance management process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- The provider can support this (if required) by ensuring that the requirements of the apprenticeship are reflected in the performance management process and filling any gaps through their work with the apprentice.

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<sup>2</sup> The gateway record may change in design and content based, on revisions to standards - for the latest document please refer to the relevant Padlet that PAL will have provided training providers or can provide directly to employers and apprentices.



- The provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility.
- Regular check points between the line manager and provider (aligned with the performance management process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be strongly encouraged to create a learning record that contains examples of their learning and areas for development/action points as they go through the apprenticeship –

The Gateway decision regarding readiness will be taken by the line manager (or appropriate employer) representative and apprentice with input from the provider.

## Language of assessment

All components of the end-point assessment will be conducted in plain English.

Apprentices may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on special considerations and reasonable adjustments can be found in our Special Considerations and Reasonable Adjustments policy.

## How is end-point assessment delivered?

The apprentice will be assessed to the apprenticeship standard using three complementary assessment methods. The assessment is synoptic, i.e., takes a view of the overall performance of the apprentice in their job. Each assessment method should directly assess the knowledge, skills, and behaviours of the standard.

The assessment activities will be completed by the independent assessor as follows:

- Practical demonstration.
- Interview, underpinned by a portfolio of evidence.
- Test.

There is no mandated assessment sequence. Assessments can be combined, so it is permissible to undertake more than one assessment on one day.

The content and structure of the assessment methods is provided by PAL to ensure consistency across all apprentices. The employer, with the support of the provider where appropriate, will work with the apprentice to agree how the apprentice goes about completing the components of the end-point assessment and will provide guidance along the way as required. The provider will ensure that the evidence presented for end-point assessment meets the assessment plan requirements but does not have a role in the formal end-point assessment or grade decision.





In order to pass apprentices must achieve a pass in all assessment methods; apprentices who fail one or more method will fail the EPA.





In order to achieve a distinction apprentices must achieve a distinction in the practical observation.

If any assessment activity is failed it must be retaken. Apprentices cannot achieve the apprenticeship without gaining at least a pass in every assessment activity.

The following chart sets out the sequences of the Gateway review and end-point assessment.

Note – the assessments can be taken in any order.

Apprentice/Employer/Training Provider		PAL
Apprentice registered with PAL prior to the Gateway review.		<ul style="list-style-type: none"> <li>▪ Milestone check-ins will be logged on MIS.</li> <li>▪ ESFA advised of EPAO.</li> <li>▪ EPAPro log-in credentials provided.</li> <li>▪ Access to a range of assessment guidance materials available.</li> </ul>
Gateway review held between training provider, employer, and apprentice to confirm assessment readiness. <ul style="list-style-type: none"> <li>• Evidence provided that English and maths requirements have been achieved.</li> <li>• A completed portfolio of evidence is a requirement at Gateway.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Declaration received that the apprentice is ready for assessment.</li> <li>▪ Gateway evidence received.</li> <li>▪ PAL approves or rejects the Gateway evidence. If rejected, the provider to resubmit as required.</li> </ul>
PAL contacts employer and apprentice. PAL undertakes assessment planning meeting and agrees assessment schedule.		<ul style="list-style-type: none"> <li>▪ Assessment plan completed. Dates will be agreed for all methods of assessment to meet with the Bicycle Mechanic STO622 v1.2 assessment plan and to allow for reasonable resit or retake activities within the assessment window, wherever possible.</li> <li>▪ ID and certificate request confirmation confirmed.</li> </ul>
Apprentice undertakes the practical demonstration and verbal questioning.		<ul style="list-style-type: none"> <li>▪ Practical demonstration and questioning assessment completed:</li> <li>▪ There are three tasks within the practical demonstration-               <ol style="list-style-type: none"> <li>1. Strip, repair and rebuild (maximum of 3 hours assessment duration).</li> <li>2. Build new wheel (maximum of 2 hours assessment duration).</li> <li>3. Dealing with customer (maximum of 20 minutes assessment duration).</li> </ol> </li> <li>▪ All assessments can be increased by 10% at the assessor's discretion.</li> <li>▪ A colleague is required to act as the customer for task 3.</li> <li>▪ Practical demonstration and response to questions assessed. Assessment graded.</li> </ul>

Apprentice/Employer/Training Provider		PAL
Apprentice undertakes the interview.		<ul style="list-style-type: none"> <li>▪ Portfolio submitted at Gateway reviewed by the assessor and relevant interview points prepared. Assessment date agreed at the planning meeting.</li> <li>▪ Interview assessment duration 45 minutes +10% at the assessor's discretion.</li> <li>▪ No requirement for third party presence at the interview.</li> <li>▪ Interview completed, responses to questions assessed. Assessment graded.</li> </ul>
Apprentice undertakes the test.		<ul style="list-style-type: none"> <li>▪ 30 multiple-choice question test.</li> <li>▪ Test duration 60 minutes maximum (unless reasonable adjustments are applied by PAL).</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Overall grading undertaken - assessor confirms to PAL grades for all assessment elements and overall grade using grade descriptors and weighting as detailed in the assessment plan.</li> <li>▪ IQA undertaken.</li> <li>▪ Assessment outcome provided within the assessment window timeframe.</li> </ul>
<p>Employer informed of the outcome of end-point assessment via email from <a href="mailto:epasupportservices@professionalassessment.co.uk">epasupportservices@professionalassessment.co.uk</a>.</p> <p>Apprentice and provider are copied into the communication.</p>		<ul style="list-style-type: none"> <li>▪ Assessment reports will record decisions and grades. If a resit or retake is required, it is important the relevant parties refer to the summary record.</li> <li>▪ Assessment decision data collated and used to inform standardisations processes and quality assurance.</li> <li>▪ Confirmed assessment outcome provided to the provider and Apprenticeship service.</li> <li>▪ Certificate requested where a pass or higher grade for all aspects of end-point assessment are achieved.</li> <li>▪ Data provided to the regulator as necessary.</li> </ul>

## Who can carry out end-point assessment?

Assessors/the end-point assessment organisation for this standard are required to:

- Have excellent knowledge and understanding of the apprenticeship standard.
- Hold, or be working towards a recognised current workplace assessment qualification.
- Have recent, that is in last two years, relevant experience of the occupation and sector at senior bicycle mechanic level or at least three years' experience as a senior bicycle mechanic and current knowledge evidenced by continuing professional development (CPD).
- Undertake a minimum of three-days CPD per year.
- Must attend two standardisation events annually.
- Have sufficient resources to carry out the role of independent end assessor i.e., time and budget.

All assessors that meet the above criteria are trained and approved by PAL to ensure that they are capable carrying out end-point assessments in a fair and consistent manner to make reliable judgments.

Professional Assessment Ltd will be responsible for all aspects of the end-point assessment for this standard and will review the evidence against the standard to ensure that the full range of skills, knowledge and behaviours have been met; this includes the knowledge test, portfolio-based interview, and project presentation.

## Internal Quality Assurance Requirements

Professional Assessment Ltd requires all quality assurance staff to hold a recognised internal quality assurance qualification. IQA staffs are subject to the requirements of an end-point assessor as outlined above and must show competence in subject specialist areas to be approved in internal quality assurance. Quality assurers are monitored to undertake Continuous Professional Development, to ensure the currency of their industry specific knowledge and practice.

PAL implements validation and quality assurance policies and processes to ensure that all assessments are robust, fully align with the independent end-point assessment requirements, and are assessed consistently, reliably, and fairly by all EPA. Policies can be shared upon request, please contact [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk). Essential policies are also available via the Padlet and our website.

In accordance with these policies Professional Assessment Ltd will:

- Develop and maintain a set of assessment tools, to be used by all assessors when carrying out assessments.
- Ensure assessors for this standard, meet with the assessment plan competency requirements.
- Train and develop all assessors to ensure reliable and consistent assessment of the bicycle mechanic standard.
- Apply robust quality assurance and verification processes to assessments, e.g., the use of standard formats, moderation and standardisation of marking and assessment decisions
- Apply and follow the appeals and disputes policy and procedure in response to any legitimate appeal or dispute.
- Produce exemplar materials, which can be used to add further clarity and establish guidelines for assessment against the stated criteria of the standard.
- Hold standardisation and moderation activities of assessment process.
- Communicate with third parties any concerns or issues that may impact on assessment activities or outcomes.

## External Quality Assurance Requirements

External quality assurance for the Bicycle Mechanic Apprenticeship is undertaken by Ofqual.

## Standardisation and Moderation

All assessors are required to attend standardisation and moderation activities, to ensure the consistency of the assessment approach and to ensure assessment grading is aligned to the relevant assessment plan requirements. Standardisation activities are carried out on an on-going basis such meetings can be in the format of traditional meetings or via hangouts.

IQAs may accompany or 'remote in' with assessors carrying out EPA to ensure that the EPA is being administered safely, securely and in line with Professional Assessment Ltd guidance.

For further information on quality assurance, standardisation and moderation please see our policies, or contact our quality team via [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

## Grading

This apprenticeship includes pass and distinction grades with the final grade based on the apprentice's combined performance in each assessment activity.

To achieve a pass overall, the apprentice must achieve a pass in all assessment methods by meeting all of the pass descriptors.

To achieve a distinction overall, the apprentice must achieve a distinction in all assessment methods by meeting all of the distinction descriptors.

Please see **Tables 2 and 3** for grading descriptors.

Grades from each method of assessment will be combined as follows.

Practical demonstration	Interview underpinned by portfolio of evidence	Test	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Distinction

## Preparing apprentices for end-point assessment

To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development must include the ESFA minimum requirements for off-the-job training, away from the day-to-day job. Please refer to ESFA guidance and funding rules regarding the definition of what training interventions are permissible under the ruling and responsibilities for recording and evidencing off-job training activities.

To prepare apprentices effectively, employers and/or providers should:

- Have a good understanding of the apprenticeship standard and the structure and format of the end-point assessment.
- Plan and implement a learning and development programme based on the apprenticeship standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills, and behaviours.
- Use formative assessments and mock assessments to help prepare apprentices for the end-point assessment.

It is recommended, but not required, that the on-programme assessment includes:

- Registration with a relevant professional body to provide access to management resources, wider networks, and CPD activities.
- Regular performance reviews between the apprentice and a senior manager.
- Opportunities given and evidence generated to cover all assessment criteria.
- Feedback from line manager, peers, and direct reports (including 180/360-degree feedback or equivalent).

## End-point assessment planning and scheduling

Employers and/or providers<sup>3</sup> must have an agreement in place to conduct end-point assessments with PAL, we regularly check the ESFA portal to review pipeline business and ensure that providers who wish to work with us, are attached to us, as EPAO for the relevant standard(s).

Apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. PAL encourages communication with all parties, in respect of apprenticeship progress and status and our accounts team will periodically communicate directly with other stakeholders, to seek clarification and updates regarding apprentices' assessment readiness. Once the employer or provider has confirmed a gateway date, PAL will arrange a planning meeting on receipt and validation of the gateway evidence.

The purpose of the planning meeting is to share information with the end-point assessment organisation, in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The assessor/PAL representative will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time. The meeting can be conducted remotely using appropriate technology.

The end-point assessment will be conducted over a period of 12 weeks at the end of the apprenticeship. Assessments cannot take place if the apprentice has not served the minimum time in training and we require employers and providers to check this requirement has been met, before submitting gateway evidence.

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<sup>3</sup> Note PAL endeavours to have agreements with both employers and training providers, to ensure all parties are aware of our service offer and role in the apprenticeship journey.



## Reassessment

PAL's resit and retake policy will apply in the event of reassessments, and we will discuss arrangements for such activities with all concerned parties.

Reassessments do incur a charge. All fees are detailed in PAL's pricing policy and outlined in the contracting process.

Reassessments wherever possible will be carried out by the original assessor, but if this is not possible PAL reserves the right to assign a different assessor.

## Resits and Retakes

Apprentices who fail one or more assessment methods will be offered the opportunity to take a resit or a retake. A resit does not require further learning, whereas a retake does. Apprentices should have a supportive action plan to prepare for a resit or a retake. The apprentice's employer will need to agree with the EPAO that either a resit or retake is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to resit or retake any failed assessment method only.

Any assessment method resit or retake must be taken within 3 months of the fail notification, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Resits and retakes are not offered to apprentices wishing to move from pass to distinction.

## Reassessment requirements for each component

For component 1 – practical demonstration with questions and answers: if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the practical demonstration and questioning in their first assessment attempt, a further, different practical demonstration and questioning assessment will be carried out.

If the apprentice fails 1 out of the 3 practical demonstration tasks, they will be required to resit the failed task only.

If the apprentice fails 2 out of the 3 practical demonstration tasks, they will be required to resit the whole component (i.e., all 3 tasks).

For component 2 – interview: if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the interview in their first assessment attempt, a further, different full interview assessment of the apprentice will be carried out.

For component 3 – test: if the apprentice does not achieve the pass mark for the test, a further, different test will be carried out.

## Capping

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a resit or retake.

## Booking Reassessments

The timescale for any reassessment will be agreed on a case-by-case basis, with PAL. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

## Portfolio of Evidence

A completed portfolio of evidence is required to be submitted to PAL as part of the Gateway review.

The portfolio **is not directly assessed** as part of end-point assessment, it provides a structure for the interview.

The assessor will review the portfolio evidence and use it to identify areas for the interview, and it is the interview that will assess the apprentice's understanding and learning.

The portfolio should be produced over a period from the commencement of the apprenticeship, showcasing competence by the apprentice having first learned and applied the knowledge, skills and behaviours set out in the standard. It is of paramount importance that all the work submitted in the portfolio has been generated by the apprentice or relates directly to the named apprentice. The assessor and the EPAO will undertake authenticity checks regarding portfolio evidence as part of the interview assessment.

## How can a bicycle mechanic prepare for and complete the portfolio of evidence?

The employer and provider will assist the apprentice in producing their portfolio to ensure that it covers all standards outlined in the assessment plan for the interview method of assessment.

Please refer to Appendix 2 for the knowledge, skills and behaviours required to be assessed by the interview and evidenced in the portfolio.

### The portfolio **must contain**:

- A mapping document which clearly shows how the evidence is mapped against the relevant knowledge, skills and behaviours that will be assessed by the interview (PAL has provided a mapping document - please see the Bicycle Mechanic Padlet). **There must be a minimum of two pieces of evidence to demonstrate each knowledge, skill, and behaviour.**
- A statement to confirm that the evidence provided is valid and attributable to the apprentice from the employer.

Please note - PAL will not accept a portfolio of evidence submitted without a completed mapping document and an employer statement of validity.

### The portfolio **cannot contain**:

- Any methods of self-assessment.
- Any witness testimonies.
- More than one piece of employer OR customer feedback.

### The portfolio **may contain** the following items as evidence:

- Written statements by the apprentice (not reflective).
- Reports created by the apprentice including photographic record showing strip down and re-build.
- Photo-journals with accompanying notes.
- Job cards/job sheets with annotation.
- Quotes and costings with annotation.
- Purchase orders/order forms with annotation.
- Video clips (maximum duration 90 minutes, split into 15 minute sections to prevent uploading issues).

- Handover records with annotation.
- Employer/customer feedback (maximum of one).
- Observation of performance documented by the provider or employer (maximum of one).
- Ongoing professional discussions between the apprentice and their provider that relate to work tasks undertaken by the apprentice throughout their programme.
- CPD log or personal development plan.

This is not a definitive list; other evidence sources are allowable and not all of the above are required to be used.

The format and structure of the portfolio must be agreed between the employer and apprentice, and ideally will be presented electronically.

PAL has provided suggestions of potential portfolio evidence – **please note, this is not an exhaustive or mandatory list.**

Area of the Standard	Possible evidence sources
<p><b>Knowledge</b> K16 Understand Information technology applications used in the bicycle workshop environment, including excel, databases and search engines.</p>	<p>Explains, with reference to portfolio evidence, how information technology is used in their workplace and its benefits:</p> <ul style="list-style-type: none"> <li>➤ Produce a report with evidence and annotation of the use of IT, websites, EPOS, and stock systems in action. This could include screenshots with accompanying explanation.</li> <li>➤ Recorded professional discussion to cover use and benefits of IT systems in the cycle mechanic workplace.</li> <li>➤ Explain the IT records the bicycle mechanic is responsible for completing in the role, how this information is used and why the organisation requires this information.</li> <li>➤ Observation record completed by the provider.</li> <li>➤ Report and evidence of on-line warranty procedures.</li> <li>➤ Report and evidence of updating work and customer records.</li> <li>➤ Report and evidence of stock control and ordering.</li> </ul>
<p><b>Skills</b> S1.ii Identifying when it is uneconomical to proceed.</p> <p>S6 Bleed hydraulic brake systems.</p>	<p>S1.ii Explains faults that are uneconomical to repair and why, with reference to two examples in portfolio:</p> <ul style="list-style-type: none"> <li>➤ Quotations and costings.</li> <li>➤ Evidence of prices of equivalent replacement – catalogues etc.</li> <li>➤ Professional discussion.</li> <li>➤ Essay/assignment based on particular task.</li> <li>➤ Evidence of communication with customer – e-mails or observation.</li> </ul> <p>S6 Describes correct process to bleed hydraulic brake systems, with reference to two examples in portfolio evidence:</p> <ul style="list-style-type: none"> <li>➤ Professional discussion to cover safety, tools, materials, information, types of hydraulic brakes and principles.</li> <li>➤ Product evidence to support explanation.</li> <li>➤ Photo journal with accompanying descriptive notes.</li> <li>➤ Reports created by the apprentice including photographic record showing brake bleed process.</li> <li>➤ Annotated job cards.</li> <li>➤ Video with commentary.</li> </ul>

Area of the Standard	Possible evidence sources
<p>S12 Remove and replace a set of forks, taking account of the correct way to cut a fork steering column to size. Hydraulic fork servicing; disassemble and clean stanchions and cartridges and re-grease properly.</p> <p>S16 Set up and adjustment of internal gears.</p> <p>S21 Use catalogues (hard copy and online) to identify parts and order to fulfil customer's needs.</p>	<p>S12 Describes correct process to remove and service replace a set of forks, with reference to two examples in portfolio evidence:</p> <ul style="list-style-type: none"> <li>➤ Professional discussion to cover safety, tools, information, types of forks and principles.</li> <li>➤ Product evidence to support explanation.</li> <li>➤ Photo journal with accompanying descriptive notes.</li> <li>➤ Reports created by the apprentice including photographic record showing strip down and re-build.</li> <li>➤ Annotated job cards.</li> <li>➤ Video with commentary.</li> </ul> <p>S16 Describes correct process to set up and adjust internal gears, with reference to one example in portfolio evidence:</p> <ul style="list-style-type: none"> <li>➤ Professional discussion to cover safety, tools, information, types of internal gear and principles.</li> <li>➤ Product evidence to support explanation.</li> <li>➤ Photo journal with accompanying descriptive notes.</li> <li>➤ Reports created by the apprentice including photographic record showing set up and adjustment.</li> <li>➤ Annotated job cards.</li> <li>➤ Video with commentary.</li> </ul> <p>S21 Provides at least two examples of using catalogues (hard copy and online) to identify parts and order to fulfil customer's needs; identifies checks that should be made:</p> <ul style="list-style-type: none"> <li>➤ Professional discussion to cover sources of information and their utilisation.</li> <li>➤ Quotations and costings with explanation of their assembly.</li> <li>➤ Report to show identification of parts and relevant numbers for workshop tasks.</li> <li>➤ Screenshots with explanation.</li> <li>➤ Evidence of prices – catalogues etc.</li> <li>➤ Completed order forms.</li> <li>➤ Evidence of use of checklists and manuals.</li> <li>➤ Report and evidence of stock control and ordering.</li> <li>➤ Video with commentary.</li> </ul>
<p><b>Behaviours:</b></p> <p>B2 Work efficiently as a member of the workshop team; takes account of deadlines; takes responsibility to deal with or report issues.</p>	<p>B2 Provides at least two examples of how they have contributed to team working:</p> <ul style="list-style-type: none"> <li>➤ Apprentice professional discussion regarding team working and their own contribution to the team and the benefit to the business.</li> <li>➤ Explanation of relevant workplace policies and procedures appropriate to the apprentice's role.</li> <li>➤ Evidence of the apprentice's approach to promote inclusivity in the workplace.</li> <li>➤ Report to cover action, role and responsibilities of the business team with reference to particular task. This must include action from the apprentice.</li> <li>➤ Staff appraisal/feedback forms with explanation.</li> <li>➤ Customer feedback. *</li> </ul>

Area of the Standard	Possible evidence sources
<p>B4 Takes responsibility for keeping own knowledge and skills up to date.</p>	<ul style="list-style-type: none"> <li>➤ Explain all the key roles and responsibilities in the business team. <i>These should be explained and not just identified.</i></li> </ul> <p>B4 Explains how they keep their knowledge and skills up to date, with reference to portfolio evidence:</p> <ul style="list-style-type: none"> <li>➤ Professional discussion about how the apprentice has updated their knowledge and skills, such as SMART objectives, personal development plan/CPD journal.</li> <li>➤ Certificates of achievement with accompanying explanation.</li> <li>➤ Appraisals, feedback, or alternative feedback mechanisms.</li> </ul> <p><i>Note: Evidence description here should focus on what the apprentice has done, how and why, rather than reflection which is not permitted for the portfolio.</i></p>
<p>B6 Acts as a responsible advocate for the business.</p>	<p>B6 Provides at least two examples of how they have acted as an advocate for the business:</p> <ul style="list-style-type: none"> <li>➤ Customer feedback. *</li> <li>➤ Employer feedback. *</li> <li>➤ Staff appraisal/feedback forms with explanation.</li> <li>➤ CPD journal.</li> <li>➤ Report from apprentice of role or action where they have acted as advocate for the business e.g., staffing stand at show or promotional activity.</li> <li>➤ Social media comments which mention or are written by the apprentice.</li> </ul>
<p>B8 Receptive to constructive feedback from peers &amp; management and proactive in giving appropriate feedback to others.</p>	<p>B8 Provides at least one example of each of the following: action taken as a result of feedback and giving feedback to others:</p> <ul style="list-style-type: none"> <li>➤ Customer feedback. *</li> <li>➤ Employer feedback. *</li> <li>➤ Staff appraisal/feedback forms with explanation.</li> <li>➤ CPD journal.</li> <li>➤ Report from apprentice of action they have taken based on feedback received.</li> </ul> <p><u>*Maximum of one example of customer OR employer feedback is allowed per portfolio, therefore, the feedback should be as comprehensive as possible to achieve multiple criteria.</u></p>

## Assessment Methods

All end-point assessments should take place within the apprentice's usual working hours and will be planned by the PAL representative with the apprentice and line manager at the planning meeting to comply with the assessment plan and business requirements.

Assessment decisions will not be communicated by the assessor straight away, they will document and record their assessment decisions. These decisions are then shared for internal quality assurance checks prior to being communicated to the apprentice, employer, and provider. The assessments are, in part, inter-dependent, so a final assessment decision cannot be made until all elements of assessment have been completed. Employers can access a record of assessment by accessing EPAPro. User guides are available for providers and employers that detail how reports can be viewed.

## Practical Demonstration

### Key Facts about the practical demonstration

The practical demonstration will allow the apprentice to demonstrate their knowledge, skills and behaviours relating to the method of assessment (see Table 1) and will allow the assessor to observe these and draw out aspects through their questions.

The demonstration is split into three separate tasks:

1. Strip, repair and rebuild a bicycle.
  2. Build a new wheel.
  3. Dealing with a customer.
- All three tasks must be completed on the same day, with breaks between them to move location and in line with working time regulations.
  - All tasks must be carried out in a realistic work environment which most likely will be the apprentice's normal workplace, using tools and equipment with which they are familiar.
  - Controlled conditions are required, which means that the apprentice is free from influence and distractions.
  - Verbal questions and answers for each task will be audio recorded by the assessor.

### What is the format of the practical demonstration?

#### Task 1 – Strip, repair and rebuild a bicycle.

The apprentice must use an adult bike (male or female). The bike cannot be an electrically assisted model. It must have gears (18-30, standard or compact), and a suspension unit.

The bike will require three repairs. The assessor will identify these repairs in advance of assessment. The assessor may need to set up the required repairs if the bike being used for the assessment does not already have one which naturally occur.

The apprentice will be provided with a job card from the assessor, along with verbal instructions. The job card will contain information about tasks to be completed on the bike, however, it will NOT identify the three repairs required.



The apprentice will be required to inspect the bicycle and identify the three repairs, noting them on the job card, then strip down the bike, action the repairs, and rebuild the bike. The apprentice will determine their own sequence of work and equipment required, which will be recorded on the job card.

The apprentice has a maximum of 3 hours which includes questioning to complete task. To achieve a distinction, the task must be completed within 2.5 hours. The assessor can extend the task by 10% at their discretion, however, the distinction timescale cannot be extended.

During task 1 the apprentice will be asked 10 open questions which will focus on the tasks they are completing, and related knowledge.

### **Task 2 – Build a new wheel.**

The apprentice will be required to build a new wheel for an adult bicycle. The wheel must be either a 26, 27.5 or 29 inch rear wheel of a simple design, for example, a 3-cross.

The apprentice will be provided with a job card from the assessor, along with verbal instructions. The job card will contain information about tasks to be completed on the wheel.

The apprentice has a maximum of two hours which includes questioning to complete task. To achieve a distinction, the task must be completed within 90 minutes. The assessor can extend the task by 10% at their discretion, however, the distinction timescale cannot be extended.

During task 2 the apprentice will be asked 5 open questions which will focus on the tasks they are completing, and related knowledge.

### **Task 3 – Dealing with a customer.**

The apprentice will ‘handover’ the bicycle and new wheel (from tasks 1 and 2) to a customer. This assessment will be a simulation, with a colleague acting as the customer. The colleague will be fully briefed by the assessor on the day of, and prior to, the assessment being carried out.

The colleague must not assist or influence the apprentice or assessor in any way.

The timescale for the simulation is 15 minutes.

Following the simulation, the apprentice will be asked 2 open questions with a duration of 5 minutes (plus 10% at the assessor’s discretion) which will focus on the skills and behaviours required for the task.

Please refer to Appendix 3 for amplification of the practical demonstration tasks and a guide to the tools and equipment which may be required for the completion of tasks 1 and 2.

## **How can the practical demonstration be undertaken?**

The practical demonstration must be conducted in a realistic work environment under controlled conditions, free of influence and distraction. It is anticipated that PAL will use the apprentice’s normal work environment to carry out the practical demonstration, free of charge. PAL must verify the suitability of the venue and the identity of the person completing the tasks.

The assessor should complete a digital recording<sup>4</sup> of the questions and answers for each task.

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<sup>4</sup> Note in exceptional cases, PAL may allow an apprentice to be exempt from a digitally professional discussion, a written record would still be required. Any exemption would need to be agreed at the assessment planning meeting and be subject to PAL’s special considerations and reasonable adjustment policy

## How can a bicycle mechanic prepare for the practical demonstration?

- Read the guidance documents and ask questions if the information provided is not clear.
- Undertake mock observations with your provider throughout your programme and use the feedback provided.
- Be prepared for the demonstration tasks by practising within the timeframes; line managers can give support by providing useful feedback.
- Check equipment and resources are available and in good working order prior to assessment. Remember health and safety procedures.
- Practice talking about the tasks you are completing – what you are doing and why.
- Ensure that the practical demonstration can start on time by being prepared and organised.
- Be aware that unexpected situations can occur during practical tasks. Practice working on wider skills such as keeping calm and focused. It may be useful to write a list of scenarios that could go wrong during the observation and what possible solutions there are for you to implement.

## How will the practical demonstration be graded?

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their demonstration and responses to the questions asked.

To achieve a distinction, the apprentice must achieve ALL of the distinction descriptors for this method of assessment through their demonstration and responses to the questions asked.

Please see Table 1 for the pass and distinction descriptors for this method of assessment.

**TABLE 1**

KSB	Criteria <b>Pass – the apprentice must achieve ALL criteria in WHITE</b> <b>Distinction – the apprentice must achieve ALL pass criteria in WHITE AND ALL distinction criteria in GOLD.</b>
K2 K14 K19 S1.i S24 B5	Diagnostic and assessment completed to correctly identify faults and repairs required; Lists parts that regularly break or go missing and need to be replaced, explains 2-3 reasons why parts fail. Explains 2 or more preventative measures that could be taken in relation to parts that regularly break or go missing when questioned.
S2	Cycle stand used correctly to safely and securely hold bicycle on appropriate part of the frame, correct Manual Handling Techniques used to lift the bicycle. Explains workarounds for times when needing to lift higher weights, when questioned.
K8 B1	Correct Personal Protective Equipment (PPE) selected and used; Risk Assessment conducted; risks correctly identified and control measures put in place. Work conducted in a way that ensures health & safety of self and others. Explains Health and Safety at Work Act, COSHH and RIDDOR regulations and how they apply to their role when questioned. Explains the different types of Risk Assessment that may be performed – formal recorded and informal - and when to use either type when questioned.
S25 B3	Correct tool maintenance requirements outlined; workshop cleanliness and tidiness maintained throughout tasks; appropriately dressed and presented, with good personal hygiene. Explains at least three benefits of tool maintenance, and workshop cleanliness and tidiness when questioned.
S18	In handover to customer correctly identifies any further work and future work, changes to operation, required ongoing maintenance.

<b>KSB</b>	<b>Criteria</b> <b>Pass – the apprentice must achieve ALL criteria in WHITE</b> <b>Distinction – the apprentice must achieve ALL pass criteria in WHITE AND ALL distinction criteria in GOLD.</b>
	Provides accurate rationale for further or future work, operation and on-going maintenance and upgrading.
K5 S22	Documentation is completed in full, is legible and accurate. Explains why it is important to complete and retain all documentation and how it can be used in future.
K18 B7	Plan to resolve faults formulated; tasks completed in time allowed. Work is completed in logical order, without the need to redo work and logical rationale for why the order was selected provided when questioned.
K12 S3 S4 S5 S7 S8 S9 S10 S11 S13 S14 S23	Service or repairs completed in line with manufacturers' manual or specifications; correct process and procedure outlined when questioned; completed work may have minor errors e.g. slight misalignment but no safety critical issues. All work is completed <b>within 3 hours from start time</b> , during which the apprentice has demonstrated the ability to answer questions whilst they work. Explains correct reasons for process and procedure when questioned; completed work has no errors. All work on the bicycle is completed <b>within 2.5 hours from the start time</b> , during which the apprentice has demonstrated the ability to answer questions while they work.
K15 S17	Quality assurance check correctly completed and issues addressed if necessary; explains duty of care to customer. Checks that the customer is happy with work and builds rapport with customer.
S15	Wheel build is true and concentric, with 0.5mm tolerance and is completed within 2 hours, during which the apprentice has demonstrated the ability to answer questions whilst they work. Wheel build is true and concentric, with 0.2mm or less tolerance and is completed within 90 minutes, during which the apprentice has demonstrated the ability to answer questions while they work.
S20 K6 B5	Technically correct information provided using terminology appropriate to the audience, for example, explanations provided for technical terms when speaking to customer. Technical features are linked to actual benefits for the customer, explanations given, and objections overcome.
S19	Appropriate aftermarket sales are presented to the customer. The pros and cons of different aftermarket sales are explained, 'closes' the sale and processes it correctly.
S23	Company or manufacturer complaint procedure/process followed; implication of not following process identified. Demonstrates a 'can do' attitude, going above and beyond to reach an amicable resolution for the customer.

Please refer to Appendix 2 for the specific knowledge (K), skills (S) and behaviours (B) criteria.

## Interview underpinned by a portfolio of evidence

### Key facts about the interview

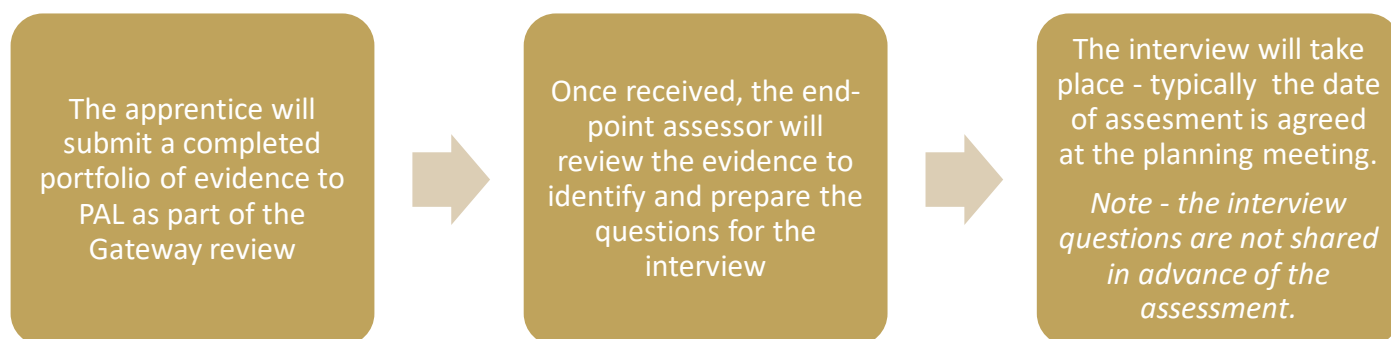
The interview is underpinned by a portfolio of evidence which is reviewed by the assessor to identify areas for the interview questions.

It should allow the apprentice to be assessed against knowledge, skills and behaviours that may not naturally occur on a daily basis, and how they have applied them. It also allows the assessment of knowledge, skills and behaviours that do not lend themselves to direct observation.

The interview assessment duration is 45 minutes (+10% at the assessor's discretion).

The assessor will ask 10 open ended, competency-based questions to draw out the best of the apprentice's competence and excellence. Further questions may be asked for clarification purposes and to allow the apprentice the opportunity to cover the knowledge, skills and behaviours mapped to this method of assessment.

The sequence of the portfolio submission and interview assessment is as follows:



The apprentice and assessor will both have access to their own copies of the apprentice's portfolio of evidence throughout the interview and both can refer to it as needed.

### How can the interview be undertaken?

The interview can be conducted using a range of media, as appropriate for the apprentice, either via online video conferencing or face to face.

It is the responsibility of the apprentice, employer, provider, and PAL to ensure accessibility where required.

The interview must be undertaken in a controlled environment (a quiet area, free from distractions and influence) and the apprentice will be assessed on a one-to-one basis. An employer representative is not required to be present.

Where the assessment is conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two way visual and audio link. The video call will be recorded and submitted by the assessor for internal quality assurance.

## How can a bicycle mechanic prepare for the interview?

- Complete practice interviews with the provider, employer, or line manager.
- The apprentice will be able to refer to their portfolio during the interview. Make sure that the portfolio is set up so that evidence is quick and easy to find.
- Ensure they are clear and confident in explaining the evidence in their portfolio – make sure that they ‘own’ it.
- Take time to reflect on their performance and identified how knowledge, skills and behaviours have been applied.

## How will the interview be graded?

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their interview responses. There is no distinction grade available for this method of assessment.

Please see Table 2 for the pass grading descriptors for this method of assessment.

**TABLE 2**

<b>KSB</b>	<b>Pass Criteria</b>
K16	Explains, with reference to portfolio evidence, how information technology is used in their workplace and its benefits.
S1. ii	Explains faults that are uneconomical to repair and why, with reference to two examples in portfolio evidence.
S6	Describes correct process to bleed hydraulic brake systems, with reference to two examples in portfolio evidence.
S12	Describes correct process to remove and service replace a set of forks, with reference to two examples in portfolio evidence.
S16	Describes correct process to set up and adjust internal gears, with reference to one example in portfolio evidence.
S21	Provides at least two examples of using catalogues (hard copy and online) to identify parts and order to fulfil customer’s needs; identifies checks that should be made.
B2	Provides at least two examples of how they have contributed to team working. When questioned describes appropriate action they would follow in relation to a teamwork issue.
B4	Explains how they keep their knowledge and skills up to date, with reference to portfolio evidence.
B6	Provides at least two examples of how they have acted as an advocate for the business.
B8	Provides at least one example of each of the following: action taken as a result of feedback and giving feedback to others.

## Test

### Key facts about the test

The bicycle mechanic test will comprise of multiple-choice questions (MCQ) which test the knowledge areas of the standard.

The assessment will be comprised of 30 MCQ and the apprentice must choose one correct answer from four responses per question – each question is worth one mark.

The apprentice has 60 minutes to complete the test.

The test is externally marked, and results are communicated to the end-point assessor. Typically, apprentices will be formally notified of fail grades only.

The assessment is available in both paper-based and online formats.

### Knowledge test grade boundaries

Total Mark	Grade
20-30 marks	Pass
0-19 marks	Fail

There is no distinction grade for the test.

### Knowledge test specifics

The test will contain questions in the following areas of the apprenticeship standard.

Knowledge	
<b>K1</b>	➤ The types, applications, and unique characteristics of all types of bicycles, tricycles, recumbent and other pedal, hand and electrically assisted powered bicycles, other derivatives and the associated technology.
<b>K3</b>	➤ The latest developments to cycles, cycle components and tools and equipment.
<b>K4</b>	➤ Legislation and required compliance within the bicycle industry, including bicycle Regulations, for example, BS ISO 4210.2 (2015), standard for electric bikes EN15194 (2015), and all future modifications or updates; the safe disposal and recycling of associated waste (including waste oils, cleaning fluids, batteries, tyres, etc.)
<b>K7</b>	➤ Principles of selling and upselling bicycle and bicycle products and calculating discounts.
<b>K8</b>	➤ Health & Safety legislation, policy, and practice; manual handling, Control of Substances Hazardous to Health (COSHH); how to ensure the safety of customers and mechanics (risk and hazard identification); correct use of Personal Protective Equipment (PPE).
<b>K9</b>	➤ Operation of manual and computer booking systems and EPOS (Electronic Point of Sale) systems.
<b>K10</b>	➤ The rights and responsibilities of an employee and employer, including awareness of Equality and Diversity Legislation.
<b>K11</b>	➤ Costing principles, cost hierarchy of appropriate parts, assessment of component compatibility, time required to fix; summarising in a quote.
<b>K13</b>	➤ Principles of handling hazardous goods including Lithium ion batteries, their safe handling, storage & shipping of damaged items, emergency procedures, knowing when to ask for third party advice.



Knowledge	
<b>K17</b>	➤ Manufacturers' and organisations' warranty policies, what they cover and what they don't and procedures that must be followed.
<b>K20</b>	➤ Who to contact about common defects and how to address them.
<b>S1</b>	➤ S1. ii Identifying when it is uneconomical to proceed.

## Examination conditions

The assessment is a closed book test, and this means the apprentice is not permitted to access any external references or use any resources, materials or take in notes into the test environment. The test must be independently invigilated. The invigilator must be an independent person employed by PAL. There must be no more than 12 apprentices to a single invigilator if face to face, and no more than 5 apprentices to 1 invigilator if assessment is carried out remotely.

The assessment can be conducted either on or off the employer's premises but must be undertaken under the correct examination conditions to comply with Professional Assessments Ltd Invigilation policy and, where assessments are commissioned via a third party, a secondary policy of requirements. PAL must verify the suitability of the test venue and the identity of the person taking the test. PAL must ensure appropriate methods to prevent misrepresentation, for example, screen share and 360-degree camera function with an administrator/invigilator where the test is taken remotely.

Some of the key conditions for the assessment are:

- A controlled environment (away from day-to-day work pressures, distractions, and influence).
- The environment must have suitable lighting, ventilation, and privacy.
- The apprentice must be undisturbed.
- An exam in progress sign is displayed.
- The apprentice has access to a clock.
- A dictionary be made available (in compliance with third party policies).
- Where group testing is completed, apprentices must have sufficient space and will face in the same direction, the examination must begin at the same time for all apprentices, apprentices who complete their assessment sooner and others must not distract others from their assessments.

The assessor will ensure that an appropriate and reliable invigilator is organised to support a controlled and fair assessment. Where there is a conflict of interest, for example a relative working within the establishment, the Conflict of Interest policy will be implemented. The assessor will document the conflict and confirm that the invigilator used does not contradict the Invigilation policy.

Where special considerations or reasonable adjustments have been deployed, an audit trail of request and response to that request and justification for any amendments must be cited in the assessment decisions, showing compliance with the Reasonable Adjustments policy.

If there is a breach in the assessment conditions, the invigilator will stop the testing process and the assessment will be voided. Breaches of assessment protocols include:

- The assessment environment becoming unfit for testing, for example: interruptions, if the apprentice is asked to complete a work task or asked questions by a colleague, fire alarm disruption.
- If the apprentice fails to comply with the testing requirements for example: disregards rules for no mobile phones or unauthorised materials, disrupts other apprentices within a group testing environment.
- Equipment malfunction for example: loss of internet to run testing, offline testing malfunction, computer malfunction.

## Fails/resits and retakes

PAL's resit and retake policy and pricing policy are available on request. The request can be made by contacting the account management team via email on [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk).

The apprentice, employer and provider will be advised of the outcomes, and our policy works on the specific standard assessment plan's requirements regarding resits and retakes.

## Plagiarism

Plagiarism is a specific form of cheating which applies to assignments or other types of written or recorded work completed by apprentices, where the work is meant to have been produced independently and be of their design. Plagiarism is the substantial, unacknowledged incorporation into an apprentice's work of materials derived from published or unpublished work by another person.

PAL takes all incidents of plagiarism seriously, especially those incidents which are a determined and deliberate attempt by the apprentice to gain marks for an assignment/project/report without having done a substantial portion of the work themselves. Copying of work can include work from external published sources, as well as that of other apprentices and work colleagues.

PAL's plagiarism and cheating policy can be accessed on the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

## Appeals, complaints, maladministration, and malpractice policies - centre/candidate

Where apprentices are unhappy with the results of their end-point assessment, the customer (either the employer or provider) can enquire about the results. An enquiry means that PAL will invoke its Appeals and Disputes policy and procedure. Please refer to our latest emails.

To make an appeal, please contact: [epaappeals@professionalassessment.co.uk](mailto:epaappeals@professionalassessment.co.uk)

To declare a conflict of interest, please contact: [declaration@professionalassessment.co.uk](mailto:declaration@professionalassessment.co.uk)

To report a case of malpractice or maladministration please use one of the following addresses:

- If it relates to the EPAO, please contact: [epamalpractice@professionalassessment.co.uk](mailto:epamalpractice@professionalassessment.co.uk)
- If it relates to the apprentice, please contact: [apprenticemalpractice@professionalassessment.co.uk](mailto:apprenticemalpractice@professionalassessment.co.uk)
- If it relates to the employer or provider, please contact: [eitpmalpractice@professionalassessment.co.uk](mailto:eitpmalpractice@professionalassessment.co.uk)

Note - access to these emails received under these addresses is restricted to personnel involved in compliance checks.

In the event of an appeal against the grade awarded PAL will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

Maladministration generally refers to a system or administrative mistake or failure, which has the potential or does not affect the assessment process and as such is reportable.

Malpractice is a grave offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the regulator, notifying them of the malpractice and action taken. Malpractice is the

term applied to any intentional and planned act to alter an assessment or quality assurance decision by changing/removing/not recording accurately or augmenting information.

PAL's Maladministration and Malpractice policy can be accessed on the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

## Reasonable adjustments/considerations/adaptations

Where reasonable adjustments have been requested, the assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a special consideration request should be made at registration and discussed with the EPA team.

It is the responsibility of the provider or employer, acting on behalf of the apprentice, to make such requests.

Special considerations in respect of the assessment process will be applied, where it does not provide any fair or unfair advantage to the individual apprentice and subsequent assessment outcome and in line with PAL's policy.

PAL's Special Considerations and Reasonable Adjustment policy is in place to ensure fair access to assessment and can be accessed on the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

## Certification

PAL will request the apprenticeship certificate for successful end-point assessments using the Apprenticeship service portal. PAL does not certificate the apprenticeship standard; its role is to request the certificate.

PAL will provide information and reports to the relevant regulator and funding body, in line with their conditions, and as and when requested. Notification to these bodies includes successful achievements and completion. Incomplete assessments are recorded.

Certification requests are made by the EPAO, and the current process is the certificate is sent to the named employer. Employers must advise the EPAO of any specific location or person the certificate should be sent to, if this information differs from the apprentice's workplace location and employer contact details provider on the EPAO's booking system.

Cancelling or rescinding results - PAL reserves the right to cancel results if malpractice is identified.

## Validity, Authenticity, Relevancy, Currency, and Sufficiency

The evidence presented must be meet VARCS requirements.

- **Valid** - is the evidence appropriate to demonstrate the particular knowledge, skills and/or behaviours that it is intended to cover?
- **Authentic** - is the evidence proven to be the apprentice's own work; have any work products or witness testimonies been appropriately authenticated?
- **Relevant** - Is the evidence relevant to the particular knowledge, skills and/or behaviours that it is intended to cover and has a clear judgement?
- **Current** - does the evidence relate to the on programme element of the apprenticeship and does it demonstrate current competency?
- **Sufficient** - does the evidence match the level of the apprenticeship standard and is the relevant standard covered in full?

*PAL will require all apprentices to sign statements of authenticity etc.*

## Glossary of Terms

**EPA** – end-point assessment.

**IA** - independent assessor.

**Employer** – A representative from the employer, this is usually a direct line manager, head chef or appropriate nominate representative who has supported the apprentice during their apprenticeship.

**Gateway review** – A meeting involving the apprentice, employer and on programme trainer where the readiness for end-point assessment is determined.

**Planning meeting** – A meeting involving the apprentice, employer and end-point assessor where the end-point assessments are clarified and planned.

**PAL** – Professional Assessment Limited.

**IQA** - Internal quality assurance/assurer, the department and/or personnel who are responsible for the quality of end-point assessment internally to Professional Assessment.

**EQA** – External quality assurance/assurer, the independent external body who are responsible to regulate the quality of end-point assessment plans, standards, and administration of assessment.

**Standardisation/moderation** – Activity completed by independent assessors to support validity and fairness in end-point assessment decisions.

**Special considerations** – Any permanent or temporary disability, specific learning needs or medical condition which may require support during end-point assessment.

**Reasonable adjustments** – Adjustments made to the assessment process in relation to special considerations, which do not provide an unfair advantage to the apprentice but are designed to reduce any disadvantages within assessment.

**Assessment plan** – The document produced by the employer group which documents the requirements of the standard and assessment methods.

## Appendix One – Gateway Review Record for Bicycle Mechanic ST0622 v1.2

### Guidance Notes

Determining the readiness of an apprentice for the independent end-point assessment phase of their programme is a very important milestone. A formal review must be held and must include all the relevant people that have responsibility and accountability for the completion of the apprenticeship: the line manager (or a senior manager, as appropriate to the business), the training provider and the apprentice.

The Gateway Declaration Record must be completed once the line manager and training provider have discussed their views on the progress the apprentice has made. The record has been designed to ensure all essential information is captured in a standardised format. If there is additional information which the line manager and/or training provider wish to add supplementary space has been provided.

Completion of this Gateway Declaration Record confirms that the employer and training provider is satisfied the apprentice has fulfilled all requirements to apply for end-point assessment.

All evidence requested must be provided. If the Gateway requirements below are not met, the Gateway request will be rejected.

All information received will be processed as per GDPR requirements and as detailed in Professional Assessment Ltd.'s (PAL) Data Protection Policy and Data Privacy Notice.

Please ensure the apprentice's name is spelled accurately as this is how it will appear on the results statement/certificate.

<b>Apprentice Name</b>	Click or tap here to enter text.	<b>Apprentice Contact Number</b>	Click or tap here to enter text.
<b>Apprentice ULN</b>	Click or tap here to enter text.	<b>Apprentice Email Address</b>	Click or tap here to enter text.
<b>Line Manager Name</b>	Click or tap here to enter text.	<b>Line Manager Contact Number</b>	Click or tap here to enter text.
<b>Employer Organisation</b>	Click or tap here to enter text.	<b>Line Manager Email Address</b>	Click or tap here to enter text.
<b>Training Provider Name</b>	Click or tap here to enter text.	<b>Gateway Review Date</b>	Click or tap to enter a date.
<b>Start Date of Apprenticeship</b>	Click or tap to enter a date.	<b>End Date of Apprenticeship</b>	Click or tap to enter a date.
<b>Has the minimum apprenticeship duration of 12 months been met, as defined in the ESFA funding rules?</b>			Yes <input type="checkbox"/> No <input type="checkbox"/>

## Section 1: Confirmation of Evidence

All requirements listed below must be uploaded to EPAPro at point of submitting the apprentice to gateway. Apprentices will not be permitted to proceed to their end-point assessment until all evidence is uploaded and approved by PAL.

Requirement	Achieved by the apprentice	Evidence provided (e.g., PLR, certificate, statement of results)
Maths Level 1	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
English Level 1	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
*Portfolio of Evidence	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.

\*Please note – the portfolio of evidence must be submitted with a fully completed mapping document and an employer signed statement to confirm that the portfolio evidence is valid and attributable to the apprentice.

### Gateway Review Outcome

If the apprentice is ready for end-point assessment, the following declaration must be signed by all parties and the Gateway Declaration Record submitted to PAL via EPAPro.

Should the apprentice not be ready for end-point assessment a period of additional training and preparation must take place.

## Section 2: Declaration

*The end-point assessment period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider, but the decision must ultimately be made solely by the employer.*

### Employer and Training Provider Declaration

I confirm the evidence has been reviewed and a Gateway meeting has taken place with the apprentice, employer, and training provider to confirm the apprentice's competence and readiness for end point assessment.

I confirm that the apprentice has developed, demonstrated, and achieved the required level of occupational knowledge, skills, and behaviours to satisfy the Gateway requirements in their workplace.

I confirm that the apprentice is eligible for end-point assessment by undertaking the required training in line with the specific Apprenticeship Standard's requirements, including on and off the job training and experience to meet the full breadth and depth of the Apprenticeship Standard.

Employer		Training Provider	
<b>Name</b>	Click or tap here to enter text.	<b>Name</b>	Click or tap here to enter text.
<b>*Signature</b>	Click or tap here to enter text.	<b>*Signature</b>	Click or tap here to enter text.
<b>Date</b>	Click or tap to enter a date.	<b>Date</b>	Click or tap to enter a date.

\*Supporting evidence to be submitted for electronic signatures, e.g., email confirmation, voice recording.

### Apprentice Declaration

I confirm my readiness for the end-point assessment has been discussed with my employer and training provider.

I confirm I am aware of the requirements of the end-point assessment.

I give PAL, as the end-point assessment organisation, my consent to claim the apprenticeship certificate on my behalf on successful completion of the end-point assessment.

<b>Name</b>	Click or tap here to enter text.
<b>Signature</b>	Click or tap here to enter text.
<b>Date</b>	Click or tap to enter a date.

<b>Any reasonable adjustments required? Please detail below and include any supporting evidence</b> State N/A if not applicable
Click or tap here to enter text.

<b>Please note any other pertinent information, as a result of the Gateway review, which has not been recorded elsewhere, but has a bearing on end-point assessment readiness or end-point assessment scheduling</b>
Click or tap here to enter text.



## Appendix Two – Mapping of Knowledge, Skills, and Behaviours by Assessment Method

KSB		Practical Demonstration	Interview	Test
<b>Knowledge</b>				
K1	The types, applications, and unique characteristics of all types of bicycles, tricycles, recumbent and other pedal, hand and electrically-assisted powered bicycles, other derivatives, and the associated technology.			✓
K2	Diagnostic and assessment principles required to service, repair, and modify the mechanical aspects of bicycles to meet manufacturer specifications and customers' or clients' requirements.	✓		
K3	The latest developments to cycles, cycle components and tools and equipment.			✓
K4	Legislation and required compliance within the bicycle industry, including bicycle Regulations, for example, BS ISO 4210.2 (2015), standard for electric bikes EN15194 (2015), and all future modifications or updates; the safe disposal and recycling of associated waste (including waste oils, cleaning fluids, batteries, tyres, etc.).			✓
K5	Bicycle repair shop operations including ordering, stock control, correct use of documentation such as receipts, order forms, repair forms.	✓		
K6	Types of customer interaction and customer service techniques including when to contact the customer, the tone that should be adopted, appropriately timed and follow up communication – both verbal and well written; adjusting approach to take account of customers' or clients' needs including cultural requirements.	✓		
K7	Principles of selling and upselling bicycle and bicycle products and calculating discounts.			✓
K8	Health & Safety legislation, policy, and practice; manual handling, Control of Substances Hazardous to Health (COSHH); how to ensure the safety of customers and mechanics (risk and hazard identification); correct use of Personal Protective Equipment (PPE).	✓		✓
K9	Operation of manual and computer booking systems and EPOS (Electronic Point of Sale) systems.			✓
K10	The rights and responsibilities of an employee and employer, including awareness of Equality and Diversity Legislation.			✓
K11	Costing principles, cost hierarchy of appropriate parts, assessment of component compatibility, time required to fix; summarising in a quote.			✓
K12	Manufacturer specifications - when and where to use them.	✓		
K13	Principles of handling hazardous goods including Lithium ion batteries, their safe handling, storage and shipping of damaged items, emergency procedures, knowing when to ask for third party advice.			✓
K14	Standard operating functions of bicycles in normal use, when failed or is not fit for purpose, such as parts that regularly break or go missing and need to be replaced, including chain wear features.	✓		
K15	Duty care to customers, for example, health and safety.	✓		

KSB		Practical Demonstration	Interview	Test
K16	Information technology applications used in the bicycle workshop environment, including excel, databases and search engines.		✓	
K17	Manufacturers' and organisations' warranty policies, what they cover and what they don't and procedures that must be followed.			✓
K18	Project management techniques; planning and the importance of meeting project deadlines.	✓		
K19	Investigating causes of defects and maintenance issues; problem solving.	✓		
K20	Who to contact about common defects and how to address them.			✓
<b>Skills</b>				
S1	S1.i Use specialist bicycle diagnostic equipment to identify fault and formulate a plan to solve the problems. S1. ii Identifying when it is uneconomical to proceed.	✓		✓
S2	Use cycle work stand correctly to safely and securely hold a bicycle on the appropriate part of the frame.	✓		
S3	Service a cup and cone type hub, identifying worn parts and correct replacements.	✓		
S4	Remove and replace sealed cartridge bearings using appropriate tools.	✓		
S5	Service cable operated brake systems, correctly sizing and routing cabling using the correct spare parts and torque settings.	✓		
S6	Bleed hydraulic brake systems.		✓	
S7	Service derailleur gear systems, correctly sizing and routing cabling using correct spare parts and torque settings; straighten a derailleur hanger.	✓		
S8	Tap the crank arm threads.	✓		
S9	Identify the different standards of cranks and bottom brackets; remove and replace crank arms, bottom brackets, and tap and face the bottom bracket shell.	✓		
S10	Identify chain wear; assess compatibility issues, taking account of chain line and correctly split and install a quick link based chain.	✓		
S11	Tape road handlebars.	✓		
S12	Remove and replace a set of forks, taking account of the correct way to cut a fork steering column to size. Hydraulic fork servicing; disassemble and clean stanchions and cartridges and re-grease properly.		✓	
S13	Remove, replace and service a headset, taking account of sizing standards.	✓		
S14	Perform alignment checks to a bicycle frame.	✓		
S15	Hand-build a wheel of differing complexities (for example, from simple 3-cross to manufacturer specific wheel systems) in the patterns required for non-disc, front disc and rear disc to the required tolerance and correctly dished and tensioned.	✓		
S16	Set up and adjustment of internal gears.		✓	
S17	Conduct quality assurance check of build or repair work completed.	✓		

KSB		Practical Demonstration	Interview	Test
S18	Complete correct handover of completed build or repair, including advising on further and future work required, changes to operation, required on-going maintenance and all paperwork as appropriate.	✓		
S19	Serve customers or clients on any required area of the store; refer them on to a more senior colleague or to ask for help; seek after-market sales.	✓		
S20	Communicate via suitable means with customers (telephone, text, email, social media) in order to ensure good service is maintained.	✓		
S21	Use catalogues (hard copy and online) to identify parts and order to fulfil customer's needs.		✓	
S22	Use manual system and workshop diary and complete any associated paperwork.	✓		
S23	Deal with complaints, following employer and manufacturers policies.	✓		
S24	Identify when something has failed or is not fit for purpose.	✓		
S25	Maintain proper tool maintenance and general workshop cleanliness and tidiness.	✓		
<b>Behaviours</b>				
B1	Have a safety first behaviour – always use appropriate safety equipment and PPE and has customers' safety in mind.	✓		
B2	Work efficiently as a member of the workshop team; takes account of deadlines; takes responsibility to deal with or report issues.		✓	
B3	Behave in a manner that aligns with the company ethos, including prompt timekeeping, smart presentation of self and working area and good personal hygiene.	✓		
B4	Takes responsibility for keeping own knowledge and skills up to date.		✓	
B5	Act with integrity, honestly advising customers; demonstrates a passion for bicycles.	✓		
B6	Acts as a responsible advocate for the business.		✓	
B7	Results-driven attitude, working in an effective and efficient manner in order to comply with contractual terms and customer expectations.	✓		
B8	Receptive to constructive feedback from peers and management and proactive in giving appropriate feedback to others.		✓	

## Appendix 3 – Amplification of Practical Demonstration Tasks

This amplification provides additional guidance relating the practical demonstration tasks.

### Task 1

KSB	Apprentice Tasks
K8, B1, B3	<ul style="list-style-type: none"> <li>Dressed appropriately for the task being carried out.</li> <li>Correct Personal Protective Equipment (PPE) selected and used throughout the demonstration.</li> </ul>
K8, K15, B1	<p><b>Work safely and minimise risks throughout the demonstration</b></p> <ul style="list-style-type: none"> <li>Risk assessment conducted; risks correctly identified, and control measures put in place to minimise risks to self and others.</li> <li>Identifies a range of hazards and takes appropriate action.</li> <li>Works in accordance with relevant sections of the Health and Safety at Work Act and its associated regulations.</li> </ul>
K8, K15	<p><b>Prepare materials, equipment, and work area</b></p> <ul style="list-style-type: none"> <li>Ensures that the work environment, equipment, and materials are suitable and prepared to the required standard and checks they are in a safe and usable condition.</li> <li>Ensure that required safety arrangements are in place.</li> <li>Deals promptly and effectively with problems and report those that cannot be solved, if applicable.</li> </ul>
S2	<ul style="list-style-type: none"> <li>Correct lifting techniques used/equipment checked.</li> <li>Bicycle correctly installed into work-stand on appropriate part of frame.</li> </ul>
K2, K12, K14, K19, S1.i, S24	<p><b>Fault finding &amp; diagnosis</b></p> <ul style="list-style-type: none"> <li>Reviews job card requirements.</li> <li>Carries out the assessment using all relevant information and approved methods.</li> <li>Selects, uses, and applies diagnostic techniques, tools, and aids to locate faults.</li> <li>Diagnostic and assessment completed to correctly identify faults and repairs required.</li> <li>Record details on the extent and location of the <b>faults on job card</b>.</li> <li>Records tools and equipment required <b>on job card</b>.</li> </ul>
K18, S1.i	<p><b>Action to complete maintenance activity</b></p> <ul style="list-style-type: none"> <li>Plan to resolve faults formulated; tasks completed in time allowed and recorded <b>on job card</b>.</li> <li>Obtain all the required components and ensure that they are in a suitable condition and fit for purpose.</li> <li>Prepare components for assembly.</li> </ul>
K2, K14, K19, S1	<p><b>Dismantle and remove components from bicycle</b></p> <ul style="list-style-type: none"> <li>Carry out dismantling to the agreed level using correct tools and techniques.</li> <li>Establish and where appropriate mark components for re-assembly.</li> <li>Identify any further damage, wear, or other faults in additional to initial diagnosis, if applicable. <i>(May need to be recorded on the job card as future work)</i>.</li> <li>Take the appropriate precautions to prevent damage to components, tools, and equipment during removal.</li> </ul>
K12, S3, S4, S5, S7, S8, S9, S10, S11, S13, S14, S23	<p><b>Repair/service components on the bicycle to restore to operational condition</b></p> <ul style="list-style-type: none"> <li>Follow manufacturer's instructions/specifications.</li> <li>Replace required components in the correct sequence using correct tools and techniques.</li> <li>Make any necessary settings or adjustments to components to ensure they will function correctly.</li> </ul>
B7, S14, S17	<p><b>Assemble cycle components to a specification.</b></p> <ul style="list-style-type: none"> <li>Use the appropriate methods and techniques to assemble the components in their correct positions.</li> <li>Secure the components using the specified connectors and securing devices.</li> <li>Carry out the adjustments in the specified sequence.</li> <li>Check the completed assembly to ensure that all operations have been completed and the finished assembly meets the required specification.</li> <li>Conduct quality assurance check of build/work completed.</li> </ul>
S11	<ul style="list-style-type: none"> <li>Carry out fitment of replacement handlebar tape.</li> </ul>

KSB	Apprentice Tasks
S25, B3	<p><b>Workshop cleanliness and tool maintenance throughout the demonstration</b></p> <ul style="list-style-type: none"> <li>Maintain the work area to a safe condition and correctly dispose of waste materials.</li> <li>Correct tool maintenance requirements outlined and adhered to.</li> <li>Store re-usable materials and equipment in accordance with appropriate procedures.</li> <li>Tools inspected and returned to storage.</li> <li>Waste materials disposed of in correct manner.</li> <li>Work area cleaned and prepared for next task.</li> </ul>
S22, S18, B5	<p><b>Documentation is completed in full, is legible and accurate.</b></p> <ul style="list-style-type: none"> <li>To include advising of future work <b>on job card.</b></li> </ul>

## Task 2

KSB	Apprentice Tasks
K8, B1, B3	<ul style="list-style-type: none"> <li>Dressed appropriately for the task being carried out.</li> <li>Correct Personal Protective Equipment (PPE) selected and used throughout the demonstration.</li> </ul>
K8, K15, B1	<p><b>Work safely and minimise risks throughout the demonstration</b></p> <ul style="list-style-type: none"> <li>Risk assessment conducted; risks correctly identified, and control measures put in place to minimise risks to self and others.</li> <li>Identifies a range of hazards and takes appropriate action.</li> <li>Works in accordance with relevant sections of the Health and Safety at Work Act and its associated regulations.</li> </ul>
K8, K12, K15	<p><b>Prepare materials, equipment, and work area</b></p> <ul style="list-style-type: none"> <li>Ensures that the work environment, equipment, and materials are suitable and prepared to the required standard and checks they are in a safe and usable condition.</li> <li>Ensure that required safety arrangements are in place.</li> <li>Deals promptly and effectively with problems and report those that cannot be solved, if applicable.</li> </ul>
K12, S15	<p><b>Preparation for wheel build</b></p> <ul style="list-style-type: none"> <li>Confirm relevant instructions, assembly drawings or other specifications.</li> <li>Obtain all the required components and ensure that they are in a suitable condition and fit for purpose.</li> <li>Ensure components meet the required specification.</li> <li>Prepare the components for assembly.</li> </ul>
S15, B7	<p><b>Assemble bicycle wheel</b></p> <ul style="list-style-type: none"> <li>Use the appropriate methods and techniques to assemble the components in their correct positions.</li> <li>Make any necessary settings or adjustments to components to ensure they will function correctly.</li> <li>Secure the components using the specified methods or materials (if applicable).</li> <li>Check the completed assembly to ensure that all operations have been completed and the finished assembly meets the required specification.</li> <li>Wheel build is true and concentric, with 0.5mm tolerance.</li> <li>Conduct quality assurance check of build/work completed.</li> </ul>
S25, B3	<p><b>Workshop cleanliness and tool maintenance throughout the demonstration</b></p> <ul style="list-style-type: none"> <li>Maintain the work area to a safe condition and correctly dispose of waste materials.</li> <li>Correct tool maintenance requirements outlined and adhered to.</li> <li>Store re-usable materials and equipment in accordance with appropriate procedures.</li> <li>Tools inspected and returned to storage.</li> <li>Waste materials disposed of in correct manner.</li> <li>Work area cleaned and prepared for next task.</li> </ul>
S22, S18, B5	<p><b>Documentation is completed in full, is legible and accurate.</b></p> <ul style="list-style-type: none"> <li>To include advising of future work <b>on job card.</b></li> </ul>

The guidance in the table below is for the provision of equipment for use during assessment method 1 (practical demonstration), tasks 1 and 2.

It is expected that the end-point assessment will take place in a suitably equipped work area that meets all legal requirements.

The following list details the likely tools and equipment that will be required for the completion of the assessment tasks. **This is not an exhaustive list.**

Standard tools	Specialist tools	Consumables.
Spanners Pliers Screw drivers Mallet Hex (Allen) keys Cable cutters Torque wrench	Chain wear checker Rear derailleur alignment tool Cycle work-stand Cone spanners Head set removal tool Head set facer and reamer Head set press Crown race setter Pedal spanner Pedal crank taps Bottom bracket removal tools Bottom bracket tap and facer Bicycle frame alignment tool Wheel truing stand Wheel dishing tool Spoke keys Tension meter Chain link extractor *Suitable wheel jig with DTI (or other appropriate measuring device)	Latex gloves/ barrier crème Cloths or blu-roll Cleaner Lubricants

\*This a mandatory requirement.

### Task 3

KSB	Apprentice Tasks
K8, B1 B3	<ul style="list-style-type: none"> <li>Dressed appropriately for the task being carried out.</li> <li>Any necessary PPE obtained and used.</li> </ul>
K7, K15, B1	<p><b>Work safely and minimise risk at all times</b></p> <ul style="list-style-type: none"> <li>Work in accordance with relevant sections of the Health and Safety at Work Act and its associated regulations.</li> </ul>
K5, S17, S18, S22	<p><b>Preparation and quality check for collection of completed work</b></p> <ul style="list-style-type: none"> <li>Obtain the required bicycle and wheel and check they are in a safe and usable condition.</li> <li>Prepare customer documentation.</li> </ul>
K6, K7, K14, K19, S18, S19, S20, S23 B5, B7	<p><b>Handover to customer</b></p> <ul style="list-style-type: none"> <li>Greet the customer in an appropriate manner.</li> <li>Explain work that has been completed.</li> <li>Explain difficulties that were encountered if applicable, and what actions have been or need to be taken.</li> <li>Deal with a customer complaint (as per the scenario).</li> <li>Follow company or manufacturer complaint procedure/process; implication of not following process identified.</li> <li>Seek assistance from others in a polite and courteous way without causing undue disruption to normal working activities if required.</li> </ul>

KSB	Apprentice Tasks
	<ul style="list-style-type: none"> <li>• Establish and maintains productive working relationships.</li> <li>• Correctly identifies any further or future work, changes to operation, required on-going maintenance to the customer.</li> <li>• Attempts to sell additional services or products to the customer.</li> <li>• Contributes to effective customer relationships.</li> </ul>
S22	<p><b>Documentation is completed in full, is legible and accurate.</b></p> <ul style="list-style-type: none"> <li>• Complete all necessary documentation in accordance with organisational requirements.</li> </ul>