



STANDARD ASSESSMENT SPECIFICATION

Level 4
Assessor Coach

Change Control

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to EPA@innovateawarding.org.

VERSION NUMBER	DATE UPLOADED	AMENDMENT	PAGE AFFECTED

Disclaimer note

This specification has been developed to support training providers, employer providers and employers to understand the End-point Assessment requirements of the Level 4 Assessor Coach standard.

This specification has been released as draft to support planning and preparation for assessment and is correct at time of publication. Innovate Awarding will release final published specifications as soon as all information has been confirmed by regulatory and external quality assurance organisations. Any changes will be clearly referenced in future editions. Innovate Awarding Policies and Procedures for End-point Assessment will be published in a separate online customer handbook published on bespoke IT system (EPA Pro).

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Introduction

Innovate Awarding

Innovate Awarding Organisation (IAO) is an End-point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation (AO) with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors. We provide information on the processes to enable employers and training providers to support the apprentice to achieve the End-point Assessment. We will conduct the end point assessment for the **Level 4 Assessor Coach** apprenticeship standard.

For further information, please visit:

www.innovateawarding.org/apprenticeship-standards/end-point-assessment

Apprenticeship Overview

Overview of the standard including what's involved and key elements of the standard.

Sector	Education and Childcare
Standard Name	Level 4 Assessor Coach
Standard Reference	ST0146/AP01
Programme Duration	15 months
Minimum Time on Programme	15 months
EPA Duration	8 weeks
EPA Methods	<ul style="list-style-type: none"> • Assessor Coach Observation • Professional Discussion informed by Showcase
Grading	Distinction, Pass, Fail
External Quality Assurance Provider	Ofqual

Who is the apprenticeship for?

The Assessor Coach apprenticeship is for experienced and competent sector employees currently undergoing 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.

It is intended that Assessor Coach apprentices will coach and assess sector/specialist learners, usually on a one-to-one basis, in a range of learning environments. Within the Education and Training Sector, coaching when compared with mentoring, is seen as requiring a more complex set of interpersonal skills.

The Assessor Coach 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 Assessor Coach will be expected to work co-operatively with other Education and Training Sector 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.

On Programme Journey

The on programme learning and development will be agreed between the training provider and employer, or internally if training is delivered by an employer provider.

During their 15 months on-programme, 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 end point assessment.

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 (KSBs) of the Standard through the 6 Themes/Synoptic areas of the Professional Discussion.

The Professional Discussion is informed by this Showcase which will be submitted to Innovate Awarding for the end point assessor (EPA) to review prior to the end point assessment.

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

- a. formative observations of Assessor Coach sessions**, carried out on different occasions by experienced Assessor Coach's, the training provider, a line manager. 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 360o feedback (e.g. from peers, learners, experienced coaches, employers), updated at regular intervals to reflect the apprentice's ongoing development. This would focus on the development of Assessor Coach skills and the cultivation of the professional behaviours of an Assessor Coach. 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. End point assessment 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.

Gateway

To progress through Gateway the apprentice must have:

- Achieved Level 1 Safeguarding
- Achieved Level 2 English, maths and ICT
- Completed a Showcase of exemplary practice

The employer and/or training provider will review the Showcase to ensure that the apprentice has evidenced the knowledge, skills and behaviours criteria of the Standard through the 6 Themes/Synoptic areas of the Professional Discussion.

To reach Gateway the employer, training provider and apprentice must agree that all training has been completed. This will be confirmed at the Gateway meeting and evidenced on EPA Pro, notifying Innovate Awarding that the apprentice is ready for their end point assessment.

End-point Assessment

The end point assessment tests the knowledge, skills, and behaviours that an apprentice has acquired during their training demonstrating their competence in their role as an Assessor Coach. This competence is valued by current and future employers.

What will the End-point Assessment look like?

A planning meeting will take place once gateway has been passed and the apprentice has been deemed ready for end point assessment.

The purpose of a planning meeting is to:

- Plan when the assessments will take place
- Identify the requirements of each assessment method
- Answer any questions/concerns the apprentice may have about the assessment process
- Aid in the preparation requirements (e.g. arranging access, facilities, and resources)

This meeting is conducted remotely.

Support Materials

Support materials that we will provide include:

- Assessment Journey
- Assessment Specification
- Showcase Evidence Locator
- EPA Record
- Mock Record
- Apprentice Guidance

The support qualification for the Level 4 Assessor Coach apprenticeship is:

Level 1 Award in Principles of Safeguarding in a Learning Environment (603/5287/5)

What is the “Assessor Coach Observation”?

This method assesses all **15 knowledge and skills**, 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 end point assessor will lead this assessment and make the final judgement decisions but will take advice from the sector or specialist advisor, 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 their subject specialism and the generic skill focus of the Assessor Coach Standard.

Whilst the EPA must be clearly experienced and qualified to assess, Assessor Coach skills, they may not be sufficiently familiar with the sector/specialist context in which the Assessor Coach is working. In this situation, it is essential that the EPA also recruits a suitable experienced and qualified sector or specialist advisor to ensure the safety and validity of the Assessor Coach support given to the learner.

It is crucial that the EPA and the sector or specialist advisor have current knowledge of the Standard, and that the sector or specialist advisor is up to date with sector knowledge and practice. The employer has the right to ensure that the EPA and the sector or specialist advisor are appropriately experienced in order that the quality of the assessment is achieved in the best interests of the apprentice.

The apprentice will be observed performing two Assessor Coach skill sessions totalling 2 hours, with a potential variance of 10% depending on the needs of the learner being assessed or coached by the Assessor Coach. The observations must be face-to-face and take place in the Assessor Coach's workplace and, ideally, under the conditions that would take place on a day to day basis prior to the observations, the EPA should consult independently with the employer and/or the Assessor Coach apprentice to identify any issues that may need to be shared (e.g. relevant policies and procedures, specific learner needs, etc).

The EPA and sector or specialist advisor should make detailed notes of judgements relating to each of the 15 knowledge and skills criteria and the 6 professional behaviours.

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 Professional Discussion 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.

The EPA 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 Assessor Coach Observations, the EPA, following advice from the sector or specialist advisor where necessary, will question the apprentice in order to clarify any specific sector or 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 Assessor Coach Observation and each apprentice. Questioning, where needed will not exceed 10% of the total time of the observation.

What is the “Professional Discussion”?

The apprentice will have previously submitted a Showcase. Following a desk-based evaluation of the Showcase, the EPA 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 Assessor Coach role, the EPA will be able to use the criterion referencing to further focus on those criteria requiring further exploration.

The sector or specialist advisor role will be to advise the EPA that the sector quality and codes of conduct have been addressed to a high standard. The Professional Discussion will take place in the Assessor Coach apprentice’s workplace, in a confidential environment with no interruptions and on the same day as the Assessor Coach Observation’s.

During the Professional Discussion, the EPA will clarify and validate the apprentice’s claim to meeting the Assessor Coach 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.

The Showcase must be submitted at Gateway and the dates for the end point assessment to start, are agreed at the planning meeting between the apprentice, training provider/employer and Innovate Awarding. The employer will be given a minimum of 1 weeks’ notice prior to the EPA date selected by the Innovate Awarding.

Questions will be prepared by the EPA in readiness for the End Point Assessment on-site visit and the Professional Discussion. The EPA prepared questions will address and clarify any practices where there appears to be gaps in fully meeting the Assessor Coach standard. The EPA will be advised by the sector or specialist advisor, where appointed in relation to any sector or specialist knowledge and principles. The Professional Discussion session will last for a maximum of 1 hour with a variance of 10% allowed.

Assessment Criteria and Delivery Guidance

ASSESSMENT AREA 1
Knowledge (K) and Skills (S) Criteria
KS1. Facilitates access to relevant, current Information, Advice and Guidance (IAG).
<p>Delivery Guidance</p> <p>Apprentices will need to clearly explain the differences between information, advice and guidance and when each should be used within their own delivery.</p> <p>Apprentices should be able to describe a range of examples including:</p> <ul style="list-style-type: none"> • Information: Leaflets, articles, web sites • Advice: Web sites, specific contact details (email/telephone) • Guidance: One-to-one support from mentor, line manager <p>Apprentices will need to demonstrate how they facilitate candidate access to up-to-date and valid information e.g. leaflets, articles, websites to support development. They should ensure they take into account and avoid their own unconscious bias e.g. stereotyping and prejudice.</p> <p>Apprentices should be able to explain how they adhere to any organisational (employer and/or training provider) requirements in relation to the types of information, advice or guidance that can be provided. They should describe how to check that any information, advice or guidance is the most recent and from an acceptable and proven source.</p>
KS3. Agrees a programme of development and assessment, which sets realistic and challenging goals that meet learners' and employers' needs.
<p>Delivery Guidance</p> <p>Apprentices should demonstrate that they understand how the learner works best i.e. through discussions with the learner (and employer). They should use this information to work with the learner to build appropriate strategies. These strategies could include techniques to improve time management, identifying appropriate learning materials (visual, auditory, kinaesthetic) and reviewing SMART goals. Apprentices should demonstrate how they maintain regular contact with learners (face-to-face, electronic), set achievable and flexible timelines for submission of assessments and liaise with employer for work/study time.</p> <p>Apprentices should demonstrate how they support learners to achieve their goals. This may include using:</p> <ul style="list-style-type: none"> • one-to-ones • taking a flexible approach • providing supportive and regular communications • prepare detailed assessment planning • creation and provision of appropriate resources • sign posting to resources • incentivising outcome • celebrating achievement
KS4. Liaises with employer, colleagues and others to support learners' development.
<p>Delivery Guidance</p> <p>Apprentices should demonstrate liaising with employers to implement learning support in the workplace. This could include additional equipment/adapted approach to learner, whilst understanding any restrictions/limitations such as budgets</p> <p>Apprentices should demonstrate how they have referred/would refer learners (internal and external support) keeping to the organisational (employer and/or training provider) referral process for learner concern.</p>

KS6. Highlights learners' mathematics and English needs and signposts to appropriate support.

Delivery Guidance

Apprentices should be able to describe the relevance and importance of good English and maths skills to the learner's organisation and work role. This will include the production of accurate and well written communication, both internal and external (written and verbal), organisational efficiency, reduced error rates, role (and organisation) ambassador.

Through initial and on-going review of learners' work, conversations with learners and feedback from employers, apprentices should demonstrate that they can identify any need for additional Maths and English support. This may include English for speakers of other languages. Additional support could include extra lessons, bespoke training materials, signposting to online materials.

Apprentices should demonstrate contact and liaison with colleagues outside their own specialism (e.g. English, Maths, ICT, product/skill knowledge, learning disability support) to identify suitable and relevant individual goals for the learner including learners progressing to a higher level of education or employment, that they have a higher earning potential and more control over their own finances, improved communication.

ASSESSMENT AREA 1 – THEMATIC/SYNOPTIC PROFESSIONAL DISCUSSION

- Liaising with colleagues and relevant stakeholders to:
- 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)

ASSESSMENT AREA 2

Knowledge (K) and Skills (S) Criteria

KS5. Anticipates and overcomes barriers to progress and inspires achievement, ensures inclusivity and supports diversity

Delivery Guidance

Apprentices should be able to describe strategies for overcoming learning barriers, they should provide a range of examples which could include:

- concise two/three part instructions
- immediate feedback on tasks
- visual timetables
- adapted seating plans
- visual cue cards
- positive follow-ups such as phone calls/texts (inc to the employer and/or carer if appropriate)
- alternative means of recording information
- key word cards linked to subject/topic area
- peer/small group working
- use of stress relievers
- use of a “?” card for non-verbal request for help
- support staff

Apprentices should have regular, supportive, confidential dialogue with learners to gain trust and identify any concerns. The apprentice should demonstrate awareness of learners’ forthcoming work tasks that may impact learning deadlines and be aware of any relevant personal circumstances, such as sick relative, childcare, house moving.

Apprentices should be able to explain how a good level of resilience can improve academic results and employment opportunities and how resilience can be developed. This could include:

- getting enough sleep and exercise
- practicing thought awareness
- changing the way that you think about negative situations and bad events
- learning from mistakes and failures
- maintain perspective
- work life balance

KS8. Provides access to pastoral support and guidance
Delivery Guidance

Within own limits of authority, apprentices must demonstrate how they have offered learners pastoral support. This may include appointments for sessions with relevant person/service, offered their own time, provided access to support and escalated issues as appropriate.

Apprentices should be able to describe a range of well-being support options. These may include meditation, counselling, breathing techniques, appropriate exercise, electronic apps, workplace support packages, workplace mentoring, referral to the medical profession. They should understand when signposting is appropriate and whom within an organisation should be notified (organisational procedure and learner confidentiality).

Apprentices should be able to explain a range of learner support options and identify which option works best and why for individual learners. Support options could include:

- Learning Support Tutors
- Employment mentors
- Resources such as scribes, coloured paper, sloping boards, Braille keyboards, documentation in Braille, software such as voice operated/dictation, height adjustable tables, resources translated into native language, resources in alternative fonts/font sizes, interpreters or voice recorders
- Other reasonable adjustments

Apprentices should demonstrate the implementation of learning support. This could include adapted assessment methods for learners, support staff, alternative formats, delivery room changes.

Apprentices should be able to describe the organisational process for meeting learners' pastoral needs. This could include the documentation to be completed, agreed timescales depending on nature and severity of situation, own role and responsibility, role and responsibilities of managers and external stakeholders, disclosure and confidentiality commitments.

KS11. Uses effective listening, assertiveness and questioning to support learners' to engage with their learning plans and assessment criteria and processes
Delivery Guidance

Apprentices should be able to describe their own organisational processes for creating individual learning plans (e.g. electronically generated ILPs created through electronic portfolios or information collated by the apprentice and the learner to form a paper-based document). Apprentices should explain any relevant system, storage and/or confidentiality requirements.

ASSESSMENT AREA 2 - THEMATIC/SYNOPTIC PROFESSIONAL DISCUSSION

Coaching to provide pastoral support and facilitate progress:

- 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.

ASSESSMENT AREA 3

Knowledge (K) and Skills (S) Criteria

KS9. Promotes safe and effective use of digital and mobile technologies to support learner and Assessor Coach role

Delivery Guidance

Apprentices should demonstrate their use of technology in a range of areas, such as:

- preparing assessment plans
- creating and sharing resources
- marking work
- providing feedback
- recording and storing assessments such as observations, professional discussions, witness testimonies and interactive multiple-choice questions.

Apprentices should be able to describe emerging technologies in learning support. These could include ePortfolios (Smart Assessor, OneFile, Learning Assistant, QuadsDirect), voice recorders/phones/ePortfolio apps/video cameras to digitally record assessments, reviews and feedback, remote technology such as skype, Microsoft teams, electronic classrooms.

Apprentices should demonstrate the promotion of and describe the use of technology in supporting learning. This could include:

- electronic learning portfolios
- iPads, PCs, interactive whiteboards, voice recorders, video cameras, mobile phones, bespoke learning tools (for example, quiz generators), Internet access including WiFi.
- Software/apps/websites may include:
- a suite of office software (Microsoft Office, Google Docs etc), IAG software, bespoke databases, apps to create resources, their organisation's website, educational/sector specific websites to support learning.

Apprentices should be able to promote the use to support circumstance such as out of hours working, secure storage, portability, colleague access, IQA and EQA access.

KS10. Agrees and reports targets and progress, complying with quality, confidentiality and data protection requirements

Delivery Guidance

Apprentices should demonstrate advising learners of internal and external progression routes (e.g. Level 3 to Level 4 apprenticeship, internal training, promotion opportunities) providing written material where available.

ASSESSMENT AREA 3 - THEMATIC/SYNOPTIC PROFESSIONAL DISCUSSION

Using digital and mobile technologies effectively, efficiently and safely to:

- Communicate with learners and stakeholders
- Support assessment processes
- Maintaining secure but easily accessible records

ASSESSMENT AREA 4

Knowledge (K) and Skills (S) Criteria

KS2. Applies/references relevant Initial and diagnostic assessment

Delivery Guidance for Observations and Professional Discussion

Apprentices should be able to describe a range of and how to implement initial assessment tools, the advantages and disadvantages of each and when they should be used. These could include:

- bespoke electronic software programmes
- written assignment
- individual interviews
- learner questionnaires
- practical task

Apprentices will need to demonstrate the use of relevant initial assessment tools dependent on specific learner and show how they link to learner support in delivery of the learning. This will include:

- the process of setting up/advising learners what to do to undertake the initial assessment
- the quality and safety conditions are considered and implemented
- invigilation (if necessary)
- processing and identifying results
- using results to support learner (feedback, adjustments)

Apprentices will need to describe the positive impact of initial assessment on learning including ensuring that the learning is suited to the candidate's needs and abilities, that any previous learning is recognised, that the learners starting point is identified as well as identifying negative outcomes of poor or no initial assessment activity (learner's on wrong programme, over assessment, loss of learner motivation).

Apprentices should use relevant diagnostic assessment tools (e.g. paper or electronic programmes) in relation to the learner achieving the identified learning programme. Assessment tools could include VAK, functional skills, prior knowledge, learning disabilities.

KS7. Gives timely feedback on progress towards mastery of relevant skills and knowledge

Delivery Guidance for Observations and Professional Discussion

Apprentices should be able to explain the systems and procedures in place in their own organisation for recording feedback. For example, they may record verbal feedback at the end of an observation, that feedback may be saved to the learner's electronic portfolio and supplemented with written feedback also saved to the learner's portfolio. Apprentices working with paper portfolios may save verbal feedback to a memory stick and supplement this with written (by hand or typed) feedback that is stored in the portfolio. Whatever the method(s), the apprentice must confirm the way in which they comply with organisational policy to ensure the records are kept confidential.

Apprentices should demonstrate timely individual feedback. They should follow their own organisational deadlines for providing feedback (e.g. 2 weeks from submission of learners' work), provide initial, verbal feedback following an assessment (such as an observation or professional discussion) followed up by detailed, written feedback in line with learner's individual requirements.

Apprentices should understand and be able to describe the purpose of learner feedback. This could be to:

- increase a learner's confidence
- confirm a learner's achievements
- provide an opportunity for clarification, discussion and progression
- place an emphasis on results
- inform a learner of what they need to do to improve or change their practice
- create a forum to identify further learning opportunities or actions required

Apprentices should also be able to describe the negative effects of poor feedback such as decrease in motivation and self-confidence.

Apprentices should demonstrate how they record and store feedback in line with organisational and legal requirements. This should include reference to GDPR and relate to a range of materials including written, electronic, verbal (recordings). Apprentices should make learners aware of who has access to their portfolio and personal information (including IQA and EQA).

KS11. Uses effective listening, assertiveness and questioning to support learners' to engage with their learning plans and assessment criteria and processes

Delivery Guidance for Observations and Professional Discussion

Apprentices should be able to describe a range of formative and summative feedback techniques. These could include ask-tell-ask, sandwich, bridge. Feedback should be goal-referenced, tangible and transparent, actionable, user-friendly (specific and personalised), timely, ongoing and consistent. Apprentices should be able to describe why different approaches may be selected.

Apprentices should be able to explain the purpose of individual learning programmes to meet individual requirements. They should be able to describe the benefits to the learner (overcoming previous barriers to learning, provision that inspires and motivates) and the training provider/employer (achievement of targets, funding, productivity) also the impact of poor or no planning/programme (lack of motivation, non-achievement, financial implications, organisational reputation).

Apprentices should be able to explain the features of ILPs that can be used to stretch and challenge learners e.g. SMART objectives, planning opportunities for progression to further learning, goal achievement linked to incentive.

Apprentices should demonstrate identification of learning support (where required). This may include:

- learner access
- learner disclosure
- review of learner work
- dialogue with colleagues (other training staff, learner's line manager/mentor)

ASSESSMENT AREA 4 – THEMATIC/SYNOPTIC PROFESSIONAL DISCUSSION

Assessing learners and providing feedback by:

- 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

ASSESSMENT AREA 5

Knowledge (K) and Skills (S) Criteria

KS12. Complies with awarding organisation requirements and local quality and safety guidelines

Delivery Guidance for Observations and Professional Discussion

Apprentices should demonstrate the maintenance of learners' information in line with organisational requirements. This could include:

- updating personal information
- updating qualifications
- maintaining records in line with awarding body requirements
- deleting records that the organisation no longer has permission to hold

Organisation requirements should identify any legal compliance required such as GDPR

Apprentices should demonstrate their continual compliance with GDPR including keeping information confidential and password protected, never divulging or sharing personal information inappropriately and destroying when no longer current or required in line with legal retention periods.

Apprentices should be able to describe the organisational procedure for recording information. They should explain which technology they are/are not permitted to use and be able to describe any exceptions such as: voice recording one to ones but not voice recording observations, using video to record observations unless the observation features children or customers. They should explain how agreements are made with learners and their employers.

KS13. Supports peer review and quality assurance procedures

Delivery Guidance for Observations and Professional Discussion

Apprentices should be able to explain peer review/feedback in the context of teaching and learning and the benefits it can generate for the learner.

Benefits could include:

- the opportunity to gain another's perspective
- it provides feedback
- it generates confidence
- encourages better future performance

Apprentices should also be able to identify the drawbacks of this approach which could include:

- criticism which is not constructive
- lack of understanding of the process
- poorly presented feedback

Apprentices should be able to describe the internal quality assurance process, this could include:

- the roles of the IQA and Lead IQA
- provide an overview of the quality assurance strategy, policy and procedures
- how they should respond to IQA feedback
- how they attend training as identified by the IQA
- attending and participating in standardisation activities.

Apprentices should demonstrate that they work with colleagues, conducting peer reviews without barriers, enabling learners and apprentices to welcome, understand and implement the feedback received.

Apprentices should demonstrate that they submit work for quality assurance and implement QA feedback. That their work is always of a high standard. They should be able to demonstrate that they attend and participate in standardisation meetings.

KS14. Reports concerns about quality and safeguarding through appropriate channels

Delivery Guidance for Observations and Professional Discussion

Apprentices should be able to describe how to follow organisational procedure when they have concerns about learners' safety or wellbeing. This will include written reports to be completed and the chain through which concerns are escalated. They will have attended Safeguarding training and be aware who the Designated Safeguarding leads are.

Apprentices should demonstrate working within their level of authority, escalating situations as and when appropriate and in line with organisational procedure.

Apprentices should be able to explain the importance of complying with legislation and the likely outcomes of non-compliance/confidentiality breach which could include fines, damage to reputation, possible imprisonment, loss of business and closure of organisation.

KS15. Maintains the currency of their own knowledge and skills, with reference to workplace practice and feedback from others

Delivery Guidance for Observations and Professional Discussion

Apprentices should be able to describe their limits of authority in line with their job role and contractual agreement. This should include to what extent they can advise and support learners, whether or not they can escalate issues to employers/carers, whether they are authorised to make use of any well-being support budget and know the organisational policy for when they must escalate to a manager.

Apprentices should be able to describe their own role in relation to well-being support, who they can escalate issues to, what is expected of the person they escalate to and where a matter may go from there.

ASSESSMENT AREA 5 – THEMATIC/SYNOPTIC PROFESSIONAL DISCUSSION

Maintaining the quality and safety of provision:

- 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.

BEHAVIOUR CRITERIA ASSESSMENT AREA 6

A.	Inspires, motivates and raises learners' aspirations through their passion for the sector
B.	Operates at all times to ethical and legal standard and within professional boundaries
C.	Models and encourages mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies
D.	Is resilient and adaptable when dealing with challenge and change and maintaining focus and self-control
E.	Values the importance of mathematics, English and ICT in learners' future economic and social well being
F.	Evaluates and improves their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training sector

ASSESSMENT AREA 6 – THEMATIC/SYNOPTIC PROFESSIONAL DISCUSSION

Understanding and demonstrating professionalism in all aspects of the role.

Assessment Overview

Assessment method	Marks and Grading	
Assessor Coach observation with questions and answers	Distinction	Achieve all of pass and distinction criteria
	Pass	Achieve all of pass criteria
	Fail	Fails to meet pass criteria
Professional discussion, with showcase	Distinction	Achieve all of pass and distinction criteria
	Pass	Achieve all of pass criteria
	Fail	Fails to meet pass criteria

Grading

The Assessor Coach Observation and the Professional Discussion are each graded Distinction, Pass or Fail as identified in the points allocated and grading summaries. At the end of the end point assessment, the EPA will inform the apprentice, in the presence of the employer, the provisional grades allocated for the Assessor Coach Observation and the Professional Discussion individually.

In addition, a provisional grade will be given for the overall end point assessment. 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 Assessor Coach Observation and the Professional Discussion.

An award for an overall Distinction of the end point assessment 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 summary. Please note that the 'final grades' will be validated by Innovate Awarding, in line with standard quality assurance processes.

Assessor Coach Observation Grading Summary

Grade	Points Allocated	Weighted (multiply by 2) Points Allocated
Distinction	36 to 42	72 to 84
Pass	31 to 35	62 to 70
Fail	0 to 30	61 or below

The observations are weighted (multiply by 2) due to the importance of this aspect in the overall assessment of the apprentice's competence.

Assessment Method	Point Range	Weighting Factor/ Percentage of EPA	Distinction, Pass and Fail Points	
			Limiting Factor	Weighting Points Allocated
Assessor Coach Observations	0 to 42	Multiply by 2 weighting factor = 84 points.	At least 15 of the 21 criteria must be allocated 2 points to achieve a distinction .	To achieve a distinction the apprentice must score 72 to 84 points.
		This assessment method 84 of total 120.	At least 10 of the 21 criteria must be allocated 2 points to achieve a minimum pass .	To achieve a pass the apprentice must score 62 to 70 points.
		For each KSB, a maximum of 2 points can be achieved.	0 points in any KSB criteria will result in a fail .	If the apprentice scores 0 to 61 points this will result in a fail.
Well demonstrated/ Good (2 Points)		All relevant skills, knowledge and behaviours have been demonstrated effectively and/or comprehensively explained or justified in subsequent questioning.		
Partially demonstrated (1 Point)		Relevant skills and behaviours have been observed or partially explained through questioning. Questioning, however, reveals only a superficial understanding of the knowledge requirements.		
Not demonstrated (0 Point)		The relevant skills, knowledge and behaviours are not fully evident in the observed practice or explained partially in subsequent questioning.		

Professional Discussion Grading Summary

Grade	Points Allocated	Weighted (multiply by 1) Points Allocated
Distinction	30 to 36	30 to 36
Pass	24 to 29	24 to 29
Fail	0 to 23	23 or below

	Weighting Factor/ Percentage of EPA	Distinction, Pass and Fail Points	
		Limiting Factor	Weighting Points Allocated
Professional Discussion	<p>Multiply by 1 weighting factor, therefore = 36 points in total.</p> <p>This assessment method is worth 36 points of the total EPA Points of 120.</p>	<p>For each thematic/synoptic area (a) Authenticity must be met (no points allocated). This is graded Pass or Fail.</p> <p>Relevance = maximum two points per thematic/synoptic area</p> <p>Effectiveness = maximum two points per thematic/synoptic area</p> <p>Understanding = maximum two points per thematic/synoptic area</p>	<p>To achieve a distinction the apprentice must score 30 to 36 points.</p> <p>To achieve a pass the apprentice must score 24 to 29 points.</p> <p>If the apprentice scores 0 to 23 points this will result in a fail.</p>
Assessment Criterion	Well demonstrated (2 points)	Partially demonstrated (1 point)	Not demonstrated (0 points)
Relevance	All the Showcase evidence presented during the Professional Discussion is well focussed and relevant to the related criteria/behaviours	Some relevant evidence has been presented but other evidence lacks relevance.	Relevant criteria or behaviours have not been addressed or the evidence presented is not relevant.
Effectiveness	During the Professional Discussion the Assessor Coach's advice and support addresses essential and important aspects of relevant, up-to-date industry and/or specialist practice	During the Professional Discussion the advice and support given by the Assessor Coach addresses some aspects of effective practice but could usefully address other areas, or be more up-to-date	During the Professional Discussion the advice and support given by the Assessor Coach, to learners, is incorrect or outdated, or fails to address current, accepted effective practice
Understanding	During the Professional Discussion the Assessor Coach is fully able to explain the value and impact of the assessment theme, in respect of all stakeholders	During the Professional Discussion the Assessor Coach has demonstrated a basic understanding of the relevant theme but their awareness of its wider impact is limited	During the Professional Discussion the Assessor Coach apprentice has failed to demonstrate an understanding of the importance or impact of the relevant assessment theme

Grading Summary - 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.

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

Reassessment

The apprentice may attempt a maximum of two retakes or re-sits in a six-month period from the date of the initial end point assessment, 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 end point assessment will be used to guide the apprentices learning requirements.

If through any circumstances (e.g., illness, building evacuation), the end point assessment 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 end point assessment feedback.

In the event of a resit, retake or cancellation, the employer and Innovate Awarding will need to agree the most suitable end point assessment onsite visit date at the earliest opportunity.

For a list of the re-sit costs, please see the Innovate Awarding website. It is the responsibility of the employer and training provider to ensure that apprentices are ready to pass the End-point Assessments and Innovate Awarding will provide support materials to help prepare apprentices for their assessments.

Results, Certifications, Appeals

For information on grading, certification and appeals, please visit:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policy.

External Quality Assurance

The external quality assurance organisation for the **Level 4 Assessor Coach** is **Ofqual**. Ofqual may require access to an apprentice's assessments and may need to speak to the apprentice directly. Innovate Awarding have a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

Further Information

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>

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