

Assessor Coach (AC) Level 4

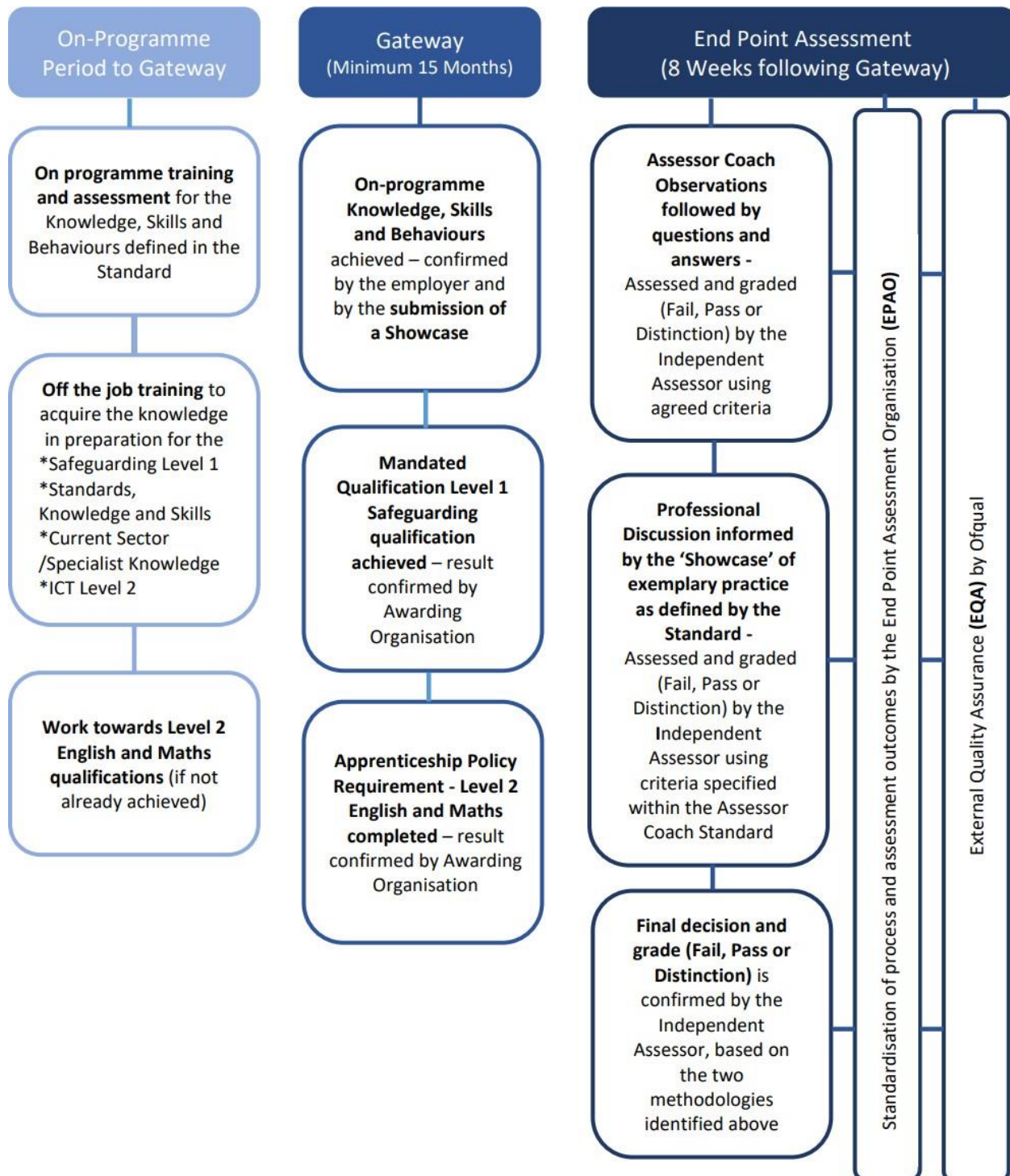
Assessment Plan

Page Numbers	Index
Page 1	Introduction - background and the future of the Assessor Coach (AC) role
Page 2	Flowchart Summary of the 3 Phases of the Assessor Coach (AC) Higher Apprenticeship
Page 3	On-programme Support and Development
Pages 3-4	Employer requirements and knowledge relating to the End Point Assessment (EPA) Process
Page 4	The Gateway Process
Pages 4-11	End Point Assessment (EPA) Process
Page 11	Resit/Retake Policy
Pages 11-12	End Point Assessment (EPA) – Additional Notes
Page 12-13	End Point – Final Judgement
Page 13	Independence
Page 13 - 14	Summary of Roles and Responsibilities
Page 14	Quality Assurance – Internal and External
Page 14-15	Implementation/Projected Volumes

Introduction - Background and the Future of the Assessor Coach (AC) Role

The Assessor Coach (AC) role has emerged within the Education and Training Sector (ETS), over the last 30 years as a result of the implementation of sector/specialist (competence-based) qualifications (notably NVQs) and formalised work-based education and training. The AC role is a dual professional, using the Apprentice's up-to-date professional/occupational knowledge and skills to support learner's development across the wider ETS, including: work based/independent training provision; further, adult and higher education; offender learning and the voluntary sector. Experienced and competent sector employees currently undergo training and assessment to become an Assessor. Future requirements in the sector, as identified by employers, requires Assessors to be skilled in teaching and coaching – hence the need for an AC role. It is intended that AC Apprentices will coach and assess sector/specialist learners, usually on a one-to-one basis, in a range of learning environments. Within the ETS sector, 'coaching' - when compared with 'mentoring', is seen as requiring a more complex set of interpersonal skills. The AC role is more learner-centred; with a need to explore the learner's understanding and training needs rather than simply giving advice. Coaching skills involve complex communication techniques to actively listen, provide feedback and engage learners in planning their individualised learning programme in a meaningful manner. These coaching skills are also integral to assessing learners' competence in-relation to work-related/industry standards and life skills. An AC will be expected to work co-operatively with other ETS professionals (such as teachers and mentors/supervisors in the workplace) in supporting the learner's development of sector/specialist competence and the wider skills that relate to employability and professionalism. The AC apprenticeship requires the development of the professional behaviours, knowledge and skills identified in the Standard. The HE/FE Assessor Coach Standard and the Assessment Plan have been developed to ensure that dual professionalism is of the highest quality in support of the Education and Training sector and every sector/specialist area. The Standard/Assessment Plan supports all Trailblazer Standards as part of the quality Apprenticeship Reform.

Flow diagram summary of the 3 phases of the Higher Apprenticeship



On-programme Support and Development

- **Safeguarding:** Apprentices must achieve a minimum of Level 1 Safeguarding, before End Point Assessment (EPA) – via an accredited qualification, identified as being suitable by their employer.
- **A Recommended On-Programme Assessment Cycle**

During their on-programme learning, apprentices need to develop confidence and competence in all aspects of the Standard. In the Education and Training Sector, this is achieved through ongoing formative assessment and quarterly cycles of review, to prepare the apprentice for the key outcomes necessary for successful EPA. It is helpful for apprentices to develop and maintain a portfolio, (a log or record of activity) that informs the **Showcase**. This **Showcase** will be developed by the apprentice, on programme, to demonstrate their exemplar practice in achieving the Knowledge, Skills and Behaviours of the Standard through the 6 Themes/Synoptic areas identified on pages 9-10 The Professional Discussion (**PD**) methodology in the EPA, is informed by this **Showcase**, submitted to the End Point Assessment Organisation (**EPAO**) for the Independent Assessor (**IA**) to undertake a desk-based evaluation prior to EPA.

The on programme portfolio (a log or record of activity) that will inform the **Showcase**, might include:

- a) formative observations of **AC** sessions, carried out on different occasions by (for example): experienced **AC**'s; the training provider; a line manager; etc. This would focus on the full range of skills and knowledge to prepare the apprentice for EPA. The documentation from these observations would be a key component of the apprentice's portfolio and it would be the apprentice's responsibility to ensure that they are referenced appropriately within their portfolio.
- b) a reflective log and development plan taking account of 360° feedback (e.g. from peers, learners, experienced coaches, employers, etc.), updated at regular intervals to reflect the apprentice's ongoing development. This would focus on the development of **AC** skills and the cultivation of the professional behaviours of an **AC**. Towards the end of the apprenticeship period it would help the apprentice to carry out a retrospective review of their personal development whilst on-programme.
- c) prior to quarterly reviews, the apprentice might usefully self-assess their own progress against the Standards. EPA requires the apprentice to '**Showcase**' their exemplar practices of the 6 themes, so it would be helpful if this includes all these processes and review documentation.

Employer requirements and knowledge relating to the EPA Process:

The employer will contract with the apprentice and provider organisations (where relevant) to ensure that development and support can be delivered to 'the letter' and 'in the spirit' of the Level 4, AC Standard. Relevant training providers must be selected from the Register of Apprenticeship Training Providers (RoATP) and an EPAO from those listed on the Register of End Point Assessment Organisations (RoEPAO). The assessment gateway cannot be passed until the learner has completed on programme learning, which is typically 15 months, with the EPA to be completed within a further 8 week period. Once the employer has confirmed the apprentice has met all requirements of the Standard, the employer will immediately notify the EPAO in writing, giving them a range of potential dates when the EPA requirements can be met efficiently and effectively (within the following 3 to 8 weeks). EPA will be completed within one day and will be an effectively planned visit at the employer's premises. Once the EPA request has been submitted, the EPAO will allocate an Independent Assessor (IA) and agree the EPA date with the employer. If the IA is not a Sector/Specialist in the apprentice's employment area, the EPAO will appoint a sector/specialist advisor (S/SA) to advise the IA. The EPAO will confirm to the employer, in writing, the agreed date for the EPA on-site visit, which will be taken from the dates submitted by the employer. The EPA confirmation communication from the EPAO to the employer must be received at least 1 week prior to the EPA on-site visit.

The employer will be informed, through a contract/agreement with the **EPAO**, that:

- there is no conflict of interest between the **IA**, **S/SA**, provider, apprentice or employer.
- the **IA** and the Sector/Specialist Advisor (**S/SA**), are suitably qualified and experienced to assess the Education and Training requirements and the sector/specialist competency of the **AC** apprentice.
- the **IA** and the **S/SA** meet the **EPAO** requirements including meeting the Disclosure and Barring Service (DBS) requirements.
- the visiting **IA** will take the lead decisions throughout the assessment process.
- it would be helpful if the apprentice could inform the **IA / S/SA** of any specific learning needs of the learners who will be assessed by the **AC** apprentice, in order to guide the **IA/S/SA** when specific practices are implemented.

The Gateway Process:

The **EPA** will be triggered by the following events:

- completed the duration of on programme learning which is typically 15 months
- all apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules
- judgement of readiness to go beyond the gateway is the decision of the Employer based on completion of all on-programme requirements.
- the apprentice believes they are ready to submit, to the **EPAO**, a selection of exemplary evidence, in their **Showcase**, based on the themes on pages 9-10 which fulfil the Knowledge, Skills and Behavioural practice in relation to the Standard.
- the employer to confirm that the '**Showcase**' is ready to submit to the **EPAO**
- the **EPAO** confirms that the **Showcase** has been received
- The apprentice should have achieved English and mathematics (including those with an education, health and care plan or a legacy statement) as specified by the apprenticeship funding rules. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.
- achieved level 2 ICT and level 1 safeguarding qualifications

The apprentice will submit their **Showcase**, as an electronic document, to the **IA** for review, within one week of notifying the **EPAO** of the intention to move to **EPA**. The **EPAO**, must inform the employer of the most suitable **EPA** visit date, selected from the list of dates supplied by the employer. This communication should be received by the employer at least one week before the planned **EPA** visit. The **Showcase** will provide contextual information to the **IA** and support planning for the **Professional Discussion (PD)**.

To promote synoptic assessment and avoid atomisation, the apprentice will need to explain their Showcase examples in relation to the key principles of assessing and coaching. This will be achieved by formatting the Showcase logically to address the Thematic/Synoptic areas. Each of these Thematic/Synoptic areas have been cross-referenced to the 15 Knowledge related Skills criteria and the 6 Professional Behaviours from the Standard (listed on pages 9-10) This will enable the apprentice to organise their 'Showcase' logically and concisely and to easily map or cross-reference their evidence of exemplary practice to each of the Knowledge, Skills and Behaviour criteria. These examples of exemplary practice, must be appropriately endorsed by 'relevant others' (eg, managers, supervisors or teachers). Endorsement must support the authenticity, reliability and validity of the evidence submitted.

The End Point Assessment Process:

The EPA process consists of two assessment processes: (a) Assessor Coach Observations (ACO's) and (b) a Professional Discussion (PD). With effective planning, these two processes can be delivered sequentially or segmented to suit naturally occurring work practice opportunities and constraints during one day, however in exceptional circumstances; alternative arrangements can be made with the agreement of all relevant parties. Employers must plan to ensure that the on-site assessment is as effective as possible, exploiting authentic assessing and coaching opportunities with 'real' learners. For example, the PD may take place, in part, before,

after and/or between the two scheduled Observations, according to the availability of the learner/s to be assessed or coached by the apprentice. In order to support the IA in reaching their judgement, it is recommended that the IA allows time at the beginning of the EPA to discuss with the employer and/or apprentice the purpose and background relating to the scheduled AC sessions. This prior discussion may be necessary to identify any specific learner needs or operating practices in-place that might impact on the apprentice's assessment and coaching processes.

Assessor Coach Observations (ACOs):

This includes two **AC** sessions with a minimum of two different learners, totalling 120 minutes, with a potential variance of 10% depending on the needs of the learners being assessed/coached by the **AC** Apprentice. The observation will involve learners who will be taking part in a genuine coaching/assessing session, not role playing; it will usually be a one to one session, but group coaching/assessing session may also be observed; other learners will not be present during these observations. The **IA** must take detailed notes during/whilst completing the observations, mapped or cross-referenced to each of the 15 **Knowledge and Skills** criteria and the **6 Professional Behaviours**. **Should the apprentice be observed compromising safety or infringing other codes of practice, the EPA will be terminated and a 'fail' will be recorded.** Following the **ACOs**, the **IA**, following advice from the **S/SA** where necessary, will question the apprentice in order to clarify any specific sector/specialist practice/s arising from the observation (e.g. "Why did you take that approach?") or to address Skills or Behaviours that may not have been apparent (e.g. "What would you have done if there was a safety issue, here?"). The duration of the questioning relates to any clarification required around the Knowledge, Skills or Behaviour, and will therefore be specific to each **ACO** and each apprentice. Questioning, where needed will not exceed 10% of the total time of the observation. The **ACOs** represent a **total of 70% of the EPA**.

The Professional Discussion (PD):

During the **PD**, the **IA** will clarify and validate the apprentice's claim to meeting the **AC** Standard through ongoing practice, illustrated in the exemplary evidence provided in the **Showcase**, mapped or cross-referenced to the Knowledge, Skills and Behaviours listed in the Thematic/Synoptic areas on pages 9-10. The **Showcase** must be submitted to the **IA** by the **EPOA** when the range of potential dates for the **EPA** is communicated from the employer to the **EPAO** – the employer must be given a minimum of 1 weeks' notice prior to the **EPA** date selected by the **EPAO**. When the **IA** has received the **Showcase**, they will complete a desk-based evaluation of the evidence submitted in relation to the Knowledge, Skills and Behaviours of the Standard. Questions will be prepared by the **IA** in readiness for the **EPA** on-site visit and the **PD**. The **IAs** prepared questions will address and clarify any practices where there appears to be gaps in fully meeting the **AC** standard. The **IA** will be advised by the **S/SA**, where appointed in relation to any sector/specialist knowledge and principles. The **PD** session will last for a maximum of 60 minutes with a variance of 10% allowed. The **PD** represents a **total of 30% of the EPA**.

Making the Assessment Judgement:

The **ACOs** and the **PD** are each graded Fail, Pass or Distinction as identified in the points allocated and grading summaries on pages 7, 10 and 11. At the end of the **EPA**, the **IA** will inform the apprentice, in the presence of the employer, the provisional grades allocated for the **ACO** and the **PD** individually. In addition, a provisional grade will be given for the overall **EPA**. It will be made clear to the apprentice that all grades are subject to verification and will be confirmed formally after moderation. All of the grades allocated and discussed will be conditional on the apprentice achieving at least a 'pass' in both the **ACO** and the **PD**. An award for an overall '**Distinction**' of the **EPA** is determined when the total points for both assessment methods is equal to, or **greater than 102, as identified in the points allocated and grading summaries**). Please note that the 'final grades' will be validated by the **EPAO**, in line with standard quality assurance processes.

Assessment Method (1): Assessor Coach Observations

(Assessed by the IA - advised, where necessary, by a Sector/Specialist Advisor)		
<p>Each of the criteria, below, will be allocated points:</p> <p>0 Points = Not demonstrated - the relevant skills, knowledge and behaviours are not fully evident in the observed practice or explained partially in subsequent questioning.</p> <p>1 Point = Partially demonstrated - relevant skills and behaviours have been observed or partially explained through questioning. Questioning, however, reveals only a superficial understanding of the knowledge requirements</p> <p>2 Points = Well demonstrated/Good - all relevant skills, knowledge and behaviours have been demonstrated effectively and/or comprehensively explained or justified in subsequent questioning</p> <p>Possible range of Points = 0-42. Weighting factor of 'x2' = 84 maximum points which represents 70% of the total EPA percentage. Apprentices will be deemed to have failed if zero points '0' (not demonstrated), is allocated in any of the Knowledge, Skills and Behaviour (K, S & B) criteria, listed in the marking grid below</p>		
Knowledge and Skills(1-15) and Behaviour (a-f) Criteria	Points allocated	Explanation of Points allocated
1 Facilitates access to relevant, current Information, Advice and Guidance (IAG)		
2 Applies/references relevant Initial and diagnostic assessment		
3 Agrees a programme of development and assessment, which sets realistic and challenging goals that meet learners' and employers' needs		
4 Liaises with employer, colleagues and others to support learners' development		
5 Anticipates and overcomes barriers to progress and inspires achievement, ensures inclusivity and supports diversity		
6 Highlights learners' mathematics and English needs and signposts to appropriate support		
7 Gives timely feedback on progress towards mastery of relevant skills and knowledge		
8 Provides access to pastoral support and guidance		
9 Promotes safe and effective use of digital and mobile technologies to support learner and AC role		
10 Agrees and reports targets and progress, complying with quality, confidentiality and data protection requirements		
11 Uses effective listening, assertiveness and questioning to support learners' to engage with their learning plans and assessment criteria and processes		
12 Complies with awarding organisation requirements and local quality and safety guidelines		
13 Supports peer review and quality assurance procedures		
14 Reports concerns about quality and safeguarding through appropriate channels		
15 Maintains the currency of their own knowledge and skills, with reference to workplace practice and feedback from others		

<i>a Inspires, motivates and raises learners' aspirations through their passion for the sector</i>			
<i>b Operates at all times to ethical and legal standard and within professional boundaries</i>			
<i>c Models and encourages mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies</i>			
<i>d Is resilient and adaptable when dealing with challenge and change and maintaining focus and self-control</i>			
<i>e Values the importance of mathematics, English and ICT in learners' future economic and social well being</i>			
<i>f Evaluates and improves their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training sector</i>			
	Points allocated out of maximum of 42 points		Multiplied by a Weighting Factor of 'x2' (Maximum Total Points=84)
			Total Weighting Factor Points

Observation Grading Summary

Grade	Points Allocated	Weighted (x2)Points Allocated
Distinction	36 - 42	72 - 84
Pass	31 - 35	62 - 70
Fail	0 - 30	61 or below

Please Note: The observations are weighted (x2) due to the importance of this aspect in the overall assessment of the apprentice's competence.

Assessment Method (2): Professional Discussion

(Assessed by the IA - advised, where necessary, by a Sector/Specialist Advisor)

The **PD** will involve questioning, informed by the previously submitted **Showcase** mapping or cross-referencing the apprentice's practice to the relevant knowledge, skills and behaviours and the themes within the **AC Standard**. Following a desk-based evaluation of the **Showcase**, the **IA** will prepare questions for the **PD** to further explore the Knowledge, Skills and Behaviours (**K, S and B**) criteria. The advice of the **S/SA** will be sought for the sector/special principles and practices. When the **IA** is questioning the apprentice about the following thematic or synoptic aspects of the **AC** role, the **IA** will be able to use the criterion referencing (listed below each theme on pages 9-10) to further focus on those criteria requiring further exploration.

Each of the six thematic/synoptic areas, listed in the marking grid below, are assessed independently following the Assessment criteria laid out in the following table. It should be noted, that to achieve a **Pass** on each of these six areas, the apprentice must first achieve a **Pass** for (a) *Authenticity* and then allocated at least '1 point' - *partially demonstrated*, for the other three criteria (*Relevance, Effectiveness and Understanding*). Therefore the apprentice must achieve a minimum pass level in every one of the six thematic/synoptic areas to achieve an overall **Pass**.

Assessment Criterion	Points Allocated
a. Authenticity: is there evidence to clearly demonstrate that this is the apprentice's own work?	Pass or Fail (Please Note: this is a limiting criterion and a Fail for Authenticity renders the evidence for this area <i>unreliable</i> leading to a ' Fail ' overall)

↓
If Passed
↓

b. Relevance: it's relevance to the synoptic/ thematic area being tested	If the <i>Authenticity</i> criterion is met (i.e. = Pass), criteria b, c and d are each allocated - Points = not demonstrated Point = partially demonstrated Points = well demonstrated
c. Effectiveness: the evidence meets up-to-date, expected sector-practice	
d. Understanding: of the importance and/or impact of the effective working practice	

PLEASE NOTE, the table below, clarifies the points required for 'Not', 'Partially' and 'Well Demonstrated', as identified in the table above.

Assessment Criterion	Not Demonstrated (0 Points)	Partially Demonstrated (1 Point)	Well demonstrated (2 Points)
Relevance	Relevant criteria or behaviours have not been addressed or the evidence presented is not relevant.	Some relevant evidence has been presented but other evidence lacks relevance.	All the Showcase evidence presented during the PD is well focussed and relevant to the related criteria/behaviours
Effectiveness	During the PD the advice and support given by the AC , to learners. is incorrect or outdated, or fails to address current, accepted effective practice	During the PD the advice and support given by the AC addresses some aspects of effective practice but could usefully address other areas, or be more up-to-date	During the PD the AC's advice and support addresses essential and important aspects of relevant, up-to-date industry and/or specialist practice
Understanding	During the PD the AC apprentice has failed to demonstrate an understanding of the importance or impact of the relevant assessment theme	During the PD the AC has demonstrated a basic understanding of the relevant theme but their awareness of its wider impact is limited	During the PD the AC is fully able to explain the value and impact of the assessment theme, in respect of all stakeholders

Thematic/Synoptic Assessment Areas			
<p>The range of points for each thematic/synoptic area is 0-6 (6 Thematic/Synoptic Assessment Areas as identified in the table below). A minimum pass-rate is set at 3, (1 point for each of the assessment criteria – Relevance, Effectiveness and Understanding as in the table above). Based on the combined points allocated, for criteria b, c and d, the Professional Discussion will be allocated 0-36 points with a minimum pass of 24. Please see the Points and Grading summary on pages 7, 10 and 11.</p>			
Thematic/Synoptic Assessment Area	Points allocated	Explanation of Points allocated	
<p><i>I. Liaising with colleagues and relevant stakeholders to:</i></p> <ul style="list-style-type: none"> • ensure access to valid, current IAG; • identify and support additional English and maths learning needs; • identify other specialist support needs, provided by relevant professionals; • suggest adjustments to planned ‘off-job’ training; • suggest adjustments to planned work experience (via the employer). <p>(Knowledge and Skills 1, 3, 4 & 6)</p>			
<p><i>II. Coaching to provide pastoral support and facilitate progress:</i></p> <ul style="list-style-type: none"> • use appropriate interpersonal skills to facilitate a ‘learner-centred’ approach to supporting learners. Relevant skills include ‘active listening’, ‘motivational dialogue’, structured coaching approaches (such as GROW) and effective action planning and review. <p>(Knowledge and Skills 5,8 & 11)</p>			
<p><i>III. Using digital and mobile technologies effectively, efficiently and safely to:</i></p> <ul style="list-style-type: none"> • communicate with learners and stakeholders; • support assessment processes; • maintaining secure but easily accessible records. <p>(Knowledge and Skills 9 & 10)</p>			
<p><i>IV. Assessing learners and providing feedback by:</i></p> <ul style="list-style-type: none"> • facilitating Assessment for Learning (formative assessment) – an ongoing process of monitoring, evaluation and review of learning, ensuring that learners are learning the right things in the right way; • summatively assessing achievement of learning milestones and/or standards. <p>(Knowledge and Skills 2, 7 & 11)</p>			
<p><i>V. Maintaining the quality and safety of provision</i></p> <ul style="list-style-type: none"> • maintaining the quality and currency of own professional skills and knowledge; • supporting quality improvement; • ensuring learners’ safety and safeguarding requirements; • complying with relevant organisational guidelines and legislation. <p>(Knowledge and Skills 12, 13, 14 & 15)</p>			
<p><i>Vi. Understanding and demonstrating professionalism in all aspects of the role.</i></p> <p>[Professional Behaviours (a) to (f)]</p>			
	Points allocated out of maximum of 36 points	Multiplied by a Weighting factor of ‘X1’ (Total=36)	Total Weighting Factor Points

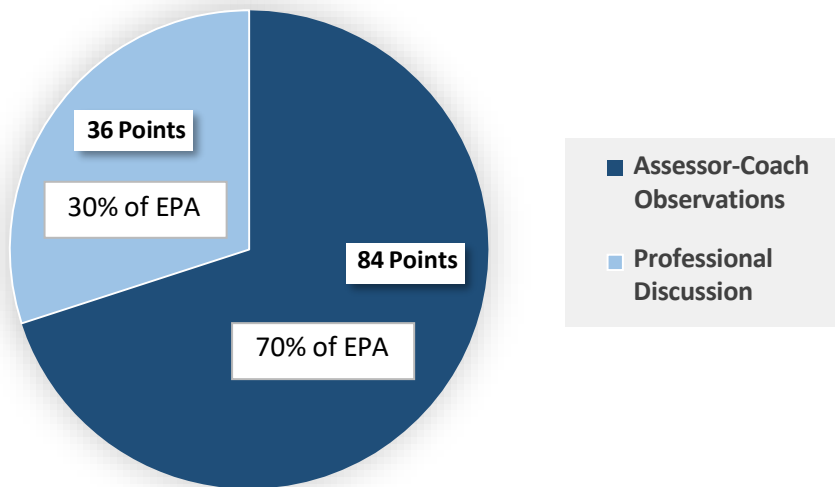
Professional Discussion Grading Summary

Grade	Points Allocated	Weighted (x1) Points Allocated
Distinction	30 - 36	30 - 36
Pass	24 - 29	24 - 29
Fail	0 - 23	23 or below

Points Allocation Summary

	Range of Points	Weighting Factor /Percentage of EPA	Fail, Pass and Distinction Points	
			Limiting Factor	Weighting Points allocated
Assessor Coach Observations	0 - 42	X2 weighting factor =84. 84 of total 120 EPA Points=70%	0 Points in any K, S&B criteria = Fail At least 10 of the 21 criteria must have been allocated 2 points to achieve a minimum pass. At least 15 of the 21 criteria must be allocated 2 Points to achieve a Distinction	Below 62 Points = Fail Minimum of 62 Points allocated = Pass 72 Points or more allocated = Distinction
Professional Discussion	0 – 36	X1 weighting factor, therefore =36 36 of total 120 EPA Points =30%	for each thematic/synoptic area (a) Authenticity must be met	Below 24 Points = Fail Minimum of 24 Points allocated = Pass 30 Points or more allocated = Distinction

Proportion of total EPA



Grading Summary - EPA Overall Points Available and Grading

The gradings are Fail, Pass or Distinction, in each of the two methodologies. **The overall EPA grading will be determined by the total points for both assessment methods. Therefore a Distinction in either one of the assessments does not guarantee a Distinction overall – see grading and points allocation table below.**

Grade	Points Allocated
Distinction	102 - 120 Points
Pass	86 to 101 Points
Fail	85 or below

Resit/Retake Policy

Please Note: Following a 'Fail', further learning will be required before the assessment is re-taken and Government funding is used for this purpose. If the employer wishes the apprentice to simply re-sit the EPA without further learning, this will be funded by the employer and is not allocated Government

- The apprentice may attempt a maximum of two retakes or re-sits in a six-month period from the date of the initial EPA – as identified above; further learning must be agreed and undertaken before a retake. The employer must organise and record that this action has been undertaken. The feedback from the EPA will be used to guide the apprentices learning requirements.
- If through any circumstances (eg, illness, building evacuation etc), the EPA is fully or partially cancelled, by either party, it will be rescheduled at the earliest opportunity.
- Retakes or re-sits may involve one or both assessment methods for re-assessment as identified through EPA feedback.
- In the event of a resit, retake or cancellation, the employer and the EPAO will need to agree the most suitable EPA onsite visit date at the earliest opportunity.

End-Point-Assessment (additional notes)

The EPA has two methodologies and the apprentice must achieve a minimum 'pass' in each:

1. Assessor Coach Observations followed by Questions and Answers

This method assesses all 15 Skills and Knowledge and the 6 Professional Behaviours identified in the Standard, either by direct observation or by questioning the apprentice to clarify what was observed

and to address any areas of the Standard that did not occur naturally within the observed sessions.

The Education and Training **IA** will lead throughout the **EPA** and make the final judgement decisions, but will take advice from the **S/SA**, where relevant. It should be noted that Education and Training apprenticeships are atypical as they are **Dual Professional**, in which the apprentice must be competent and current with regards to (a) their subject specialism and also (b) the generic skill focus of the **AC** Standard. Whilst the **IA** must be clearly experienced and qualified to assess, **AC** skills, they may not be sufficiently familiar with the sector/specialist context in which the **AC** is working. In this situation, it is essential that the **EPA** also recruits a suitable experienced (page 14) and qualified **S/SA** to ensure the safety and validity of the **AC** support given to the learner.

It is crucial that the **IA** and the **S/SA** have current knowledge of the Standard, and that the **S/SA** is up to date with sector knowledge and practice. The employer has the right to ensure that the **IA** and the **S/SA** are appropriately experienced in order that the quality of the assessment is achieved in the best interests of the apprentice. The employer will also have the responsibility of ensuring that the **EPAO** is on the **RoEPAO**.

The apprentice will be observed performing two **AC** skills sessions totalling 120 minutes, with a potential variance of 10% depending on the needs of the learner being assessed or coached by the **AC**. The observations must be face-to-face between the **IA** and the **AC** apprentice and take place in the **AC's** workplace and, ideally, under the conditions that would take place on a day to day basis which may include observing the **AC** apprentice conducting sessions face to face or via online platforms. Prior to the observations, the **IA** should consult independently with the employer and/or the **AC** apprentice to identify any issues that may need to be shared (e.g. relevant policies and procedures, specific learner needs, etc).

The **IA**, and **S/SA** (where relevant), should make detailed notes of judgements relating to each of the 15 Knowledge/Skills criteria and the 6 Professional Behaviours (see pages 6 and 7).

2. **Professional Discussion informed by the Showcase, based on the themes of the Knowledge, Skills and Behaviours of the Standard.(pages 9-10)**

The apprentice will have previously submitted a **Showcase**. Following a desk-based evaluation of the **Showcase**, the **IA** will note any Knowledge, Skills and Behaviour/Themes criteria that they consider needs further questioning. The Professional Discussion will take place in a closed room and devoid of interruptions. Whilst questioning the apprentice about the thematic or synoptic aspects of the **AC** role, the **IA will be able to use the criterion referencing (listed below each theme on pages 9-10) to further focus on those criteria requiring further exploration.**

The tables on pages 9 -10 provide a mapping to all of the **KSB** criteria to the synoptic themes to help the **IA** identify where this further exploration can be accommodated.

The **S/SA** role will be to advise the **IA** that the sector quality and codes of conduct have been addressed to a high standard.

The **PD** will take place in the **AC** apprentice's workplace, in a confidential environment with no interruptions and on the same day as the **ACO's** It is essential that **EPAOs** ensure that the **IA's** judgement processes are recorded in an appropriate format (for example, see pages 8 -10) so as to enable internal moderation and/or external quality assurance to be easily completed. The parameters set-out for EPA in this Assessment Plan are key requirements to be followed by **EPAOs**

End-point – final judgement

The **EPAO** contracting with the **IA** and the **S/SA** must be on the **RoEPAO**. Ofqual will ensure that the **EPAO** meets the parameters set-out within this document.

The **IA** will make all assessment decisions including the final grading decision, but will be guided, where necessary, by an **S/SA** with particular regard to the currency, safety and quality of sector-specific practice. The **IA** will need to maintain detailed and contemporaneous notes qualifying their assessment judgements (see pages 7 to 10) to support feedback processes, standardisation and internal and External Quality Assurance (**EQA**).

Independence

The **IA** and the **S/SA** will be selected by the **EPAO**, chosen by the employer, to carry out the **EPA**. (The employer, training provider and the apprentice must declare any potential conflict of interest with regards to the **EPA** choice of **IA** or Specialist Adviser.)

The **EPAO** can be any organisation approved to carry out the **EPA** process. **EPA** approval is established, by the Education and Skills Funding Agency (**ESFA**) and recorded on the **RoEPAO**. **EPAOs** can include, Awarding Organisations (including HEIs), teacher training providers, sector provider organisations or partnership of any of the types of organisation listed.

End Point Assessment – Summary of roles and responsibilities

Role	Role/Responsibilities
Apprentice	<ul style="list-style-type: none"> • Has no prior acquaintance or vested interests with the IA or the Sector/Specialist Advisor, and must declare any potential conflicts to the EPAO. • Provide feedback to the EPAO on any issues of quality or clarity regarding the EPA process.
Employer	<ul style="list-style-type: none"> • Has no prior acquaintance or vested interests with either the IA or the S/SA, and must declare any potential conflicts to the EPAO. • Determine that the apprentice is ready for EPA. • Agree dates and timings for EPA, with IA. • Liaise with the EPAO to support assessment. • In the pre-Gateway period, provide a culture and environment of supportive and meaningful learning. • As a means of exemplary practice and satisfaction, provide feedback to the EPAO on any issues of quality.
Training Provider	<ul style="list-style-type: none"> • Has no prior acquaintance or vested interests with either the IA or the S/SA, and must declare any potential conflicts to the EPAO. • Provide bespoke and meaningful training, agreed with the employer. • Support in judging readiness for EPA.

End Point Assessment Organisation (EPAO)	<ul style="list-style-type: none"> • Appoint and train the IAs. • Appoint, where necessary, a S/SA to advise the IA on subject specialist issues. • Collect feedback from the apprentice and employer in order to support the review process and the Standard and Assessment Plan by the Education and Training (voluntary) Leadership Group (ETLG) • Internally quality assure the EPA process. • Manage appeals, where required. • Act to remove any conflict of interest between the employer, provider or apprentice and the IA and the S/SA. • Provide feedback to Ofqual of any issues of quality or clarity regarding the Standards and Assessment Plans.
Independent Assessor	<ul style="list-style-type: none"> • A minimum of 4 years current and continuous experience in teaching, assessing and internal quality assurance) in Education and Training. • Will be independent of the apprentice, training provider and employer. • Has ultimate responsibility for forming an EPA judgement based on the assessment methodologies detailed in this plan. • Ensures that the EPA is conducted in a safe manner. • Provides summative feedback to the apprentice and their employer.
Sector/Subject Specialist	<ul style="list-style-type: none"> • A minimum of 4 years current and continuous experience in the sector/specialist subject of the apprentice. • Appointed by the EPAO where the IA does not have expertise to evaluate the sector/subject content of the AC session. • Advises the IA, promptly and professionally, of any unsafe practices during the EPA.
Education and Training (Voluntary) Leadership Group (ETLG)	<ul style="list-style-type: none"> • Support the ongoing development of the Standard and Assessment Plan <p>Collect and consider feedback, in relation to future development, from all involved parties.</p>
Ofqual	<ul style="list-style-type: none"> • Provides External Quality Assurance (EQA) in line with standard practice.

Quality Assurance – internal

The **EPAO** will need to demonstrate that it has extensive experience and sufficient infrastructure for the assessment of **AC** within the Education and Training Sector. It will assure the quality of its **EPAs** in the following ways:

1. appointing only those individuals who with at least 4 years' experience, are experienced and with appropriate qualifications to at least Level 5 within the related role.
2. train those appointed as **IAs** to ensure they fully understand the requirements of the **EPA** and are able to make valid judgements;
3. train those appointed as **S/SA's** to ensure that they fully understand the requirements of their role in supporting the **IA**
4. ensure that monitoring and recording processes are in place to validate **IA** independence to the Employer, Training Provider and Apprentice;
5. facilitate the regular processes to standardise assessment at least twice a year and more frequently depending on the volume of **EPA's**;
6. audit sample assessments for validity and consistency. In the first year, all assessments conducted by an **IA** will be monitored, and if meeting the quality assurance standard thereafter, a minimum of 20% of assessments will be sampled. Similarly, **S/SA's** will be monitored in the same way.

Additionally, End-Point Assessment Organisations should establish mechanisms to arbitrate on any appeal, against assessment decisions, initiated by the employer on behalf of the Apprentice.

Quality Assurance – external

Ofqual have agreed to undertake the **EQA** role for this Standard/Assessment Plan – agreement letter dated 22nd August 2017.

Implementation

The cost of the **EPA** will not exceed 15% - any resit cost will be additional and the employer will be advised accordingly by the **EPA**.

There is no professional body recognition required for this Standard. There is an option for individuals to join the recognised sector professional body, but there is no stipulation that employers require their employees to join the relevant professional body.

Consistency will be assured through:

1. **pre-Gateway**: co-operation between the employer and provider (excluding the **EPAO**), based on the Standard and Assessment Plan.
2. **EPAO**: through **IA** training, internal standardisation, moderation and appeal processes.
3. **EPAO**: through **S/SA** training ensure how the **S/SA** supports the **IA**.
4. **EQA** by **Ofqual**
5. **future-proofing**: collection and collation of feedback by the **ETLG** from all parties involved will be used to inform the future development of the Apprenticeship Standards and Assessment Plans to ensure continued validity, value and sustainability.

Projected Volumes:

Year 1: 1290 – this is based on similar certifications from Awarding Organisations data

Year 2: 2500

Year 3: 3000