

# Qualification Specification

EAL Level 3 Electrotechnical Experienced Worker Qualification

Qualification Number: 603/5982/1

Issue 4

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## 1.0 About EAL

For over fifty years, EAL has been the specialist awarding organisation for engineering, manufacturing, building services and related sectors. Developed to the highest technical standards, our qualifications reflect ever-changing industry and regulatory needs. We support the providers of our qualifications with an unparalleled level of service to ensure that learners are well prepared to take the next step in their journeys, whether study, an apprenticeship or work.

Through industry partnerships with EAL centres and training providers, decades of experience supporting our core sectors, and our role as part of the Enginuity Group, we have built unrivalled knowledge and understanding of employer skills needs. As a result, EAL's skills solutions, including apprenticeship End-Point Assessment, External Quality Assurance and qualifications are respected and chosen by employers to deliver real lifelong career benefits for all our learners. That's why in the last ten years, 1.2 million people across the UK have taken EAL qualifications.

### 1.1 Equal Opportunities and Diversity

EAL expects its centres to enable learners to have equal access to training and assessment for qualifications in line with equalities legislation. Further details can be located in the EAL Equal Opportunities and Diversity Policy.

### 1.2 Customer Experience and Feedback

Customer Experience is a fundamental part of EAL's commitment to you. EAL aims to ensure that all customers receive a high-quality efficient service. We are always interested in feedback and if you have any comments or feedback on our qualifications, products or services, please contact the Customer Experience team:

EAL Customer Experience  
Tel: +44 (0)1923 652 400  
Email: [Customer.Experience@eal.org.uk](mailto:Customer.Experience@eal.org.uk)

## 2.0 Introduction to the Qualification

### What is this qualification?

This qualification is designed solely for individuals who have been working in the electrotechnical industry as a practising electrician for a minimum of 5 years and possess specified knowledge, understanding and competence as outlined in the Skills Scan (aligned to the level 3 electrotechnical apprenticeship qualification).

It forms part of the requirements for the Electrotechnical Experienced Worker Assessment, together with the **AM2E** (outside of the qualification), enabling the experienced worker to apply for an ECS Installation Electrician Gold Card.

**IMPORTANT NOTE:** This qualification is **NOT** for new entrants to the electrotechnical industry, apprentices, or those who have completed an electrotechnical technical qualification with less than five years' (full-time) relevant industry experience.

**IMPORTANT NOTE:** The Electrotechnical Experienced Worker Assessment (which this qualification forms part of) must be completed within 18 months of registration. If genuine circumstances arise that could warrant an extension to this period, learners should contact TESP to approve this.

Please see <https://www.electrical-ewa.org.uk/faqs/> for more information.

### Who is this qualification for?

- Experienced workers who are/have been working in the electrotechnical industry as practising electricians for a minimum of 5 years full-time
- Those who wish to have their competencies recognised and work toward an ECS Gold Card
- Those who wish to develop their career.

**IMPORTANT NOTE:** From 04.09.23, learners **MUST** already possess a minimum Level 2 qualification, as detailed in the TESP Skills Scan, to take this qualification. Please also see Section 5 of this specification.

### What does this qualification cover?

The competencies involved with electrical installation and commissioning.

The qualification is made up of performance units which cover: the application of health, safety and environmental considerations; organising the work environment; application of design and installation practices; termination and connection of conductors; inspection and testing; fault diagnosis and rectification.

It also has two units, which cover BS 7671 wiring regulations and initial verification (the same units that appear in the industry-recognised CPD qualifications). The units are listed in Section 3 of this specification. Please refer to Section 6 for details of the assessments.

## 2.1 Support for this Qualification

This qualification:

- Is regulated at Level 3
- Is recognised by the electrical industry
- Is supported by The Electrotechnical Skills Partnership (TESP) comprising of industry partners ECA, JIB, NET, Select and Unite
- Was developed through discussions with the industry stakeholders at TESP, Certsure and NAPIT.

If you choose to promote your centre as one which offers the 603/5982/1 to potential candidates, and have your centre listed on the TESP website (free of charge), please contact Kate Wilson ([kate.wilson@the-esp.org.uk](mailto:kate.wilson@the-esp.org.uk)) and provide the following details:

- Your centre name
- Your region: South East, South West, London, East of England, West Midlands, North East, North West, Wales, Northern Ireland
- Your contact telephone number for enquiries
- Your email address.

This will facilitate potential candidates to make contact with your centre in relation to this qualification.

TESP is a not-for-profit industry partnership formed by the Electrical Contractors' Association (ECA), Joint Industry Board (JIB), National Electrotechnical Training (NET), SELECT and Unite the Union to support electrotechnical employers to develop and drive the industry's skills agenda.

## 2.2 Achievement of the Qualification

The qualification is awarded when all units for the qualification have been achieved. The centre will then be able to apply for the learner's certificate. The learner will also receive a Certificate of Unit Credit, listing all the achieved units.

The overall grading for this qualification is Pass (or Fail) only.

## 2.3 Qualification Support Materials

The following materials are available for this qualification:

- Delivery Packs
- Learner Packs
- Assessor Packs
- Knowledge Assessment Documents
- Amendment Document.

All materials can be accessed by EAL-registered centres via EAL Connect.

## 2.4 Progression Opportunities

The qualification relates to various electrotechnical qualifications, including:

- EAL Level 3 Award in the Periodic Inspection, Testing and Certification of Electrical Installations
- EAL Level 3 Award in the Design, Installation and Commissioning of Electrical Energy Storage Systems
- EAL Level 3 Award in the Installation of Small Scale Solar Photovoltaic Systems
- EAL Level 3 Award in the Requirements for the Installation of Electric Vehicle Charging Points
- EAL Level 4 Award in the Design and Verification of Electrical Installations.

Learners may also be able to progress to other appropriate further or higher-level study.

Further information can be obtained from the EAL Website, or alternatively, contact:

EAL Customer Experience  
Tel: +44 (0)1923 652 400  
Email: [Customer.Experience@eal.org.uk](mailto:Customer.Experience@eal.org.uk)

## 2.5 Sustainability and Other EAL Qualifications

EAL has a range of qualifications that may be of interest, including other products relating to sustainability.

Please see the EAL [website](#) for further details.

## 3.0 Qualification Structure

### 3.1 Rule of Combination

This qualification will be obtained by the learner once they have completed all seven mandatory units and one of the optional pathway units. It has **153** guided learning hours (GLH) and a Total Qualification Time (TQT) of **230** hours. This is the notional time required by the learner to complete the qualification.

To demonstrate occupational competence, the learner must also achieve the AM2E.

#### Mandatory Units:

EAL Code	Unit Title	GLH	Ofqual Code
NETP3/01	Understand Health, Safety and Environmental Considerations	10	F/507/7342
NETP3/03	Understand How to Plan and Oversee Electrical Work Activities	12	J/507/7343
NETP3/04A	Apply Design and Installation Practices and Procedures	20	T/650/7477
NETP3/05Z	Termination and Connection of Conductors	14	Y/650/7521
NETP3/06	Inspection, Testing and Commissioning	16	R/507/7345
NETP3/07	Understand Fault Diagnosis and Rectification	10	Y/507/7346
QIT3/001	Principles, Practices and Legislation for the Initial Verification of Electrical Installations	36	D/503/5258

**NOTE:** Unit NETP3-05Z replaced NETP-05 for new registrations from 04.09.23.

ONE unit below must be achieved/completed:

EAL Code	Unit Title	GLH	Ofqual Code
<b>IMPORTANT NOTE:</b> Learners who need to sit the 60 MCQ Wiring Regulations exam must select Pathway C and complete this unit			
18ED3/03	Understand the Requirements of Electrical Installations BS 7671:2018 (2024)	35	T/651/2452
<b>NOTE:</b> The following units can be used for learners who have already achieved a Level 3 Award in the Requirements for Electrical Installations BS 7671:2018 and are using the achievement in line with EAL's RPL policy towards this qualification.			
<ul style="list-style-type: none"> <li>• Pathway A - BS7671:2018 (2022)</li> <li>• Pathway B - BS7671:2018</li> </ul>			
18ED3/02	Understand the Requirements of Electrical Installations BS 7671:2018 (2022)	35	K/650/1450
18ED3/01	Understand the Requirements of Electrical Installations BS 7671:2018	35	H/617/0882

## 4.0 Centre and Qualification Approval

Centres wishing to deliver the qualification will need to comply with this Qualification Specification and EAL's centre recognition criteria. Centres must also put in place the appropriate physical and human resources and administration systems to effectively run the qualification.

Please refer to Section 5 for the requirements of centre staff involved in the delivery of the qualification.

**For existing EAL centres to put the qualification on your centre remit:**

To add the qualification to your centre qualification remit, create and complete a qualification approval application form in Smarter Touch and submit to EAL.

**For non EAL centres to gain centre approval to run the qualification:**

Please contact the EAL Customer Experience Team:

EAL Customer Experience  
Tel: +44 (0)1923 652 400  
Email: [Customer.Experience@eal.org.uk](mailto:Customer.Experience@eal.org.uk)

## 5.0 Profiles and Requirements

### 5.1 Staff Responsible for Registering and Certification of Learners

Centres are required to appoint a suitable member of staff who can take responsibility for registering learners onto qualifications, submitting entries for assessments to EAL, and taking receipt of external assessment procedures (if appropriate). They may also be responsible for applying to EAL for learner certificates. The role may be undertaken by the same person who undertakes quality assurance.

### 5.2 Teaching Staff

Teachers/instructors must have the necessary knowledge and understanding of the assessment criteria and learning outcomes they are delivering. They must also understand the structure and content of the qualification.

**Teaching staff should:**

- Be occupationally competent or technically knowledgeable in the areas for which they are delivering training. This knowledge must be to the same level as the training being delivered.

**Teaching staff will also:**

- Have 2 years' experience in teaching/training  
**or**
- Be working towards an appropriate teaching/training qualification  
**or**
- Hold an appropriate teaching/training qualification
  - Suitable qualifications include Cert Ed, PCET or Learning and Development trainer units.
  - This must be to a minimum of Level 3 standard.

**Teacher CPD**

Teachers/instructors should be able to demonstrate evidence of being up to date with the electrical industry. This can be evidenced for example by either accessing trade publications, undertaking updates to wiring regulations or other courses of learning, attending networking events relevant to this qualification and/or attending industry events.

### 5.3 Learners

**IMPORTANT REQUIREMENTS:**

This qualification is only for **experienced workers** who have been **working in the electrotechnical industry** as a practising electrician for a minimum of 5 years full-time.

The qualification is not for new entrants to the electrotechnical industry, apprentices, or those who have completed an electrotechnical technical qualification, with less than five years (full-time) relevant industry experience.

Learners **MUST already possess**, as a minimum, a **Level 2 qualification** (as detailed in the TESP Skills Scan) to take this qualification.

It is a requirement that prior to undertaking this qualification, learners must have their suitability assessed by the completion of the qualification's pre-entry Skills Scan and Candidate Background Form.

- These documents have been developed by TESP and are available from the TESP website:  
<https://www.electrical-ewa.org.uk/installation-electrician/skills-scan/>
- The Skills Scan should be completed by the learner and authenticated by the centre.
- The assessor and learner must sign the declaration on the Candidate Background Form to attest to the learner's knowledge and experience, and suitability for the qualification and the experienced worker assessment.
- Copies of these documents must be retained for each candidate.

EAL expects its centres to enable individuals to have equal access to training and assessment for qualifications irrespective of their sex, marital status, age, religion, colour, race, nationality, ethnic origin or disability. In essence centres must deliver our qualifications and units in accordance with relevant Equalities Legislation.

Centres are required to have in place a policy to ensure that such discrimination does not occur either directly, indirectly or as a result of pressure from other bodies. This policy should apply to all satellites and there should be arrangements in place to monitor its application and effectiveness.

#### **Overseas Candidates**

Please refer to the ECS guidance: [Candidates from overseas who wish to undertake the Level 3 Electrotechnical Experienced Worker Qualification may use their relevant experience in the application onto this qualification. However past practical work evidence from overseas cannot be used against the evidence requirements of the units.](https://www.ecscard.org.uk/content>If you have non-UK-qualifications</a>.</p></div><div data-bbox=)

#### **Age Restrictions**

The age range of this qualification is 19+, however, it is expected that due to the five-year industry experience requirements, learners will be significantly older.

### **5.4 Assessors**

The centre must provide EAL with the names of any teachers, trainers or other individuals who will undertake internal assessment (referred to as assessors), so that these can be approved prior to them carrying out an assessment role. They must satisfy all awarding organisation requirements.

#### **Assessors must have:**

- A minimum of 2 years' occupational experience within the area they are assessing
- Knowledge and understanding of the assessment criteria they are assessing
- Knowledge and understanding of the qualification structure, content and assessment components
- An understanding of the assessment process.

Assessors will also:

- Be occupationally competent electricians
  - This can be evidenced by the assessor holding a relevant electrotechnical NVQ L3\* and/or having registration with the JIB as 'Approved Electrician' status or EngTech status via the IET.
  - \*Assessors who qualified before NVQs were developed should provide evidence of how they are occupationally competent (such as through a CV together with any relevant references).
- and**
- Be working towards an appropriate assessment qualification
  - 'Candidate assessors' who are working towards their assessor qualifications must be countersigned by a qualified assessor.
  - Candidate assessors must have a clear action plan for achieving the assessor qualification.
  - Assessor approval will be withdrawn if a relevant qualification has not been attained within 18 months.
- or**
- Hold an appropriate assessment qualification
  - This must be to a minimum of Level 3 standard, such as the L3 CAVA.

Assessors that hold earlier qualifications, such as D32, D33 or TQFE/TQSE, must also have evidence of Continuing Professional Development (CPD) to demonstrate compliance with the current assessor standards.

There will be instances where the teaching staff will also take on the role of the internal assessors. In such cases, the member of staff must be able to demonstrate that they satisfy the requirements of both teaching staff and assessor criteria.

#### Assessor CPD

Assessors must be able to demonstrate evidence of being up to date with the electrical industry. The occupational competence of assessors must be updated on a regular basis and be periodically confirmed with CPD via the Assessment Centre. Evidence of CPD will be sought by the External Quality Assurer for all approved Assessors at the centre.

It is the responsibility of each assessor to identify and make use of opportunities for CPD, such as industry conferences, access to trade journals, and Professional Body/Trade Association events, at least on an annual basis to enhance and upgrade their professional development and technical knowledge. It is imperative that records are kept of all such CPD opportunities/occasions and that they provide evidence of cascading such technical knowledge and industry intelligence to all relevant colleagues.

## 5.5 Internal Quality Assurers

The centre must provide EAL with the names of any teachers, trainers or other individuals who will undertake internal quality assurance so that they can be approved before they carry out this role.

The focus of internal quality assurance for this qualification is:

- The quality assurance of assessment procedures, including standardisation of assessment practice across different assessors within the centre
- Internal standardisation of marking and moderation of learner marks awarded for the units within the qualification.

**Internal quality assurance staff must:**

- Be familiar with the occupation(s) covered by this qualification
- Have knowledge and understanding of the qualification structure and content
- Understand the assessment process and the role of quality assurance.

**Internal quality assurance staff must also:**

- Be working towards an appropriate verification qualification  
**or**
- Hold an appropriate qualification, such as the ‘Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice’, or the ‘Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice’.

Quality assurance staff who hold earlier qualifications (D34 or V1) should have CPD evidence to the most current standards.

Quality assurance staff are also required to have a minimum of occupational experience evidenced by having a building services engineering related qualification or proven sector competence and/or experience, plus access to relevant ‘occupational expertise’, which will enable them to conduct their quality assurance role appropriately. This evidence and access to ‘occupational expertise’ is quality assured by EAL.

#### **CPD of internal quality assurance staff**

The occupational experience of internal quality assurance staff must be updated on a regular basis and be periodically confirmed with CPD via the Assessment Centre. This will be quality assured by EAL.

It is the responsibility of each internal quality assurance staff member to identify and make use of opportunities for CPD, such as industry conferences, access to trade journals, and Professional Body/Trade Association events, at least on an annual basis to enhance and upgrade their professional development and technical knowledge. It is imperative that records are kept of all such CPD opportunities/occasions and that they provide evidence of cascading such technical knowledge and industry intelligence to all relevant colleagues.

## **5.6 Expert Witnesses**

Where “Expert Witnesses” are used in the assessment process identified above, they must be sector-competent individuals who can attest to the learner’s performance in the workplace.

It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the performance evidence provided by an expert witness. Evidence from expert witnesses must meet the tests of validity, reliability, authenticity, and sufficiency.

**Expert witnesses will need to demonstrate:**

- They have relevant current knowledge of industry working practices and techniques
- That they have no conflict of interest in the outcome of their evidence.

## 5.7 Staff Invigilating Onscreen Examinations

Members of staff with responsibility for invigilating onscreen examinations must know, understand and comply with the ‘Procedures for Conducting the Exam Component within EAL Qualifications’ (EAF1), which is published by EAL.

**These members of staff must also:**

- Have experience in conducting and controlling exam sessions  
**or**
- Be supervised by an individual experienced in conducting and controlling exam sessions.

**Note:** A teacher/tutor who has prepared the learners for the subject of the exam must not be the sole supervisor at any time during an exam for that subject(s).

## 6.0 Assessment

### 6.1 Introduction

The assessment of this qualification involves the following aspects:

<b>Performance Units</b>			
<b>EAL Code</b>	<b>Unit Title</b>	<b>Assessment Summary</b>	
NETP3/01	Apply Health, Safety and Environmental Considerations	Require occupational evidence sourced from the real working environment assessed via the Centre on a minimum of two occasions.  See Section <b>6.4</b> for further information.	
NETP3/03	Organise and Oversee the Electrical Work Environment		
NETP3/04A	Apply Design and Installation Practices and Procedures		
NETP3/05Z	Termination and Connection of Conductors		
NETP3/06	Inspect, Test and Commission Electrical Systems		
NETP3/07	Apply Fault Diagnosis and Rectification		
<b>Knowledge and Understanding Units</b>			
<b>EAL Code</b>	<b>Unit Title</b>	<b>On-screen Exam</b>	<b>Centre-marked Assessment</b>
QIT3/001	EAL Level 3 Award in the Initial Verification and Certification of Electrical Installations	55 question MC exam Open book	Practicals: • Initial Inspection • Initial Verification
18ED3/03	Understand the Requirements for Electrical Installations BS 7671:2018 (2024)	60 question MC exam Open book	N/A

**Note:** All assessments are **Pass** or **Fail** only.

#### General

Learners must achieve **ALL** components for the qualification to be awarded. If learners are unsuccessful in one or more of the assessment components, then the overall result for the qualification will be fail and a certificate will not be awarded.

The following table indicates the assessment components that are included in the qualification, and for each component:

- Who is responsible for setting and marking the component
- How the component is quality assured

<b>Assessment component</b>	<b>Set by</b>	<b>Marked by</b>	<b>Method of quality assurance</b>	
			<b>Internal</b>	<b>External</b>
On-screen exam <sup>1</sup>	EAL	EAL	Exam invigilation	Verification and continuous monitoring via EQA visits
Centre-marked assessment <sup>2</sup>	EAL	Centre	On-going standardisation within the Centre (Including moderation)	Verification and continuous monitoring via EQA visits

<sup>1</sup> Refer to Section 6.2 External Assessment (On-screen Exam).

<sup>2</sup> Refer to Section 6.3 Centre Marked Assessment.

## 6.2 External Assessment (On-Screen Exam)

### Key Points

- The external examinations are available on demand
- See Appendix 2 Centre Exam Specifications details on time, number of questions and learning outcome coverage for each examination.

The exams must be undertaken by the learner under controlled conditions as specified by EAL. Refer to 'EAF1 – EAL Policy – Instructions for Conducting Examinations within EAL Qualifications' and relating guidance in EAL Smarter Touch.

### Resitting external assessment (on-screen exam)

Learners who fail to achieve a pass will be permitted to resit the exam after feedback and appropriate tuition has taken place.

The resits for externally set and marked exams will be subject to the current published charges.

## 6.3 Centre Marked Assessment

General information regarding conducting controlled internal assessment can be found in the document 'EAL Guidance for Controlled Internal Assessment marked by the Centre' with specific guidance referenced from or contained within this qualification specification.

Internal assessment includes practical and/or knowledge assessments. These assessments are set by EAL and marked by members of the delivery team at the centre (see profiles of assessors in Section 5). All assessment decisions are then subject to internal standardisation and external quality assurance.

Centres should maintain an assessment and feedback record for each learner, which details the evidence evaluated and the feedback given to the learner. This should include all

documents and feedback for every assessment attempt. These records must be made available to the EQA upon request.

Centres are responsible for ensuring that centre marked assessments are suitably controlled to ensure that assessment decisions are valid and reliable, and that work submitted for assessment by learners is prepared and produced by them independently, without assistance from others, and free of plagiarism. Centres must impose necessary restrictions on learners to ensure this.

Further guidance on assessment is provided within the knowledge assessment documents, further support documents are also available on Smarter Touch.

#### Specific Guidance - Controlled internal assessment marked by the Centre

##### **Assessor pack**

The Assessor Packs contain relevant information for centre staff to use as reference/guidance. These documents must not be shared with learners as they may contain confidential information for centre staff only.

##### **Learner pack**

The Learner Packs relate to the individual practical and knowledge assessments. They contain instruction, feedback forms and marking checklists for each assessment. Learners will require access to each document when they are ready to be assessed. Assessors should issue the relevant Learner Pack to the learner. These documents must be controlled by the assessor and provided to the learner as and when required but not retained by the learner. All assessment documentation must be retained by the assessor and/or internal quality assurer within the controlled environment, unless where otherwise specified. Centres must ensure that the assessment criteria information is only made available to a learner during the active part of the assessment.

Learners must be appropriately supervised when undertaking the practical and knowledge assessments. The level of supervision must be sufficient to safeguard the learners' health and safety, and ensure the evidence generated is attributable to the learner.

##### **Assessment decisions**

Assessors are responsible for making assessment decisions in accordance with the assessment criteria detailed in the relevant specification and guidance documents. Assessor comments should also provide evidence indicating why assessment decisions have been awarded. This will facilitate the standardisation of assessment decisions within the centre and enable the moderator to check that assessment decisions are in line with the assessment criteria. Comments for further learner development should be included with feedback.

Centre assessors should allocate a mark for the assessment for each learner using the Assessment Checklist provided. No other sources of information should be used to make judgements about the quality and sufficiency of the evidence.

All materials should be retained securely and confidentially by the centre, in accordance with EAL policy.

### Retaking centre marked assessments

Learners are permitted to retake the centre marked assessments post feedback and after any appropriate training/learning has taken place.

### Standardisation of internal assessments

Members of the internal quality assurance team at the centre have an important role to play in ensuring that internal assessment is standardised. In particular, they should work with assessors to ensure that the correct procedures are being followed at all times, and to ensure that assessment decisions taken by different assessors are consistent, fair and reliable.

Key activities will include:

- Meeting with assessors (individually and collectively) throughout the course to discuss quality assurance, standardisation matters, and provide support/guidance where needed
- Observing assessors and giving them feedback to help improve their assessment technique
- Sampling learner evidence across different learner cohorts to ensure that appropriate standards have been met
- Arranging cross-marking of learner work to compare results and agree benchmarks.

### Moderation of centre-marked assessments

Moderation is required to ensure that assessment staff are making accurate, consistent judgements against learning outcomes and assessment judgements made for any learner are accurate, fair and comparable with those made for all other learners.

Internal moderation should be conducted by all centres that undertake assessment and marking of assessments on behalf of EAL. The moderation process may sit as a feature of the Centre's internal quality assurance process. Internal quality assurers must ensure this requirement is followed for centre-marked assessments.

As part of centre engagements, a review of internal moderation records and external moderation of assessments may take place. Your assigned AO moderator may be different from your assigned centre EQA depending on the qualifications and units you deliver.

Further detail, including internal moderation staff requirements, can be found in 'EAL Centre Requirements for Moderation of Centre Marked Assessments' available on Smarter Touch.

## 6.4 Assessment of Performance

Evidence that is sourced from the real working environment for Performance Units must be naturally occurring and assessed on a minimum of two occasions. Evidence should be gathered holistically and can be generated using any suitable, approved assessment method such as:

- Direct observation of performance in the workplace by a qualified assessor and/or testimony from an expert witness subject to the activity being assessed. This will be the preferred source of evidence.
- Candidate's reflective account of performance and work plans / work-based products, e.g., risk assessment documentation, method statements, diagrams, drawings, specifications, customer testimony, authorised and authenticated photographs/images, and audio-visual records of work completed together with candidate questioning.

- Evidence from prior achievements that demonstrably match the requirements of the Performance Unit.
- Witness testimony.

Evidence must be current and can only be gathered after registration onto the qualification. Past practical work cannot be used against the evidence requirements of the units.

Meeting the assessment requirements of Performance Units will need initial discussions and assessment planning between the learner and assessor. This is an essential activity to identify opportunities to assess real working environment evidence, gaps that need to be filled or opportunities to recognise the prior achievement of the learner.

Please note any particular assessment requirements of the performance unit - which are detailed in the Unit Information (Assessment).

Learners must work safely and in accordance with relevant legislation. This is particularly important when working toward the performance units when working at heights, inspecting, testing, and diagnosing faults.

**IMPORTANT NOTE:** Simulated assessment is **not** permitted.

**IMPORTANT NOTE:** For learners registered from 04/09/23 in England only, there is an expanded assessment requirement for the qualification units:

- NETP3/01: Apply Health and Safety and Environmental Considerations
- NETP3/04A: Apply Design and Installation Practices and Procedures
- NETP3/05Z: Termination and Connection of Conductors.

**At least one of the on-site assessments of performance for each of the above units must occur in a commercial or industrial setting. (i.e. on-site assessment must not occur exclusively in a domestic context).**

**Domestic premises are:**

- Designed to accommodate a single family
- Houses in multiple occupation comprising a number of self-contained units, each designed to accommodate a single person or family
- Sheltered housing, dwelling units
- Supported housing.

It also includes bungalows, resident areas of care homes, multi-storey houses, individual flats and maisonettes, apartment buildings, mobile homes, holiday homes, sheltered housing, shared houses and houses divided into several self-contained single-family dwelling units, and student accommodation.

Domestic premises **do not include** large or extensive communal areas used by residents of more than one single dwelling. Large or extensive communal residential areas may suffice for the commercial/industrial assessment requirement. Examples of these areas would be large catering kitchens in care homes, student accommodation communal areas such as receptions, bathrooms intended for the use of more than one residential unit, boiler rooms servicing several individual dwellings, service risers or stairways, and landings servicing many individual flats, typically with an incoming three-phase electricity supply, etc.

### Specific Guidance – Unit NETP3/01 Apply Health, Safety and Environmental Considerations

Performance Unit NETP3/01 is subject to direct observation on at least two separate occasions in the workplace by a qualified assessor.

Reflective accounts **ARE NOT** accepted as evidence for Unit NETP3/01. Any outstanding performance criteria that are not met through direct observation must be supplemented by alternate evidence provided by the employer.

**IMPORTANT NOTE:** As a minimum, one of the two direct observations must be a physical, face-to-face, site visit with an assessor. The second direct observation may be a live-streamed online assessment with an assessor. Both observations should be fully documented and made available for quality assurance.

### Specific Guidance – Unit NETP3/05Z Termination and Connection of Conductors

Performance Unit NETP3/05Z is subject to auditable (audio-recorded) professional discussion in the workplace by a qualified assessor (as described in Section 5.4).

The auditable professional discussion will sample the underpinning knowledge and understanding in the context of the work being undertaken against learning outcome 3. Example questions have been provided in Appendix 3 together with further guidance.

### Specific Guidance – Overseas Candidates

Please refer to ECS guidance: [Candidates from overseas who wish to undertake the Level 3 Electrotechnical Experienced Worker Qualification may use their relevant experience in the application onto this qualification. However past practical work evidence from overseas cannot be used against the evidence requirements of the units.](https://www.ecscard.org.uk/content>If you have non-UK-qualifications</a>.</p></div><div data-bbox=)

## 7.0 Quality Control of Assessments

There are two major points where EAL interacts with the Centre in relation to the external quality control of assessment for a qualification and these are:

- Approval - when a Centre take on new qualifications, EAL, normally through an external verifier ensures that the Centre is suitably equipped and prepared to deliver the new qualification.
- Monitoring - throughout the ongoing delivery of the qualification EAL, through external verification monitoring and other mechanisms must maintain and the quality and consistency of assessment of the qualification.

### Approval

In granting approval, EAL, normally through its external verifiers, must ensure that the prospective Centre:

- Meets any procedural requirements specified by EAL
- Has sufficient and appropriate physical and staff resources
- Meets relevant health and safety and/or equality and access requirements
- Has a robust plan for the delivery, assessment and quality assurance for the qualification/units.

EAL may decide to visit a Centre to view evidence or may undertake this via other means and there must be a clear rationale for the method(s) deployed.

### Monitoring

EAL, through external monitoring and other mechanisms will ensure that a strategy is developed and deployed for the ongoing EAL monitoring of the Centre.

This strategy must be based on an active risk assessment of the Centre. In particular, the strategy must identify the apprentice, assessor, and internal verifier sampling strategy to be deployed and the rationale behind this:

- That the Centre's internal quality assurance processes are effective in assessment.
- That sanctions are applied to a Centre where necessary and that corrective actions are taken by the Centre and monitored by the EAL external quality assurer (EQA).
- That reviews of EAL's external auditing arrangements are undertaken.

## Appendix 1: Unit Summaries

### Unit NETP3/01: Apply Health, Safety and Environmental Considerations

This unit is designed to enable learners to develop the skills and apply the relevant knowledge associated with health and safety legislation, practices and procedures when installing and maintaining electrical systems and equipment.

In the delivery of this unit, an emphasis shall be made to the learner on the necessity to keep up to date with the latest standards, technologies and practices which relate to and affect the topics covered in this unit. This is in then in keeping with good engineering practice.

#### Learning Outcomes

1. Be able to apply relevant health and safety legislation in the workplace.
  2. Be able to assess the work environment for hazards and identify remedial actions in accordance with health and safety legislation.
  3. Be able to apply methods and procedures to ensure work on site is in accordance with health and safety legislation.
  4. Be able to work in accordance with environmental legislation for electrical services.
- 

### Unit NETP3/03: Organise and Oversee the Electrical Work Environment

This unit is designed to enable the learner to develop the required skills and apply the associated knowledge so that they can demonstrate the competence required to implement practices and procedures for overseeing and organising the work environment for the installation of electrical systems and equipment.

In the delivery of this unit, an emphasis shall be made to the learner on the necessity to keep up to date with the latest standards, technologies and practices which relate to and affect the topics covered in this unit. This is in then in keeping with good engineering practice.

#### Learning Outcomes

1. Be able to provide relevant people with technical and functional information for work on electrical systems and equipment.
  2. Be able to oversee health and safety during work on electrical systems and equipment.
  3. Be able to co-ordinate liaison with other relevant persons during work activities.
  4. Be able to organise and oversee work activities and operations.
  5. Be able to organise a programme for working on electrical systems and equipment.
  6. Be able to organise the resource requirements for work on electrical systems and equipment.
-

## Unit NETP3/04A: Apply Design and Installation Practices and Procedures

This unit is designed to enable the learner to develop the skills required and apply the associated knowledge so that they can demonstrate the competence required to plan, prepare and install wiring systems and associated equipment in buildings, structures and the environment in accordance with approved industry practices, statutory and non-statutory regulations, including:

- The Electricity at Work Regulations (1989)
- The current edition of BS 7671
- Health and Safety at Work etc. Act (1974)
- Building Regulations (2000).

In delivery of this unit an emphasis shall be made to the learner on the necessity to keep up to date with the latest standards, technologies and practices which relate to and affect the topics covered in this unit. This is in then in keeping with good engineering practice.

### Learning Outcomes

1. Prepare to install wiring systems, enclosures and associated equipment.
2. Interpret appropriate information for the installation of wiring systems, enclosures and associated equipment.
3. Install wiring systems, and equipment in accordance with current relevant statutory and non-statutory regulations.
4. Confirm the quality of the completed work.

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## Unit NETP3/05Z: Termination and Connection of Conductors

This unit is designed to enable the learner to develop the skills required and apply the associated knowledge so that they can demonstrate the competence required to terminate and connect conductors and cables in electrical systems in accordance with approved industry practices, statutory and non-statutory regulations, including:

- The Electricity at Work Regulations (1989)
- The current edition of BS 7671
- Health and Safety at Work etc. Act (1974)
- Building Regulations (2000).

In delivery of this unit an emphasis shall be made to the learner on the necessity to keep up to date with the latest standards, technologies and practices which relate to and affect the topics covered in this unit. This is in then in keeping with good engineering practice.

### Learning Outcomes

1. Prepare to terminate and connect cables and conductors.
  2. Terminate and connect conductors and cables.
  3. Understand design and installation practices and procedures in electrical installations.
-

## **Unit NETP3/06: Inspect, Test and Commission Electrical Systems**

This unit is designed to enable the learner to develop the skills required, and apply the associated knowledge, so that they can demonstrate the competence required to inspect, test, commission and certify electrical systems and equipment in buildings, structures and the environment in accordance with approved industry practices, statutory and non-statutory regulations, including:

- The Electricity at Work Regulations (1989)
- The current edition of BS 7671
- Health and Safety at Work etc. Act (1974)
- Building Regulations (2000).

In delivery of this unit an emphasis shall be made to the learner on the necessity to keep up to date with the latest standards, technologies and practices which relate to and affect the topics covered in this unit. This is in then in keeping with good engineering practice.

### **Learning Outcomes**

1. Be able to confirm safety of the system and equipment prior to completion of inspection, testing and commissioning in accordance with statutory and non-statutory regulations.
2. Be able to inspect electrical systems and equipment.
3. Be able to test and commission electrical systems and equipment.

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## **Unit NETP3/07: Apply Fault Diagnosis and Rectification**

This unit is designed to enable the learner to develop the skills required, and apply the associated knowledge, so that they can demonstrate the competence required to diagnose and correct electrical faults in electrical systems and equipment in buildings, structures and the environment in accordance with approved industry practices, statutory and non-statutory regulations, including:

- The Electricity at Work Regulations (1989)
- The current edition of BS 7671
- Health and Safety at Work etc. Act (1974)
- Building Regulations (2000).

In delivery of this unit an emphasis shall be made to the learner on the necessity to keep up to date with the latest standards, technologies and practices which relate to and affect the topics covered in this unit. This is in then in keeping with good engineering practice.

### **Learning Outcomes**

1. Prepare to carry out fault diagnosis
2. Carry out fault diagnosis.
3. Carry out fault rectification.

## **Unit QIT3/001: Principles, Practices and Legislation for the Initial Verification of Electrical Installations**

This unit aims to provide learners with the knowledge and understanding to undertake practical inspection and testing (initial verification) of multiphase electrical systems equipment.

### **Learning Outcomes**

1. Understand the requirements for completing the safe isolation of electric circuits and installations.
2. Understand the requirements for initial verification of electrical installations.
3. Understand the requirements for completing the inspection of electrical installations prior to their being placed into service.
4. Understand the requirements for the safe testing and commissioning of electrical installations.
5. Understand the requirements for testing before circuits are energised.
6. Understand the requirements for testing energised installations.
7. Understand the requirements for the completion of electrical installation certificates and associated documentation.
8. Be able to confirm safety of system and equipment prior to completion of inspection, testing and commissioning.
9. Be able to carry out inspection of electrical installations prior to them being placed into service.
10. Be able to test electrical installations prior to them being placed into service.
11. Be able to commission electrotechnical systems and equipment.

### **Assessment**

This unit will be assessed by one on-screen exam and two centre marked practical assessments.

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## **Unit 18ED3/03: Understand the Requirements of Electrical Installations BS 7671:2018 (2024)**

This unit gives the learner an understanding of the full content of BS 7671:2018 (2024) Amendment 3, and how this applies to electrical installations within its scope.

### **Learning Outcomes**

1. Understand the scope, object and fundamental principles of BS 7671.
2. Understand the definitions used within BS 7671.
3. Understand how to assess the general characteristics of electrical installations.
4. Understand requirements of protection for safety for electrical installations.
5. Understand the requirements for selection and erection of equipment for electrical installations.
6. Understand the requirements of inspection and testing of electrical installations.
7. Understand the requirements of special installations or locations as identified in BS 7671.
8. Understand the information contained within Part 8 and the appendices of BS 7671.

### **Assessment**

This unit will be assessed by one on-screen exam.

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## Appendix 2: Centre Exam Specifications

### Unit: QIT3/001 - Principles, Practices and Legislation for the Initial Verification of Electrical Installations

Assessment Type: On-Screen MCQ Exam, Open Book

Number of Questions: 55

Time Allowed: 90 Minutes

Additional resitting constraints: None

The pass mark is normally expected to be around 60%.

Open book, the following publications are required:

- IET Guidance Note 3 Inspection and Testing.

Candidates may also use a non-programmable calculator.

The examination will cover the knowledge learning outcomes of the unit as follows:

Learning Outcome	Percentage Coverage
1. Understand the requirements for completing the safe isolation of electrical circuits and installations.	13%
2. Understand the requirements for initial verification of electrical installations.	5%
3. Understand the requirements for completing the inspection of electrical installations prior to their being placed into service.	14%
4. Understand the requirements for the safe testing and commissioning of electrical installations.	13%
5. Understand the requirements for testing before circuits are energised.	20%
6. Understand the requirements for testing energised installations.	24%
7. Understand the requirements for the completion of electrical installation certificates and associated documentation.	9%
10. Be able to test electrical installations prior to them being placed into service.	2%
<b>Total:</b> <b>100%</b>	

**Note:**

- To achieve the unit, the learner must also pass the centre-marked practical assessments.

**Unit 18ED3/03: Understand the Requirements for Electrical Installations  
BS 7671:2018 (2024)**

(Amendment 3 Exam)

Assessment Type: On-Screen Open Book

Number of Questions: 60

Time Allowed: 120 Minutes

The pass mark is normally expected to be around 60%.

This is an open book exam requiring reference to the IET Wiring Regulations Eighteenth Edition BS 7671:2018 (2022) Amendment 2 and BS 7671:2018 (2024) Amendment 3.

[Amendment 3 is a loose-leaf addendum to BS 7671:2018 \(2022\) \(the brown cover book\). It is available for free download on the IET website.](#)

Candidates may also use a non-programmable calculator.

The examination will cover the knowledge learning outcomes of the units as follows:

Learning Outcome	Number of Questions
1. Understand the scope, object, and fundamental principles of BS 7671.	4 (7%)
2. Understand the definitions used within BS 7671.	2 (3%)
3. Understand how to assess the general characteristics of electrical installations.	6 (10%)
4. Understand requirements of protection for safety for electrical installations.	15 (25%)
5. Understand the requirements for selection and erection of equipment for electrical installations.	14 (23%)
6. Understand the requirements of inspection and testing of electrical installations.	4 (7%)
7. Understand the requirements of special installations or locations as identified in BS 7671.	7 (12%)
8. Understand the information contained within Part 8 and the appendices of BS 7671.	8 (13%)
<b>Total:</b> <b>60</b>	

**Note:**

- Please see the informative note in Appendix 3 in relation to pathway transfers.

## Appendix 3: Professional Discussion Questions

This appendix provides guidance and example questions for the auditable professional discussion for unit NETP3/05Z, Termination and Connection of Conductors Learning Outcome 3.

### The Assessor must:

- Ensure the learner has been fully briefed on the purpose of the discussion, specifically the content that will be addressed, and the type of information the assessor will require.
- Ensure any additional requirements highlighted by the centre are taken into consideration in line with the Reasonable Adjustments policy.
- Make consistent and unbiased assessment decisions.
- Try to put the learner at ease.
- Use open questions with ‘why’, ‘what’, ‘how’, ‘where’, and ‘when’ to provide opportunities for all learners to demonstrate attainment.
- Use follow-up questions, giving the learner the opportunity to explore the discussion point fully. The questions must be thoughtful, relevant, and pitched at the appropriate level.
- Discuss the learner’s activities with them, looking for evidence of specific knowledge, procedures, processes, analytical abilities, and decision-making, together with their competence. Questioning should provide a gradual ‘handing over’ to the learner. You would expect the learner to be taking the lead in the discussion after the initial opening questions/brief.
- Identify topic areas in responses that can be further explored later in the discussion.

### What to avoid during the Professional Discussion:

- Using one question type throughout.
- Answering the question yourself instead of expanding on it to get a response.
- Overloading the learner with too many questions, allowing them no time to think or to answer fully.
- Disregarding answers.
- Spending too long on one area of discussion, reducing the time available for other areas.
- Asking complex questions too early in the discussion.
- Avoid the use of closed questions unless a ‘yes’ or ‘no’ answer is specifically required. Closed questions can cause learners to ‘freeze’ or ‘block’, and this would be more likely under the pressure of examination conditions.

### Example Questions:

These are example questions to illustrate the types of questions that can be utilised in the recorded professional discussion, for unit NETP3/05Z, Termination and Connection of Conductors.

These are examples only and others should be used as applicable with appropriate follow-up questions to enable the learner to evidence the knowledge and understanding required.

**Criteria 3.1:**

- How did you set up and maintain your work area for safe working?
- How did you consider the safety of others in the work area?

**Criteria 3.2:**

- What protective devices did you install? What type were they? Why were they selected?
- Which parts of the regulations require this?

**Criteria 3.3:**

- When selecting the cable for the radial circuit, why did you select that type of cable?
- What cable glands did you use and why? (e.g., storm gland or BC/CW, etc.)
- What was the design process you used to select the cable for that load?
- What correction factors did you apply?
- What effect did thermal insulation have on the circuit design?
- What was the circuit's volt-drop?
- What is the maximum disconnection time for this circuit?
- How did you comply with BS 7671 on the routing of cables in the installation?
- How did the regulations apply to the installation of cables?

**Criteria 3.4:**

- What fire detection did you install?
- How did you maintain fire compartments?

## Appendix 4: Learner Registration and Certification

Learners must be registered with EAL on a code which relates to the qualification. This must be completed prior to assessment. Both learner registration and certification can be completed online at the EAL Website [www.eal.org.uk](http://www.eal.org.uk). For paper-based registration and certification use the appropriate forms. These are located on the EAL Website, for guidance on registration and certification please refer to the Registration and Certification User Guide.

To register the learner on the chosen qualification/pathway code:

Qualification Title	Code
EAL Level 3 Electrotechnical Experienced Worker Qualification	603/5982/1
<p><a href="#">A new pathway updated for BS 7671:2018 (2024) Amendment 3.</a></p> <p><b>This pathway must be used for every learner who needs to sit an 18<sup>th</sup> Edition exam as part of the qualification.</b></p> <p>A pathway transfer from 603/5982/1AZ is available for learners yet to sit the 18ED3/02 exam.</p> <p>Note that RPL may be used for the 18th Ed unit if the learner has already achieved the industry recognised Unit/Award for BS 7671:2018 (2024) Amendment 3.</p>	603/5982/1CZ
<p><a href="#">A new pathway updated for BS 7671:2018 (2024) Amendment 3.</a></p> <p><b>This pathway can only be used for learners already registered on pathway 603/5982/1A.</b></p> <p>A pathway transfer from 603/5982/1A is available for learners yet to sit the 18ED3/02 exam.</p>	603/5982/1AX

The pathways below are only for learners who have already achieved an earlier version of the Level 3 Award in the Requirements for Electrical Installations BS 7671:2018 and are using the achievement in line with EAL's RPL policy toward this qualification.

<a href="#">Pathway for RPL of BS 7671:2018 (2022) Amendment 2.</a>	603/5982/1AZ
<a href="#">Pathway for RPL of BS 7671:2018 (pre-amendment 2).</a>	603/5982/1BZ

Please note any learners registered on earlier pathways will be working toward the previous version of the qualification with the older wiring regulation unit (18ED3).

Learners can be transferred by the centre from the previous version of this qualification to the Amendment 3 version by completing a 'pathway transfer'. Instructions on how to do transfer a learner pathway can be found within the EAL Hub's Help Centre:

- [EAL Hub > Help Centre > Online Services > Learner Pathway Transfer.](#)

For further information, please contact EAL Customer Experience:

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