

The logo for Training Qualifications UK, featuring the text "Training Qualifications UK" in white and blue, with a yellow arc above the text.

Training
Qualifications UK

A background image showing two women in conversation. One woman is smiling and looking towards the other. The image is partially obscured by a large blue diagonal shape.

TQUK Level 3 End-Point Assessment for
ST1380 Learning and Skills Assessor

Qualification Number: 610/2928/2

Standard Specification

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Contents

Key Information	3	Professional Discussion	10
Apprenticeship Summary	4	Assessment Overview	
Overview of the Role		Preparing for the Professional Discussion	
Occupation Summary		Professional Discussion Requirements	
Assessment Methods	5	Location	
Assessment Order		Grading	
EPA Window		Professional Discussion Grading Criteria	
Policies and Procedures		Overall Grading	14
Observation with Questioning	6	Resits and Retakes	14
Assessment Overview		Appeals	14
Observation			
Questioning			
Location			
Grading			
Observation with Questioning Grading Criteria			

Key Information

Reference:	ST1380
Version:	1.1
Level:	3
Minimum duration to gateway:	12 months
Typical EPA period:	Three months
Maximum funding:	£5000
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

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.

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 as distinction, pass or fail 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, the apprentice must meet all pass and all distinction criteria.

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

Observation with Questioning 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	
<p>Identifies and uses method(s) to assess learner(s) in line with organisational, regulatory requirements and the principles of assessment (K3, S3, S10)</p> <p>Makes accurate assessment judgements whilst working in a sustainable and respectful manner within organisational, legal, and ethical frameworks, including confidentiality and safeguarding when undertaking assessment practice (S1, S4, B3)</p>	
Distinction	
<p>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)</p> <p>Justifies the accuracy of assessment judgements made against agreed standards (S4)</p>	

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	
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)	
Distinction	
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	
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)	
Distinction	
Modifies the plan of assessment to account for differing learner needs whilst assessing (S2)	

Professional Discussion

Assessment Overview

During the professional discussion, the End-Point Assessor and the apprentice will have a formal two-way conversation.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence. It gives the apprentice the opportunity to demonstrate their competency across the KSBs mapped to this EPA method.

Preparing for the Professional Discussion

The training provider will submit the portfolio of evidence, together with the Mapping and Tracking Form, at gateway. During the assessment planning meeting, a date for the professional discussion will be agreed, giving the apprentice at least 14 days' notice. 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%. This time is 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 as pass or fail according to the grading criteria.

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

Professional Discussion 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	
<p>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)</p> <p>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)</p>	

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	
<p>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)</p> <p>Explain how you have shown resilience and adaptability when dealing with challenge and change, maintaining focus and self-control (B5)</p>	

Overall Grading

This standard is graded as distinction, pass or fail. Each assessment component is graded individually. Once all assessment components have been completed, the grades are combined as described in the table below to determine the overall grade.

The apprentice needs to get the relevant grade in every single assessment component to achieve that grade overall.

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

Resits and Retakes

If an apprentice fails any of the assessment components, they will be eligible for a resit or retake. A resit does not require further learning, whereas a retake does.

Retake and resit grade cap: pass.

Resit time frame: typically two months.

Retake time frame: typically three months.

Resits and retakes are not offered to apprentices wishing to move from a pass to a higher grade. An apprentice will get a maximum EPA grade of a pass for a resit or retake, unless Training Qualifications UK determines there are exceptional circumstances. Failed assessment methods must be resat or retaken within a six-month period from the EPA outcome notification, otherwise the entire EPA will need to be resat or retaken in full.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found [here](#).

