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[GTA England website](#)

INTRODUCTION

Welcome to this months Newsletter

Thank you for attending the Members briefing on 17th March 2021 in which we explored the following topics:

- Considering how we introduce testing for CV-19, particularly lateral Flow Rate testing
- Update on the development of the Level 4 Standard for Maintenance
- Update on the development of the Level 3 Standard for Machining
- English and Mathematics Curriculum Planning

As ever the slides and the recording can be found in the Members Area of the GTA England [website](#).

Filepath - MembersArea>MembersResources>Library>Covid-19updates>LTRtestingresources

Introduction - Lateral flow rate testing guidance

With huge thanks to Martin Shaw, Health & Safety Manager at Gen2 we are able to share a variety of useful documents on becoming a Lateral Flow Rate Testing approved site.

This is available in a discreet folder on the GTA England website in the following sections

Martins input was extremely useful to help Members considerations. We Polled regarding intentions and the outcome is opposite:

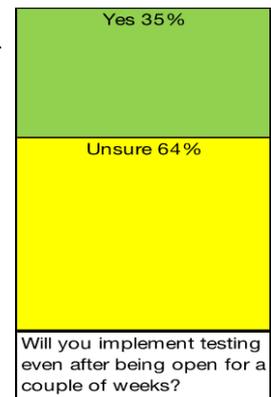
Therefore, the following information will be valued by Members:

Further education coronavirus (COVID-19) operational guidance – Minimising risk of infection

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/further-education-coronavirus-covid-19-operational-guidance> updated 16 March 2021.

“Testing in independent training providers (ITPs) and adult and community learning providers (ACLPs)”

Please click opposite to register for the next Covid update on the 14th April 2021



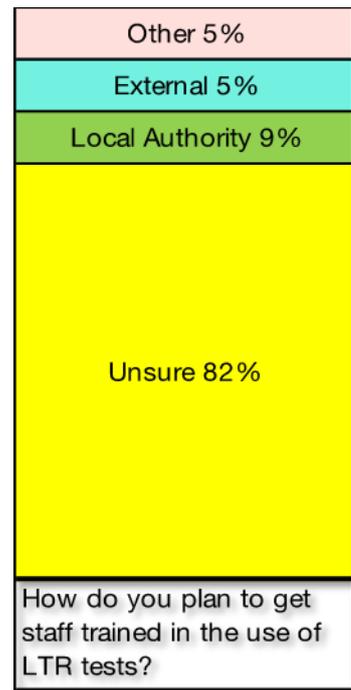
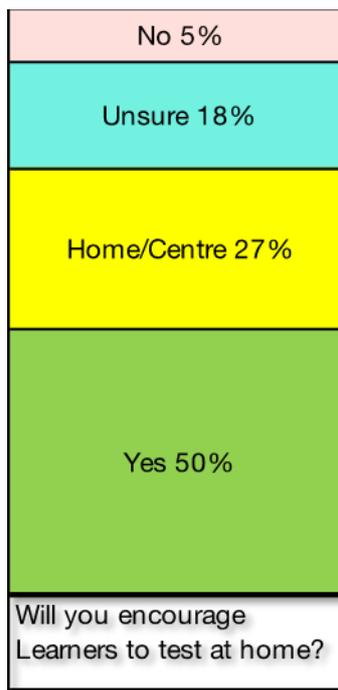
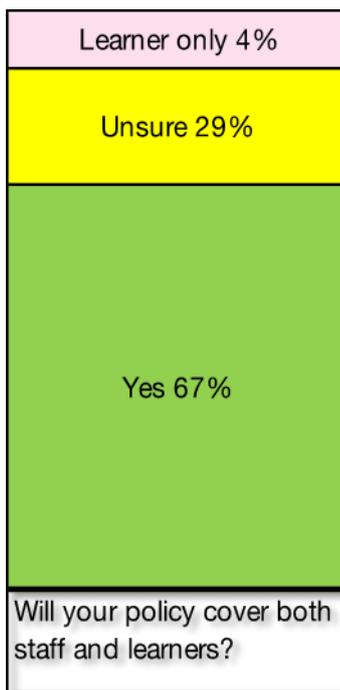
Register Here



A new solution will be developed to provide home testing for independent training providers and adult and community learning providers. This will provide home testing kits for staff and students from the end of March.

For staff attending these providers before 31 March a number of local authorities are offering asymptomatic testing to workers “who cannot work from home” [nb: this is the Gen2 scheme].

Further Polls considered the following questions:



ACTION: No doubt you are now reconsidering or putting further form to your plans following the Members webinar; and, therefore, I am delighted to confirm that Martin has agreed to offer a further one hour session on LTR Testing on :

Registration can be secured by selecting the [this link](#)

As mentioned above we have a wealth of guidance and information now uploaded into the Members Area of the GTA England website and the contents include the following:

Guidance

1. LFT Asymptomatic Testing Guidebook
2. Workplace Asymptomatic Test Site SOP v2.3.pdf
3. Public Health England Resource Pack for Workplaces
4. Example Contract for Community Based FRT including guidance on
 - a. Governance
 - b. Training
 - c. Administering tests
 - d. Signage
 - e. Waste disposal

5. FAQs on Lateral Flow Rate Testing
 - a.About the products
 - b.Accuracy
 - c.What do I need to know about the LFR test kits
 - d.What are they suitable for
6. PowerPoint on Community testing communications and marketing guidebook which covers:
 - a.Internal communications plan for use by employers
 - b.Typical employee FAQs
7. PowerPoint containing signage usage
8. Poster Guidelines leaflet

**GTA England News -
UPDATE ON THE DEVELOPMENT OF THE LEVEL 4 STANDARD FOR MAINTENANCE**

Terry Weston took us through the latest developments with the above. Chaired by Chris Allen of Babcock International, representing employers from the Maritime sector, Terry represents the employers and their members, within GTA England. The slides and recording in the Members Area provide further detail.

The Development Principles being used by the Trailblazer group to underpin the Standard were shared:

- HNC (and equivalents) must be preserved as a central qualification feature in the Standard – the most efficient route to embracing new technologies for technicians and employers moving towards Industry 4.0. The Standard must facilitate accelerated progression for an experienced L3 apprentice (maximise volumes and act as a catalyst for their SME employers to adopt new technologies).
- AO will need to be flexible in HNC (and equivalents) rules of combination and new Unit development and flexibilities to accommodate learners from different sectors and with differing technology focus's.
- EPA must be sector neutral in context, with a variety of methods to capture common and discipline specific skills, applied knowledge and employer and sector contextualisation.
- EPA should also avoid building in constraints to EPAO selection.

We were delighted to learn that the Standard is approved for further development by the IfATE Route Panel HOWEVER, one of the conditions of approval is that IFATE wish to see an expansion of the membership of the trailblazer group to include employer representation from other sectors.

As discussed, this is where individual members come in - encouraging employers to get involved. Time commitment is not particularly onerous with the meetings likely to be taking place via Webinar technology perhaps on a 6-8 weekly basis.

ACTION REQUIRED!!!

Thank you ever so much for the emails pledging employer referrals following the session, and we need the employer company and contact details to be sent to Mark.Maudsley@gtaengland.co.uk by 16th April 2021

Proposal to develop an apprenticeship standard

L4: Lead Engineering Maintenance Technician

Title of occupation

Lead Engineering Maintenance Technician

UOS reference number

ST0999

Core and options

No

Option title/s

Level of occupation

Level 4

Route

Would your proposed apprenticeship standard replace an existing framework?

Frameworks no longer available but it would be a replacement for the framework previously used up to June 2020.

[EAL Framework - L4 Extended Diploma in Engineering Manufacture QCF 600/9576/3](#)

Does professional recognition exist for the occupation?

EngTech. IMEche and IET

Occupation Profile

This occupation is found in...

The engineering and manufacturing sector. Sectors typically include maritime, maritime defence, automotive, energy, engineering construction and general engineering maintenance industries. Employers range from small to large businesses who deliver or require maintenance support. They include major asset owners and operators, the supply chain, contractors and sub-contractors.

Typical workplaces for this occupation can also include: Dockyards and Shipyards, private and public sector plant and vehicle maintenance facilities, on board vehicles and marine vessels.

The broad purpose of the occupation is to offer engineering support, technical leadership and expertise for installation, refit, overhaul, alteration, upgrading, design, maintenance and testing of significant assets, systems or machinery.

Lead Engineering Maintenance Technicians (LEMTs) assist in the delivery of complex and critical asset management programmes often to unique specifications involving complex maintenance and planning. They analyse technical information, plan schedules, co-ordinate, lead and deliver work on time, to the required quality, with an emphasis on product safety and personnel health and safety. They provide customer liaison, leadership and expertise to the maintenance team on technical issues, dealing with problems that occur in a structured and controlled approach. They carry out inspections on systems, equipment and components and may lead on the commissioning back to operation after maintenance and overhaul.

Lead Engineering Maintenance Technicians can work in office environments while conducting research or maintenance design and scheduling activities. They can be in a workshop environment or outdoors conducting maintenance and commissioning activities. Depending on the organisation, they might be expected to work flexibly, including shift work, and being 'on-call', to meet customer requirements.



In their daily work, an employee in this occupation interact with operators, maintenance teams, shift leaders, senior engineers, senior test engineers, design engineers, quality engineers, procedure writers, procurement managers and resource allocation and colleagues. Externally they liaise with customers and suppliers at various operation and senior level, providing technical detailed engineering reports and feedback on asset maintenance. Depending on the industry, they may also interact with representatives from the appropriate regulator.

An employee in this occupation is responsible for complying with sector specific regulatory and organisational requirements, civil or military as appropriate.

They are responsible for the quality, safety and delivery of the service, ensuring it is delivered to the customer on time at the agreed cost. They are responsible for ensuring they complete their own work and that the work of others involved in the maintenance activity is completed to specification ensuring they meet set deadlines. They are responsible for meeting quality requirements, completing all relevant documentation and working to health and safety and environmental regulations. They work both individually on complex technical issues and as part of a larger team, including carrying out supervisory duties and oversight of work completed. Depending on the size of the organisation, they will be responsible for managing or leading a maintenance team, liaising with the customer, ensuring a safe working environment, tools and equipment, work procedures and quality documentation.

They ensure that the maintenance work process and outcomes comply with any local, national and or international regulatory requirements e.g. Office of Nuclear Regulation (ONR), Dept of Environment, Maritime Pollution regulations (MARPOL), Health and Safety at Work Act, Provision and Use of Work Equipment Regulations (PUWER), United Kingdom Accreditation Service (UKAS) and the National Measurement Accreditation Service (NAMAS).

Typical job titles

- Senior Maintenance Technician
- Maintenance Engineer
- Survey Technician
- Test and commissioning Technician
- Installation Technician
- Process Technician
- Production support Technician

Occupation duties

- Duty 1** Define and implement safety control measures appropriate to each maintenance activity, inform the relevant people and ensure the safe and efficient performance of every maintenance task in compliance with these measures.
- Duty 2** Collate, interpret and analyse all technical information for example work procedures, design briefs, maintenance manuals, operating specifications, maintenance equipment calibration records, and asset performance and calibration data.
- Duty 3** Plan maintenance activities to guide the maintenance team ensuring work instructions, permits, safety briefings, operating procedures, contact details for relevant people, materials and resources are available in advance of the maintenance activities.
- Duty 4** Undertake maintenance, modifications, repairs, upgrades, alterations and additions to systems, plant and equipment, providing technical and team leadership where appropriate in order to complete the maintenance.
- Duty 5** Carry out inspection activities on equipment, for example pressures, flows, temperatures, installation checks, material state and feasibility studies.
- Duty 6** Inform teams of any significant maintenance and engineering issues as they occur providing technical and team leadership, advice and guidance as needed.
- Duty 7** Liaise with appropriate internal and external stakeholders at all levels to ensure that engineering and maintenance operations are completed in line with the agreed timescales. Examples of stakeholders could include asset managers, equipment operatives, auditors, suppliers, customers.
- Duty 8** Deal with problems that occur within the activity, in line with responsibilities of the role, in a structured and controlled approach. For example unexpected technical or process issues, team related issues, escalating as required.
- Duty 9** Generate engineering and maintenance documentation on completion of activities to provide a complete record of the maintenance. Forward information required to support future asset maintenance planning such as test forms, defect reports, service records and handover reports.
- Duty 10** Review engineering and maintenance processes and procedures to identify improvements that can be made to processes, materials, resources or planning. For example improvements on costs, efficiencies and quality.

UPDATE ON THE DEVELOPMENT OF THE LEVEL 3 STANDARD FOR MACHINING

I shared the progress achieved to-date with the development of the Machining standard which is to replace Pathway 9 of the Engineering Technician standard on completion of the IFATE Engineering and Manufacture Route review (further detail is to be found in the Members Area).

We confirmed that the first meeting of the Employer Trailblazer group has taken place which has resulted in the formulisation of both the Role Profile and Duties of the Machinist which is being shared with our OFATE Relationship Manager who is also a member of the group.

We aim to meet these objectives:

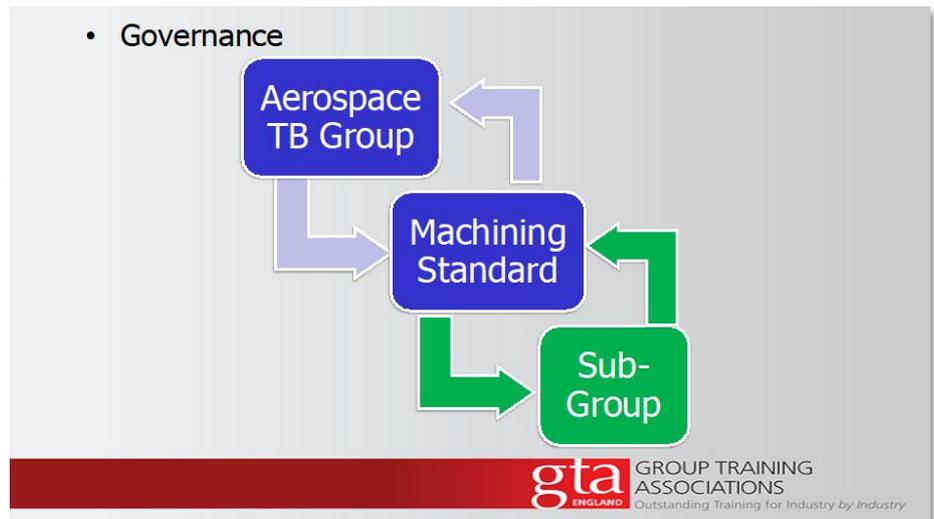
OVERVIEW

- Existing Standard currency
- Objectives to be met:

Cross-sector	Conventional & CNC	Level 3
Must embrace any emerging technologies	Must embrace the digitalisation agenda	End Point Assessment

- The governance of the activity was explained as per the following diagram and I would like to thank Members for helping to identify and recruit some 20 employers to form the “Machining Standard group” below – this also includes representation from the AO’s, Colleges through NFEC and we are to also reach out to our colleagues from the PEIs to complete membership.
- Ever mindful of the heavy workloads of our employers, we have created a Sub-Group chaired by Keith Davis from Silcoms (who is also our employer chair of the Machining Group).
- This group will effectively do all the work commissioned from the employers and present recommendations or proposals for consideration. I’d like to thank the Alliance Learning, the AMRC; and GET alongside the AO’s (C&G, EAL and Pearson) for making up the machinery of the working group – see what I did there?

Early days, but we have set ourselves an extremely ambitious target of aiming to agree the standard with our colleagues at IFATE in 2021!



The DRAFT Duties following the first meeting (a great achievement nevertheless reflecting the engagement and participation of our employer colleagues) can be seen below:



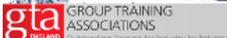
DUTIES

1. Understand and adhere to Health & Safety policies and operating procedures, or example manual handling techniques; risk assessments, COSSH; PUWER; reporting accidents and incidents
2. Use and interpret engineering data and documentation such as engineering drawings and technical data
3. Check materials conform to the specified grades, dimensions and thicknesses identified on detailed engineering drawings
4. Plan and prepare machining sequence for the machining activities ensuring correct tooling, work holding and materials for a variety of machines including either/or conventional and CNC complex machining tasks
5. Be able to set up, operate and adjust/edit equipment settings as applicable to the machine tool being used for a broad range of machines including either/or conventional and CNC machines.
6. Use measuring equipment (for example Micrometres, Vernier, Wall Thickness Meter, CMM, Surface Roughness gauge) as appropriate
7. Be able to produce a range of high-quality components with great accuracy and detail using a broad range of skills such as internal/external thread cutting; slots and pockets; internal/external under cutting; profile forms; tapered and eccentric diameters; bored holes; and Tee slots
8. Be able to check the components being produced and make adjustments to the equipment/programme and tooling to ensure components meet the required specification as appropriate
9. Be able to work with minimal supervision, take responsibility for the quality and accuracy of the work produced.
10. Complete documentation at all stages of the work activity as appropriate
11. Understand and perform housekeeping and waste management as appropriate
12. Understand and perform scheduled daily inspection as appropriate including machine shut down and/or safe isolation
13. Be proactive in finding solutions to problems and identifying areas for improving the business.

Chris Jones has previously delivered a well-received session on the topic and took us through the key themes, pedagogic approaches and format for sequencing a lesson. The key themes as below:

Key themes

- Identifying key barriers to learning is critical.
- Often, until a teacher understands what the barriers to learning are, it is difficult to support and teach learners how to improve.
- If providers/teachers can identify the underlying issue/s then they are more likely to address the nub of the problem and as a result, plan learning better.
- By exploring with individual learners why it is they struggled with English or mathematics in the past – there becomes a greater focus on teaching ‘people’ and not just pushing them through qualifications.
- Initial interviews/tutorials/progress reviews are good vehicles for identifying and discussing this with learners.



Members are reminded that all the slides, recording and resource materials for this topic are now housed in the Members Area of the GTA England website.

Of particular note and huge interest, Chris has devised an evaluative format which will support Members in effective planning, delivery and evaluation of the English & Mathematics curriculum as follows:

Quality assurance

	Key questions
Overall effectiveness	1. How effectively and ambitiously does the provider meet the full range of learners’ needs and aspirations to study and make progress in English and mathematics at an appropriate level?
	2. What steps do leaders, managers and teachers need to take to improve the provision of English and mathematics further?
Quality of education: impact	3. Do all learners gain the English and mathematics qualifications they need in order to progress to their next stage of education, training, or employment?
Quality of education: intent and implementation	4. How effectively do leaders and managers select and construct a curriculum based on learners’ prior experiences of English and mathematics, and their aspirations?
	5. How effective are teaching, training and learning by subject and non-subject specialists?
	6. How well do programmes and activities meet the needs and interests of learners?
	7. How well are learners guided and supported to study and achieve at an appropriate level?
Leadership and management	8. How well do leaders and managers ensure that staff are well trained for their work in English and mathematics?
	9. How effective are leaders and managers in raising achievement and supporting all learners?



FINAL COMMENTS Watch out for the very short survey on typical Apprentices wages following requests from a few employers and Members. As ever, we will share the outcomes with those who participate.



Look out for our Events Calendar which is currently being revised to account for:

- the second confidential CEO Forum to be held on 6th May.
- the inclusion of a Matters Standards Work – profitable MOET delivery formats.



Date /Time	Venue	Title	LINKS
24 th March 2021 2pm – 3.30 pm	Online	EPA Practitioners group	LINK
TBC	Online	Being outstanding	<i>Please note - this session was due to take place on the 25/03/21 unfortunately we have to re-schedule due to unforeseen circumstances</i>
30 th March 2021 10am—11am	Online	Lateral flow rate testing Martin Shaw Gen2	LINK
14 th April 2021 10am – 11.30am	Online	Members Covid Briefing	LINK
20 th April 2021 10am – 11.30am	Online	Inspection trends & OFSTED	LINK
26 th & 27 th April 2021 Day 1 10am – 4pm Day 2 9.30am – 3.30pm	Socially distanced Face to face workshop	Re-scheduled Updating of Peer Review Training	LINK

Keep checking our website to view the latest updated

Events calendar - [website](#)

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