

**IfATE****Shaping skills training**

Learning and skills assessor

Key information

Reference: ST1380**Version:** 1.1**Level:** 3**Minimum duration to gateway:** 12 months**Typical EPA period:** 3 months**Maximum funding:** £5000**Route:** Education and early years**Date updated:** 12/09/2023**Approved for delivery:** 31 March 2023**Lars code:** 695**EQA provider:** Ofqual**Review:** this apprenticeship will be reviewed in accordance with our change request policy.

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End-point assessment plan

V1.1

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the Learning and skills assessor apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Learning and skills assessor apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Each employer should select an approved EPAO from the apprenticeship providers and assessment register (APAR).

A full-time apprentice typically spends 12 months on-programme (this means in training before the gateway) working towards competence as a learning and skills assessor. All apprentices must spend at least 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

This EPA has 2 assessment methods.

The grades available for each assessment method are:

Assessment method 1 - observation with questioning:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

EPA summary table

On-programme - typically 12 months

Learning and skills assessor / Institute for Apprenticeships and Technical Education
The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.

The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules.

The apprentice must compile a portfolio of evidence.

End-point assessment gateway

The employer must be content that the apprentice is working at or above the occupational standard.

The apprentice's employer must confirm that they think the apprentice:

- is working at or above the occupational standard as a learning and skills assessor
- has the evidence required to pass the gateway and is ready to take the EPA

The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.

For the professional discussion underpinned by a portfolio of evidence the apprentice must submit a portfolio of evidence.

The apprentice must submit any policies and procedures as requested by the EPAO.

End-point assessment - typically 3 months

Grades available for each assessment method:

Observation with questioning

- fail
- pass
- distinction

Professional discussion underpinned by a portfolio of evidence

- fail
- pass

Overall EPA and apprenticeship can be graded:

- fail
- pass

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The expectation is that the EPAO will confirm the gateway requirements have been met and the EPA starts as quickly as possible.

EPA gateway

The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

The apprentice must meet the gateway requirements before starting their EPA.

These are:

- achieved English and maths qualifications in line with the apprenticeship funding rules.
- for the professional discussion underpinned by a portfolio of evidence the apprentice must submit: portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 15 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to 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 of evidence 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. The evidence provided should be valid and

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

The apprentice must submit any policies and procedures as requested by the EPAO.

Order of assessment methods

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.

Observation with questioning

Overview

In the observation with questions, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because: it is a valid assessment as it is the observation of live assessment practice that can be followed up by question and answer. The questioning by the assessor ensures the accuracy of the assessment decision made by the apprentice during the observation. The assessor can clarify elements of the observation, add context to what was observed, and reinforce evidence against KSBs not fully evidenced during the observation.

Delivery

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.

An independent assessor must conduct and assess the observation with questioning.

The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give the apprentice 3 weeks' notice of the observation with questions.

The observation with questioning must take 1.5 hours.

The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day to cover:

- two 30 minute live observations
- 30 minutes of questioning

The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:

Two 30-minute observations of assessment practice that 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.

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions.

The purpose of the questions 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 total duration of the observation assessment method is 1.5 hours and the time for questioning is included in the overall assessment time. The total time for the observation element is 60 minutes, split into two 30 minute sections. The time allocated for questioning is 30 minutes. The independent assessor must ask at least 5 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent 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 with questions and should be kept to a minimum.

The independent assessor must make the grading decision. The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

In exceptional circumstances, where the independent assessor does not have the relevant sector experience, the EPAO should appoint a technical expert. Where an external technical expert cannot be appointed, the EPAO can appoint someone from the employer's organisation. The technical expert will have no direct connection or conflict of interest with the apprentice or training provider.

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

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must produce the following materials to support the observation with questioning:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional discussion underpinned by a portfolio of evidence

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment method is being used because: this will allow the assessment of KSBs which may not naturally occur in all live assessment practice. This method gives the apprentice the opportunity to demonstrate their depth of understanding of the KSBs and engages the apprentice in detailed and technical discussions. It is authentic as the apprentice will discuss assessment practice undertaken in their workplace.

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to assess the following 6 themes:

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

The EPAO must give an apprentice 14 days' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 75 minutes. The independent 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 independent assessor must ask at least 12 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Observation with questioning

Fail - does not meet pass criteria

THEME TOPIC	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Assessing K3 S1 S3 S4 S10 B3	<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 respective manner within organisational, legal, and ethical frameworks, including confidentiality and safeguarding when undertaking assessment practice (S1, S4, B3)</p>	<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>
Communication K5 S5	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)
Planning S2 B2	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)

Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

<p>Key concepts K1 K11 S9 B1</p>	<p>Describes role of the assessor working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding (K1, B1)</p> <p>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)</p>
<p>Assessment practice K2 K4 K12 K13</p>	<p>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)</p>
<p>Communication K6 S6</p>	<p>Describes how they have given constructive feedback to support the learner progress (K6, S6)</p>
<p>Quality assurance K7 K8 S7</p>	<p>Describes the standardisation, moderation and quality assurance procedures relevant to their assessment practice and how they have contributed to this (K7, S7)</p> <p>Explains the purpose and process of the quality cycle (K8)</p>
<p>Recording K9 K10 S8</p>	<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>
<p>Professional development K14 S11 B4 B5</p>	<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>

Overall EPA grading

Performance in the EPA determines the apprenticeship grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the: observation with questioning and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one or more assessment methods, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall EPA 'distinction,' the apprentice must achieve a pass in the professional discussion and distinction in the observation.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

OBSERVATION WITH QUESTIONING	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Distinction	Pass	Distinction

Re-sits and re-takes

An apprentice who fails one or more assessment method(s) can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

An apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

24/06/2024, 11:26

Learning and skills assessor / Institute for Apprenticeships and Technical Education

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

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ROLES	RESPONSIBILITIES
Apprentice	<p>Learning and skills assessor / Institute for Apprenticeships and Technical Education</p> <p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • meet the gateway requirements • undertake the EPA
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and is ready for EPA • ensure that supporting evidence required at the gateway is submitted in line with this EPA plan • liaise with the training provider and EPAO to ensure the EPA is booked in a timely manner <p>Post-gateway, the employer must:</p> <ul style="list-style-type: none"> • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allows the opportunity for the apprentice to be assessed against the KSBs • remain independent from the delivery of the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a regular

basis
 Learning and skills assessor / Institute for Apprenticeships and Technical Education

- pass the certificate to the apprentice upon receipt from the EPAO

EPAO

As a minimum, the EPAO must:

- conform to the requirements of this EPA plan and deliver its requirements in a timely manner
- conform to the requirements of the APAR
- conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship
- understand the occupational standard
- make the EPA contractual arrangements, including agreeing the price of the EPA
- develop and produce assessment materials as detailed for each assessment method in this EPA plan
- appoint qualified and competent independent assessors in line with the requirements of this EPA plan to conduct assessments and oversee their working
- appoint, if required, a technical expert to advise the independent assessment of the apprentice
- appoint administrators (and invigilators where required) to administer the EPA
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the EPA
- confirm all gateway requirements have been met as quickly as possible
- arrange for the EPA to take place, in consultation with the employer
- ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary, where the apprentice is not assessed in the workplace
- develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to stakeholders
- have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of

- have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes
- deliver induction training for independent assessors, and for invigilators and markers (where used)
- undertake standardisation activity on this apprenticeship for an independent assessor before they conduct an EPA for the first time, if the EPA is updated and periodically (a minimum of annually)
- manage invigilation of the apprentice to maintain security of the assessment in line with the EPAO’s malpractice policy
- verify the identity of the apprentice
- use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard

Independent assessor

- As a minimum, an independent assessor must:
- have the competence to assess the apprentice at the level of this apprenticeship and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan
 - understand the occupational standard and the requirements of this EPA
 - have, maintain and be able to evidence, up-to-date knowledge and expertise of the occupation
 - deliver the end-point assessment in-line with this EPA plan
 - comply with the IQA requirements of the EPAO
 - have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances; there must be no conflict of interest
 - attend induction training
 - attend standardisation events when they start working for the EPAO, before they conduct an EPA for the first time and a minimum of annually for this apprenticeship
 - assess each assessment method, as determined by the EPA plan
 - assess the KSBs assigned to each assessment method, as shown in the mapping of KSBs to assessment methods in this EPA plan
 - make the grading decisions

	<ul style="list-style-type: none"> • record and report assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as listed in the occupational standard • conduct training covering the KSBs agreed as part of the Commitment Statement or the Individual Learning Plan • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from the delivery of the EPA
Technical expert	<p>As a minimum, the technical expert should:</p> <ul style="list-style-type: none"> • have no direct connection or conflict of interest with the apprentice, or training provider • provide technical support, advice and guidance such as confirming company policies, procedures, processes, providing context on technical information or on emerging technologies • provide information only at the request of the independent assessor (who has the final say over the assessment and grade awarded) • not provide information on behalf of the apprentice, ask the apprentice questions or influence the apprentice or the assessment judgement in any way • not amplify or clarify points made by the apprentice

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for reasonable adjustment
what reasonable adjustments may be made

Internal quality assurance

Internal quality assurance refers to how the EPAO ensures valid, consistent and reliable EPA decisions. The EPAO must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
 - have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 5 years or significant experience of the occupation or sector
 - meet the following minimum requirements:
 - must have a minimum of 3 years recent assessing experience
 - must show evidence of relevant continual professional development in assessment practice within the previous 2 years
 - must hold an assessing qualification
- operate induction training for anyone involved in the delivery or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider; in HEI.

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

KNOWLEDGE	ASSESSMENT METHODS
K1 The role of the assessor working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding.	Professional discussion underpinned by a portfolio of evidence
K2 How to plan inclusive assessment.	Professional discussion underpinned by a portfolio of evidence
K3 Types of and methods of assessment.	Observation with questioning
K4 The principles of assessment to include validity, authenticity, currency, sufficiency, and reliability.	Professional discussion underpinned by a portfolio of evidence
K5 Methods of verbal and non-verbal communication to support assessment practice, including questioning techniques.	Observation with questioning
K6 How to give constructive feedback for the purpose of progress and achievement.	Professional discussion underpinned by a portfolio of evidence
K7 Standardisation, moderation and quality assurance procedures relevant to the assessment.	Professional discussion underpinned by a portfolio of evidence
K8 The purpose and process of the quality cycle.	Professional discussion underpinned by a portfolio of evidence
K9 Organisational and legal requirements for recording, storing and sharing personal information.	Professional discussion underpinned by a portfolio of evidence
K10 Types and methods of recording and tracking assessment decisions, including the use of digital technology.	Professional discussion underpinned by a portfolio of evidence
K11 Sources of and how to access accurate and relevant vocational/pastoral advice and guidance to meet learner needs, including points of referral.	Professional discussion underpinned by a portfolio of evidence

<p>K12 The role and importance of holistic assessment to support wider skill development.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K13 Approaches to sustainable assessment practice.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K14 Opportunities for continuing professional development in own sector to maintain occupational competency, including sustainable practice and digital literacy.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

SKILL	ASSESSMENT METHODS
S1 Conduct sustainable assessment practice working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding.	Observation with questioning
S2 Produce a plan for assessment.	Observation with questioning
S3 Select method(s) to assess learner(s) in line with organisational and regulatory requirements.	Observation with questioning
S4 Make accurate assessment judgments against agreed standards.	Observation with questioning
S5 Communicate with learner and relevant stakeholders to support assessment practice.	Observation with questioning
S6 Provide constructive feedback to support the learner to progress.	Professional discussion underpinned by a portfolio of evidence
S7 Contribute to standardisation, moderation and quality assurance procedures.	Professional discussion underpinned by a portfolio of evidence
S8 Develop and maintain records of assessment, complying with quality, confidentiality and data protection requirements.	Professional discussion underpinned by a portfolio of evidence
S9 Facilitate access to relevant, current information advice and guidance.	Professional discussion underpinned by a portfolio of evidence
S10 Apply holistic assessment in practice to support wider skills development.	Observation with questioning
S11	Professional discussion underpinned by a portfolio of evidence

Identify and implement professional development opportunities to maintain occupational competency, including sustainable practice and digital literacy.	
BEHAVIOUR	ASSESSMENT METHODS
B1 Operate at all times to ethical and legal standards within professional boundaries, maintaining an impartial approach.	Professional discussion underpinned by a portfolio of evidence
B2 Take personal responsibility for sustainable outcomes in how they carry out the duties of their role by reference to environmental good practice .	Observation with questioning
B3 Demonstrate and encourage mutual respect, displaying a deep understanding of inclusive practice to support the individual(s) in the assessment process.	Observation with questioning
B4 Be committed to improving their own professional practice in relation to the assessment standards.	Professional discussion underpinned by a portfolio of evidence
B5 Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control.	Professional discussion underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Observation with questioning

THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Assessing K3 S1 S3 S4 S10 B3	Types of and methods of assessment. (K3)	<p>Conduct sustainable assessment practice working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding. (S1)</p> <p>Select method(s) to assess learner(s) in line with organisational and regulatory requirements. (S3)</p> <p>Make accurate assessment judgments against agreed standards. (S4)</p> <p>Apply holistic assessment in practice to support wider skills development. (S10)</p>	Demonstrate and encourage mutual respect, displaying a deep understanding of inclusive practice to support the individual(s) in the assessment process. (B3)
Communication K5 S5	Methods of verbal and non-verbal communication to support assessment practice, including questioning techniques. (K5)	Communicate with learner and relevant stakeholders to support assessment practice. (S5)	None
Planning S2 B2	None	Produce a plan for assessment. (S2)	Take personal responsibility for sustainable outcomes in how they carry out the duties of their role by reference to environmental good practice . (B2)

THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Key concepts K1 K11 S9 B1	<p>The role of the assessor working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding. (K1)</p> <p>Sources of and how to access accurate and relevant vocational/pastoral advice and guidance to meet learner needs, including points of referral. (K11)</p>	Facilitate access to relevant, current information advice and guidance. (S9)	Operate at all times to ethical and legal standards within professional boundaries, maintaining an impartial approach. (B1)
Assessment practice K2 K4 K12 K13	<p>How to plan inclusive assessment. (K2)</p> <p>The principles of assessment to include validity, authenticity, currency, sufficiency, and reliability. (K4)</p> <p>The role and importance of holistic assessment to support wider skill development. (K12)</p> <p>Approaches to sustainable assessment practice. (K13)</p>	None	None

<p>Communication K6 S6</p>	<p>How to give constructive feedback for the purpose of progress and achievement. (K6)</p>	<p>Provide constructive feedback to support the learner to progress. (S6)</p>	<p>None</p>
<p>Quality assurance K7 K8 S7</p>	<p>Standardisation, moderation and quality assurance procedures relevant to the assessment. (K7)</p> <p>The purpose and process of the quality cycle. (K8)</p>	<p>Contribute to standardisation, moderation and quality assurance procedures. (S7)</p>	<p>None</p>
<p>Recording K9 K10 S8</p>	<p>Organisational and legal requirements for recording, storing and sharing personal information. (K9)</p> <p>Types and methods of recording and tracking assessment decisions, including the use of digital technology. (K10)</p>	<p>Develop and maintain records of assessment, complying with quality, confidentiality and data protection requirements. (S8)</p>	<p>None</p>
<p>Professional development K14 S11 B4 B5</p>	<p>Opportunities for continuing professional development in own sector to maintain occupational competency, including sustainable practice and digital literacy. (K14)</p>	<p>Identify and implement professional development opportunities to maintain occupational competency, including sustainable practice and digital literacy. (S11)</p>	<p>Be committed to improving their own professional practice in relation to the assessment standards. (B4)</p> <p>Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control. (B5)</p>

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.1	End-point assessment plan revised	12/09/2023	Not set	Not set
1.0	Approved for delivery	31/03/2023	11/09/2023	Not set

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