Training Qualifications UK

TQUK Level 3 End-Point Assessment for ST1380 **Learning and Skills Assessor** V1.0 and V1.1

Qualification Number: 610/2928/2

Standard Specification

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Key Information

Reference:	ST1380
Version:	V1.0 and V1.1
Level:	3
Minimum duration to gateway:	12 months
Typical EPA period:	Three months
Maximum funding:	£5,000
Route:	Education and early years
Approved for delivery:	31/03/2023
Lars code:	695
EQA provider:	Ofqual
Review:	This apprenticeship standard will be reviewed after three years
Qualification Number	610/2928/2

Apprenticeship Summary

Overview of the Role

Assessing vocational learners, usually on a one-to-one basis, in a range of learning environments.

Occupation Summary

This occupation is found in the public, private and voluntary sectors in national and multi-national organisations. The role of the Learning and Skills Assessor can be found in all sectors where learning, training and development are required. For example, but not limited to, healthcare, military, manufacturing, production, business and professional, education, leisure, construction, creative, and technology.

The broad purpose of this occupation is to assess candidates against agreed standards of competence using a range of assessment methods. The Learning and Skills Assessor will plan, conduct assessment activities and record and report on assessment decisions to the learner and other relevant stakeholders. They will support the progression of the learner through feedback of assessment decisions, setting of ongoing realistic learning goals and referral to other professionals if required. They will contribute to the quality cycle of the organisation and actively contribute to the standardisation and moderation of assessment decisions. The Learning and Skills Assessor will be committed to their own continual professional development to maintain occupational competency in their sector. They will typically work in an environment in their organisation where they are assessing competency. They will work in a variety of locations and environments, including practical vocational settings where activity may be undertaken face-to-face or remotely.

In their daily work, the Learning and Skills Assessor will interact with learners, quality assurance practitioners, teaching and delivery professionals and other relevant stakeholders where necessary. A Learning and Skills Assessor will be responsible for ensuring they are occupationally competent in the sector they are assessing in. They will be responsible for completing their own work to specification, with minimal supervision, ensuring they meet set deadlines. They will report to relevant stakeholders and are responsible for meeting quality requirements.

Assessment Methods

This end-point assessment (EPA) for this standard consists of two assessment methods:

Observation with questions

Professional discussion

Assessment Order

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

EPA Window

The EPA is taken in the EPA period. The EPA period starts when the Training Qualifications UK confirms the gateway requirements have been met, and is typically three months.

Policies and Procedures

The apprentice must submit any policies and procedures as requested prior to certification or any other timescale.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Portfolio of evidence

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Observation with Questioning

Assessment Overview

In the observation with questioning, the End-Point Assessor observes the apprentice in their workplace. The apprentice completes their day-to-day duties under normal working conditions. This allows the apprentice to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method through naturally-occurring evidence. The End-Point Assessor asks questions as explained below. Simulation is not permitted during the observation.

The questioning by the End-Point Assessor ensures the accuracy of the assessment decision made by the apprentice during the observation. The End-Point Assessor can clarify elements of the observation, add context to what was observed, and reinforce evidence against KSBs not fully evidenced during the observation.

Observation

The observation with questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade. The apprentice must be given **three weeks' notice** of the observation with questioning.

The End-Point Assessor must explain the format and timescales of the observation to the apprentice before it begins. This does not count towards the assessment time.

The observation with questioning must take **1.5 hours** and it may be split into discrete sections held on the same working day to cover:

- two 30-minute live observations
- 30 minutes of questioning.

The two 30-minute observations of assessment practice must be undertaken in a live assessment environment. This may include where the apprentice is assessing recorded evidence provided by the candidate being assessed by the apprentice, as required by the employer.

The End-Point Assessor can increase the time of the observation by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

Questioning

The purpose of the questioning is to clarify information observed during the assessment, and to allow the apprentice to add depth and detail to their evidence against the KSBs. Questions must be asked after the observation. The time allocated for questioning is **30 minutes**.

The End-Point Assessor must ask at least **five questions**.

The End-Point Assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are **in addition to** the set number of questions for the observation and should be kept to a minimum. The End-Point Assessor can also ask questions to clarify answers given by the apprentice.

Location

The observation with questioning must take place in the apprentice's normal place of work (for example their employer's premises or a customer's premises) or where the assessment practice is happening if it is not their place of work.

Equipment and resources needed for the observation must be provided by the employer and be in a good and safe working condition.

Questioning that occurs after the observation should take place in a quiet room, free from distractions and influence. This is a formal assessment which must take place in a controlled environment.

Grading

This assessment is graded fail, pass, or distinction, according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Observation with Questioning- KSBs and Grading Criteria

Theme - Assessing	
K3	Types of and methods of assessment.
S1	Conduct sustainable assessment practice working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding.
S3	Select method(s) to assess learner(s) in line with organisational and regulatory requirements.
S4	Make accurate assessment judgments against agreed standards.
S10	Apply holistic assessment in practice to support wider skills development.
B3	Demonstrate and encourage mutual respect, displaying a deep understanding of inclusive practice to support the individual(s) in the assessment process.

Pass	Distinction
Identifies and uses method(s) to assess learner(s) in line with organisational, regulatory requirements and the principles of assessment (K3, S3, S10) Makes accurate assessment judgements whilst working in a sustainable and respective manner within organisational, legal, and ethical frameworks, including confidentiality and safeguarding when undertaking assessment practice (S1, S4, B3)	Combines information from a range of sources to implement methods of assessment in a justified and inclusive manner to meet individual learner needs. (K3, S1, S3, B3) Justifies the accuracy of assessment judgements made against agreed standards (S4)

Theme - Communication	
K5	Methods of verbal and non-verbal communication to support assessment practice, including questioning techniques.
S5	Communicate with learner and relevant stakeholders to support assessment practice.

Pass	Distinction
Selects and uses appropriate methods of verbal and non-verbal communication, including effective questioning, with learners and relevant stakeholders to support assessment practice (K5, S5)	Adapts chosen communication methods taking into account the changing needs of those being assessed (K5, S5)

Theme - Planning	
S2	Produce a plan for assessment.
B2	Take personal responsibility for sustainable outcomes in how they carry out the duties of their role by reference to environmental good practice.

Pass	Distinction
Produces a plan for assessment that takes account of the needs of the learner and the requirements of the sector, and sustainable approaches to assessment practice (S2, B2)	Modifies the plan of assessment to account for differing learner needs whilst assessing (S2)

Portfolio of Evidence

To support the professional discussion, the apprentice must produce a portfolio of evidence (portfolio).

The portfolio, which is completed with the support of the training provider and the employer during the on-programme element of the apprenticeship, will detail the progress made in learning the KSBs needed to be put forward for the EPA.

The evidence in the portfolio will be referenced and used by the End-Point Assessor to underpin the professional discussion. The portfolio will not be assessed.

The portfolio will typically contain **15 discrete pieces of evidence.** Evidence should be mapped against the KSBs. Evidence, which should include evidence of the mentoring relationship between the apprentice and two mentees, may be used to demonstrate more than one KSB. A qualitative as opposed to a quantitative approach is suggested.

Evidence sources may include:

- assessment records including documented feedback to learners
- assessment plans
- continual professional development logs
- records of quality assurance
- annotated policies and procedures
- records of communication via employer witness statements, assessment logs and minutes of meetings.

This is not a definitive list; other evidence sources can be included. The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions.

Professional Discussion

Assessment Overview

During the professional discussion, the End-Point Assessor and the apprentice will have a formal two-way conversation, giving the apprentice the opportunity to demonstrate their competency across the KSBs mapped to this EPA method. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Preparing for the Professional Discussion

The training provider will submit the portfolio of evidence, together with the Mapping and Tracking Form, at gateway. The apprentice should be given at least **14 days' notice** of the date for the professional discussion. The End-Point Assessor must have **two weeks** to review the portfolio of evidence and to prepare questions for the discussion. They are not required to provide feedback after this review.

Professional Discussion Requirements

The professional discussion must last for **75 minutes**. The End-Point Assessor can increase the time of the professional discussion by up to 10% to allow the apprentice to respond to a question if necessary.

The End-Point Assessor must ask at least **12 questions**. Follow-up questions are allowed where clarification is required. The purpose of the End-Point Assessor's questions will be to assess the following six themes:

- Key concepts
- Assessment practice
- Communication
- Quality assurance
- Recording
- Professional development.

Location

The professional discussion can take place face-to-face or remotely. This is a formal assessment which must take place in a controlled environment.

Grading

This assessment is graded fail or pass, according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Professional Discussion - KSBs and Grading Criteria

Theme - Key concepts	
K1	The role of the assessor working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding.
K11	Sources of and how to access accurate and relevant vocational/pastoral advice and guidance to meet learner needs, including points of referral.
S9	Facilitate access to relevant, current information advice and guidance.
B1	Operate at all times to ethical and legal standards within professional boundaries, maintaining an impartial approach.
Pass	
Describes role of the assessor working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding (K1, B1) Outlines the sources of relevant vocational/pastoral advice and guidance to meet learner needs, including points of referral and how they have facilitated access to these (K11,S9)	

Theme - Communication	
K6	How to give constructive feedback for the purpose of progress and achievement.
S6	Provide constructive feedback to support the learner to progress.
Pass	
Describes how they have given constructive feedback to support the learner progress (K6, S6)	

Theme - Assessment practice	
K2	How to plan inclusive assessment.
K4	The principles of assessment to include validity, authenticity, currency, sufficiency, and reliability.
K12	The role and importance of holistic assessment to support wider skill development.
K13	Approaches to sustainable assessment practice.
Pass	
Explains how to plan inclusive assessment in line with the principles of assessment, including the role and importance of holistic assessment, and sustainable approaches (K2, K4, K12, K13)	

Theme - Quality assurance	
K7	Standardisation, moderation and quality assurance procedures relevant to the assessment.
K8	The purpose and process of the quality cycle.
S7	Contribute to standardisation, moderation and quality assurance procedures.
Pass	
Describes the standardisation, moderation and quality assurance procedures relevant to their assessment practice and how they have contributed to this (K7, S7) Explains the purpose and process of the quality cycle (K8)	

Theme - Recording	
K9	Organisational and legal requirements for recording, storing and sharing personal information.
K10	Types and methods of recording and tracking assessment decisions, including the use of digital technology.
S8	Develop and maintain records of assessment, complying with quality, confidentiality and data protection requirements.
Pass	
Describes how records of assessment have been developed and maintained and how they adhere to organisational and legal requirements for recording, storing and sharing personal information (K9, S8) Identifies the types and methods of recording and tracking assessment decisions, including the use of digital technology that have been used in assessment practice (K10)	

Theme - Professional development	
K14	Opportunities for continuing professional development in own sector to maintain occupational competency, including sustainable practice and digital literacy.
S11	Identify and implement professional development opportunities to maintain occupational competency, including sustainable practice and digital literacy.
B4	Be committed to improving their own professional practice in relation to the assessment standards.
B5	Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control.
Pass	
Explain how you have identified and committed to undertaking opportunities for continuing professional development in own sector to maintain occupational competency, including sustainable practice and digital literacy (K14, S11, B4) Explain how you have shown resilience and adaptability when dealing with challenge and change, maintaining focus and self-control (B5)	

Overall Grading

The overall grades available for this apprenticeship are fail, pass, or distinction. Each assessment component is graded individually. Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Observation	Professional Discussion	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Distinction	Pass	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they are eligible for a resit or a retake. The apprentice's employer needs to agree that a resit or retake is appropriate.

A resit does not need further learning, whereas a retake does. An apprentice should have a supportive action plan to prepare for a resit or a retake.

Resits are typically taken within two months of the fail notification. The timescale for a retake is dependent on how much retraining is required, but they are typically taken within three months of the fail notification.

Failed assessment methods must be resat or retaken within a six-month period from the fail notification, otherwise the entire EPA will need to be resat or retaken in full.

If an apprentice requires a resit or retake, their EPA grade will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.