Pearson BTEC Level 3 Awards for End-point Assessors

Specification

BTEC Specialist qualifications

First registration September 2020

About Pearson

We are the world's learning company operating in 70 countries around the world with more than 22,500 employees. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

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All information in this specification is correct at time of publication.

Contents

1 Introducing the qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3. The qualifications put learning into the context of the world of work, giving learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

Qualifications purpose

The Pearson BTEC Level 3 Awards for End-point Assessors are for learners who are working in, or who are intending to work in, the education sector in a role of End-point Assessor.

The Pearson BTEC Level 3 Award in the Principles of End-point Assessment is suitable for learners to:

- develop knowledge related to End-point Assessment
- achieve a qualification to prepare for employment
- achieve a nationally-recognised Level 3 qualification.

The Pearson BTEC Level 3 Award for End-point Assessors is suitable for learners to:

- develop knowledge related to End-point Assessment
- achieve a qualification while undertaking the role of an End-point assessor. This allows learners to develop skills in end point assessment
- achieve a nationally-recognised Level 3 qualification.

Industry support and recognition

These qualifications are supported by Pearson as an End-point Assessment organisation (EPAO) and an employer.

Funding

Qualifications eligible and funded for post-16 year olds can be found on the funding Hub.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award in the Principles of End-point Assessment
Qualification Number (QN)	603/6572/9
Regulation start date	28/08/2020
Operational start date	01/09/2020
Approved age ranges	19+
Total qualification time (TQT)	50 hours.
Guided learning hours (GLH)	30 hours.
Assessment	Internal assessment.
Grading information	The qualification and units are graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.
Progression	Learners who achieve the Pearson BTEC Level 3 Award in Principles of End-point Assessment can progress to achieving the whole award once they have secured a suitable placement or employment. Learners with previous assessment experience may be able to progress directly to employment as an End-point Assessor.

Qualification title	Pearson BTEC Level 3 Award for End-point Assessors
Qualification Number (QN)	603/6573/0
Regulation start date	28/08/2020
Operational start date	01/09/2020
Approved age ranges	19+
Total qualification time (TQT)	120 hours.
Guided learning hours (GLH)	60 hours.
Assessment	Internal assessment
Grading information	The qualification and units are graded Pass/Fail.
Delivery requirements	To achieve the Pearson BTEC Level 3 Award for End-point Assessors the learner is required to take two learners through the process of end-point assessment so they need either a placement or employment to support this.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.
Progression	Learners who achieve the Pearson BTEC Level 3 Award for End-point Assessors can progress to employment as an End-point Assessor in their specialist area. Learners may also progress to the Award in Education and Training (AET) or other assessor qualifications.

3 Qualification structures

Pearson BTEC Level 3 Award in Principles of End-point Assessment

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of credits/units that must be achieved	1

Unit number	Mandatory unit	Level	Guided learning hours
1	Understanding the Principles of End-point Assessment	3	30

Pearson BTEC Level 3 Award for End-point Assessors

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of credits/units that must be achieved	2

Unit number	Mandatory unit	Level	Guided learning hours
1	Understanding the Principles of End-point Assessment	3	30
2	Assessing Competence through End-point Assessment	3	30

4 Assessment requirements

The table below gives a summary of the assessment methods used in the qualifications

Units	Assessment method
All units	Internal assessment (centre-devised assessments).

Language of assessment

Learners must use English only during the assessment of this qualification.

A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy,* available on our website, qualifications.pearson.com.

Internal assessment

Internally-assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides.

To pass each internally-assessed unit, learners must:

- achieve all the specified learning outcomes

- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion

- prove that the evidence is their own.

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both end-point assessment and vocational assessment. For end-point assessment, this can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than this qualification. Vocational assessment expertise can be evidenced by a qualification in teaching or assessing and/or internal quality assurance or current (within three years) experience of assessing or internal verification

- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment. Internal verifiers must have current working knowledge and experience of best practice in end-point assessment and quality assurance. This may also be evidenced by a qualification in internal verification.

Learners who do not successfully pass an assignment, are allowed to resubmit evidence for the assignment or to retake another assignment.

Assessment of knowledge units

To pass the knowledge unit, learners must independently complete assignment(s) that show that the learning outcomes and assessment criteria for the unit have been met.

Format of assignments for knowledge units:

- all learning outcomes and assessment criteria must be covered

- assignments can include both practical and written tasks

- assignments are completed independently as a distinct activity after the required teaching has taken place

- the brief is issued to learners with a defined start date, a completion date and clear requirements for the evidence they are required to produce

- all or parts of units can be combined into a single assignment. Learning outcomes must not be split into more than one assignment.

Each unit contains suggested tasks that centres can use to form the basis of assignments for learners to complete. It is expected that centres will contextualise these and ensure that the final version is checked by their internal verifier.

Assessment of skills units

To pass the skills unit, learners must:

- gather evidence from their course in a portfolio showing that they have met the required standard specified in the learning outcomes, assessment criteria and Pearson's quality assurance arrangements

- have an assessment record that shows how each individual assessment criterion has been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. The evidence provided for each unit must reference clearly the unit that is being assessed and learners should be encouraged to signpost evidence. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Examples of forms of evidence include observation records, reflective accounts, witness testimony and products of learner work. Learners must provide evidence of their achievement of the knowledge-based learning outcomes and the associated assessment criteria in skills units – achievement cannot be inferred from performance.

Any specific evidence requirements for a unit are given in the unit's *Assessment* section.

5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in these qualifications.

Centres that have not previously offered BTEC Specialist qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications:

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see *Section 4 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualifications
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs.

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualifications.

Centres must deliver the qualifications in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

7 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

8 Quality assurance of centres

For the qualifications in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our standards verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of standards verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson Quality Assurance Requirements for Work-based Learning*
- *Work-based Learning Delivery Guidance and Quality Assurance Requirements*

9 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 13 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Understanding the Principles of End-point Assessment

Level:	3
Unit type:	Mandatory
Assessment type:	Internal
Guided learning hours:	30

Unit introduction

This unit develops the understanding that a learner working as an End-point Assessor will require in the course of their role.

The unit starts by introducing learners to basic concepts that underpin assessment and end-point assessment, including the different types of assessment and what End-point Assessment is specifically and how this fits into the principles that underpin assessment.

It balances theoretical input with the practical knowledge and understanding that learners require to be able to carry out this role on a day-to-day basis. Practical knowledge includes the legislation, regulations, process and policy that need to be followed, alongside strategies for communication with apprentices, employers and training providers. It also includes information about the importance of continuing professional development.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know about end-point assessment concepts and principles	1.1	Outline regulatory and legislative arrangements for end-point assessment
		1.2	Explain the purpose of end-point assessment
		1.3	Outline key processes and principles of end-point assessment
		1.4	Describe how to ensure diversity and equality is at the centre of practice
2	Understand how to assess apprentices using end-point assessment	2.1	Explain the range of assessment methods that can be used for end-point assessment
		2.2	Compare end-point assessment methods to those used during on-programme delivery
		2.3	Explain how assessment methods can be adapted to meet the needs of apprentices
		2.4	Explain how to judge whether apprentice work is sufficient, authentic and current
		2.5	Explain how to ensure assessment decisions are • Reliable • Valid • Fair • In line with the component criteria
		2.6	Describe best practice when recording assessment, in line with regulations and legislation

Learning outcomes		Assessment criteria	
3	Understand the process of planning for end-point assessment	3.1	Explain the importance of planning meetings
		3.2	Outline who should be involved in the planning meeting
		3.3	Describe what information should be made available during the planning meeting
		3.4	Explain how planning can minimise risks
		3.5	Analyse how planning may differ for face-to-face and remote assessment
4	Understand the importance of communication during the end-point assessment process	4.1	Explain the benefits of pre-assessment briefing
		4.2	Summarise the importance of communication styles
		4.3	Describe how to build rapport and trust
		4.4	Explain how to ensure clear and consistent language throughout the assessment process
5	Understand the process of quality assurance in end-point assessment	5.1	Describe quality assurance arrangements within the scope of end-point assessment
		5.2	Describe the enquiries and appeals processes
		5.3	Analyse how quality assurance maintains integrity within the sector
6	Understand the role of continuous professional development for end-point assessors	6.1	Describe continuous professional development activities
		6.2	Evaluate the importance of continuous professional development

Unit content

What needs to be learned

Learning outcome 1: Know about end-point assessment concepts and principles

1A   Legislation and regulations

- The bodies that provide regulation and governance for end-point assessment and the regulations that these provide:

    o   Institute for Apprenticeships and Technical Education: approval and publishing of Assessment Plans

    o   External Quality Assurance Providers and their statutory role (e.g. OFQUAL)

    o   Education and Skills Funding Agency.

- Impact of OFQUAL Conditions on regulated awarding organisations as End-point Assessment Organisations.

- Legislation, e.g. Health and Safety at Work Act 1974, Equality Act 2010, Finance Act 2016.

1B   Purpose of end-point assessment

- Summative assessment of:

    o   application of skills in the real work environment

    o   workplace behaviours.

- Confirmation of competence in job role.

- Improvement of skills training.

- Raise status of apprenticeship programmes.

1C   Process and principles

- The process for designing, developing and approving End-point Assessments including the Apprenticeship Standard and Assessment Plan.

- The roles of the Apprenticeship Standard and Assessment Plan.

- The stages of the Apprenticeship Programme (on-programme, gateway and EPA).

1D   Diversity and equality

- Consideration of how to ensure that the apprentice is not disadvantaged (special considerations and adaptations, Institute for Apprenticeship and Technical Education reasonable adjustment matrix).

- Accessibility and how to ensure this for a diverse group of apprentices during End -point Assessment (e.g. gender, ethnic background, disability, age).

- Adherence to Equality Act 2010.

What needs to be learned

Learning outcome 2: Understand how to assess apprentices using end-point assessment

2A Assessment methods

- Assessment methods used in end-point assessment of apprentices and why these may be selected by employer groups:
  - assessment of knowledge and understanding (e.g. multiple-choice tests; professional discussion; competence-based interview; project)
  - assessment of skills and behaviours (e.g. observation; professional discussion; portfolio; competence-based interview and project).
- The relationship between assessment of knowledge, understanding, skills and behaviours.
- The difference between formative and summative assessment and the meaning and application of holistic assessment in End-point Assessment.

2B Accessibility for apprentices

- How to ensure that the end-point assessment is accessible for a variety of different types of learner:
  - ensuring use of plain English in documentation, avoiding colloquial language and references
  - checking that assessments do not specifically exclude one group, e.g. ensuring that pictures used in tests can easily be explained for apprentices who are sight impaired
  - designing end-point assessment to ensure that they can be adapted for reasonable adjustment requests as appropriate (e.g. extra time; scribe; reader; British Sign Language interpreter). Refer to Institute for Apprenticeship and Technical Education reasonable adjustment matrix.

2C Making assessment decisions

- How to ensure that the apprentice's work is:
  - sufficient (comparison to the requirements; use of standardisation and training; specification documents)
  - authentic (evidence of authentication from employer; question and answer; portfolio evidence)
  - current (within acceptable dates).

What needs to be learned
• Ensuring correct assessment decisions:
o reliable (same result in repeated assessments)
o valid (suitable evidence to meet knowledge, behaviour and skills criteria)
o fair (free from bias)
o in line with the component criteria (apprenticeship standards; grading criteria; common terminology used in criteria).
2D   Recording assessment decisions
• Best practice for recording decisions including the following:
o assessment tools (reference and mapping to criteria; clear comments for grading).
Learning outcome 3: Understand the process of planning for end-point assessment
3A   Planning meetings
• Purpose of planning meetings (e.g. evidence required, confirming logistical arrangements for assessment).
• Requirements of and presence of different participants (e.g. apprentice, employer, mentor).
• Managing the planning meeting (e.g. typical agenda, note taking, keeping on track).
• The types of information that will be shared during the planning meeting (e.g. context of apprentice's work location, sharing of work-based evidence, special assessment requirements, location, software required, health and safety considerations).
3B   Planning to minimise risk
• How planning reduces the risks involved in End-point Assessment for Pearson and the apprentice. By:
o improved understanding of the apprentice's role
o improved apprentice understanding of End-point Assessment process
o clarifying requirements for submission of evidence prior to End-point Assessment
o ensuring assessment process runs smoothly
o reducing maladministration and malpractice.

What needs to be learned

3C   Planning for face-to-face and remote assessment

- Face to face – sufficient physical resources to facilitate assessment, locations of assessment, controlled assessment conditions.

- Remote – to include, links to technology, online proctoring, employer restrictions on software.

Learning outcome 4: Understand the importance of communication during the end-point assessment process

4A   Pre-assessment briefing

- Content and purpose of pre-assessment briefing.

- Benefits of the pre-assessment to the different people involved (End-point Assessor, apprentice, employer).

4B   Effective communication for End-point Assessment

- Good listening and speaking skills (to ensure clarity and that questions are answered effectively).

- Effective use of communication techniques (using the most appropriate form of communication for the situation both face to face and remotely).

- Appropriate non-verbal communications (positive body language and eye contact, to build rapport with the apprentice).

- Positive and professional language.

- Good grammar and punctuation in written communications.

- Plain use of language (English/ British Sign Language) including consistent use of technical terms throughout the assessment process.

Learning outcome 5: Understand the process of quality assurance in end-point Assessment

5A   Quality assurance process

- Quality assurance processes that are in place as set by the End-point Assessment Organisation:
  - the processes for quality assurance and the impact on the end-point assessor role.

What needs to be learned

- Maintaining integrity within the sector:
  - importance of quality assurance for all involved: employer; apprentice; training provider and End-point Assessment Organisation:
    - fairness
    - high quality
    - standardisation across organisations
  - accountability (e.g. ensuring appropriate use of public funding)
  - role of External Quality Assurance body (e.g. OFQUAL).

5B   Enquiries and appeals

- The enquiries and appeals process:
  - who is involved
  - timescale
  - policy.

Learning outcome 6: Understand the role of continuous professional development for end-point Assessors

6A   Continuous professional development activities

- Employer placements/temporary work.
- Volunteering.
- Training courses and gaining qualifications.
- Appraisal and development planning.
- Current occupational employment.

6B   Importance of continuous professional development

- Maintain integrity in end-point assessment (e.g. ensuring that the end-point assessors have suitable assessment and occupational understanding to make safe and reliable assessment decisions).
- Adherence to external requirements (e.g. Assessment Plan).
- Increased opportunities and progression (e.g. Lead Assessor).

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the End-point Assessment(s) that the learner is assessing, but it should also display a wider awareness of other assessment methods and the context of End-point Assessment. It should draw on learning from the unit and be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcomes 1 and 2

To satisfy the assessment criteria for these learning outcomes, learners will put together a guidance document about the End-point Assessment that they are involved in including the following information.

Task 1: Explain the purpose End-point Assessment (AC1.2) supported by:

- examining the similarities and differences between the End-point Assessment methods used and those used during on-programme delivery (AC2.2)

- setting out the key processes of end-point assessment (including gateway and planning) (AC1.3)

- how the principle of holistic assessment underpins End-point Assessment. (AC1.3)

Task 2: Give details of how as an End-point Assessor the learner ensures that equality and diversity are considered throughout planning and delivery of end-point assessment. (AC1.4)

Task 3: Select three End-point Assessments (one can be one that the learner usually assesses) with different assessment methodologies. Give detailed reasons for why each assessment method is used in the respective End-point Assessments. (AC2.1)

Task 4: Give details of how to best approach the assessment of apprentice work. This needs to include the following:

- give **two** detailed examples of how the assessment methods could potentially be adapted to meet the specific needs of individual apprentices (AC2.3)

- detailed examples of how to ensure that the assessment decisions taken are reliable, valid, fair and in line with the component criteria. This will include for each a definition of each term and then how it is ensured within the learner's specific End-point Assessment (AC2.5)

- an explanation of how you judge that apprentice work is sufficient, authentic and current, including examples of the evidence that you would require to determine this. (AC2.4)

- give details of best practice when recording your assessment decisions. (AC2.6)

Learning outcome 3

To satisfy the assessment criteria for this learning outcome, learners will present the planning processes for an End-point Assessment Organisation and include the following information.

Task 1: Overarching information about the planning meeting and how it is operated. This should include the following:

- who is involved in the planning meeting (AC3.2)

- **three** detailed reasons why planning meetings are an important part of the ~End-point Assessment process (AC3.1)

- detail about what information should be made available during the planning meeting for which participants. (AC3.3)

Task 2: Give **three** detailed examples of how planning can minimise risk in End-point Assessment. One example must relate to the safety of the apprentice. (AC3.4)

Task 3: Examine the similarities and differences in what needs to be considered during a planning meeting for a face-to-face assessment in comparison with a remote assessment. The learner needs to give details of how they would approach each situation differently. (AC3.5)

Learning outcome 4

To satisfy the assessment criteria for this learning outcome, learners take part in an interview about communication during the End-point Assessment process. During this interview learners will:

- give detailed examples of the benefits of a pre-assessment briefing for each of the apprentice, assessor and the employer/training provider (AC4.1)

- summarise the importance of communication styles and give details of how these can build rapport and trust with **two** apprentices who are facing different challenges (could be based on real apprentices or case studies) (AC4.2 and 4.3)

- give **three** detailed examples of how the learner ensures clear and consistent language throughout the End-point Assessment process including planning and each of the assessment components. (AC4.4)

Learning outcomes 5 and 6

To satisfy the assessment criteria for these learning outcomes, learners make notes on how to improve and ensure high quality in End-point Assessment. This includes the following:

Task 1: Detail all of the quality assurance processes that are involved in End-point Assessment, including standardisation, sampling and enquiries and appeals. (AC5.1 and 5.2)

Task 2: An examination of how each of the parts of quality assurance contribute towards maintaining integrity in the apprenticeship sector and their relative importance. (AC5.3)

Task 3: Give details of **three** continuous improvement activities the learner expects to take part in as part of their role as an End-point Assessor. (AC6.1)

Task 4: Evaluate the extent to which continuous professional development improves the quality of assessment in practice. In the learner's supporting analysis, they should consider how continuous professional development supports meeting Assessment Plan requirements, maintaining integrity and support for progression. (AC6.2)

Unit 2: Assessing Competence through End-point Assessment

Level:	**3**
Unit type:	**Mandatory**
Assessment type:	**Internal**
Guided learning hours:	**30**

Unit introduction

This unit develops and confirms that the learner has the required tools and techniques to make safe, fair and valid assessment decisions.

The unit covers the whole process of End-point Assessment to ensure that the learner is aware of what they need to do at each key stage, aligning to the requirements of internal and external regulations.

In addition, learners develop the skills to take responsibility for proactively ensuring that their continuous professional development is up to date and effectively enhances the quality of their practice.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Be able to confirm the start of the end-point assessment process	1.1	Review gateway evidence against the set requirements
		1.2	Confirm the accuracy of gateway evidence
		1.3	Communicate that the apprentice is now in the end-point assessment period
2	Be able to plan the end-point assessment process	2.1	Establish appropriate relationships to plan end-point assessment effectively
		2.2	Chair a planning meeting with key contacts to plan and prepare for end-point assessment
		2.3	Complete and share accurate planning meeting documentation
		2.4	Follow the agreed process for end-point assessment planning
		2.5	Minimise risks in the end-point assessment through planning
		2.6	Determine reasonable adjustment for the apprentice as required
3	Be able to ensure that pre-assessment requirements are met	3.1	Follow agreed pre-assessment briefing requirements
		3.2	Resolve questions raised prior to assessment
		3.3	Implement controlled assessment conditions according to End-point Assessment Organisation documentation

Learning outcomes		Assessment criteria	
4	Be able to assess apprentices using end-point assessment	4.1	Use neutral language throughout the assessment period.
		4.2	Make fair, valid and safe assessment decisions using information from standardisation
		4.3	Judge whether apprentice work is sufficient, authentic and current
		4.4	Complete documentation in line with internal and external guidelines
		4.5	Close the assessment period in accordance with End-point Assessment Organisation policy
5	Be able to improve assessment decision making using the quality assurance process	5.1	Contribute to standardisation activities in accordance with End-point Assessment Organisation policy
		5.2	Follow internal sampling process for quality assurance
		5.3	Respond to any internal quality assurance requests
		5.4	Use internal quality assurance as a tool for future development
6	Be able to improve practice through continuous professional development	6.1	Maintain own occupational competence in line with the Assessment Plan
		6.2	Identify short-, medium- and long-term goals for development
		6.3	Review how current continuous professional development supports own effectiveness in assessment

Unit content

What needs to be learned

Learning outcome 1: Be able to confirm the start of the end-point assessment process

1A   Gateway and the requirements

- Gateway and its role in between the on-programme and end-point assessment stages.

- How to find out gateway requirements (use of EPAO specification and assessor documents, Assessment Plan).

1B   Gateway decisions

- Ensuring that gateway evidence meets the set requirements in terms of:

  o   qualifications

  o   competence

  o   documentation required.

- Ensuring that gateway is accurate and reflects the achievement of the individual apprentice correctly.

- Communicating the decision that the apprentice is now in the end-point assessment period to the End-point Assessment Organisation, the apprentice and employer/training provider using set processes.

Learning outcome 2: Be able to plan the end-point assessment process

2A   Establishing relationships

- Communicate to the participants prior to the planning meeting to:

  o   introduce themselves and their role in the process

  o   provide initial information and organise the meeting

  o   encourage participants to ask questions.

- Communicate during the meeting to promote trust and clear understanding including:

  o   verbal communication

  o   non-verbal communication.

What needs to be learned
2B   Chairing the planning meeting

• Effectively chair the planning meeting including the following:
     o share the agenda ahead of the meeting
     o ensure that objectives for the meeting are clear and are met during the meeting
     o keep the meeting on track and complete within expected time
     o share the outcomes of the meeting with all those involved.
 • Follow the End-point Assessment Organisation's process for end-point assessment planning.
 • Record and mitigate any potential risks that apply

2C   Reasonable adjustment
• Apply any reasonable adjustment that is required for the apprentice in line with the Equality Act (2010), End-point Assessment Organisation policy and the Institute for Apprenticeships and Technical Education Reasonable Adjustment Matrix.
Learning outcome 3: Be able to ensure that pre-assessment requirements are met
3A   Pre-assessment requirements
• Ensure that the requirements for end-point assessment that were agreed in the planning meeting are in place.   • Respond accurately, clearly and in a timely way to questions raised by participants prior to assessment.
3B   Controlled assessment
• Check that the controlled assessments are in compliance with End-point Assessment Organisation documentation.

What needs to be learned
Learning outcome 4: Be able to assess apprentices using end-point assessment
4A   Communication throughout the assessment period
• Clear, neutral language that does not direct the apprentice in any way or indicate level of performance.
4B   Assessment of apprentice work
• Effective use of the End-point Assessment Organisation's specification to make accurate assessment decisions.
• How to ensure fairness and validity in assessment decisions.
• How to check apprentice work meets wider requirements, including that it is:
o authentic to the work that they have personally undertaken
o within the correct timescale (e.g. from the on-programme period or time limit set for mandatory qualifications)
o sufficient to meet the standards at the level of the apprenticeship.
4C   Process during the assessment period
• Ensuring that the correct document is filled in to report apprentice achievement using best practice.
• The End-point Assessment Organisation's process for closing the assessment period.
Learning outcome 5: Be able to improve assessment decision making using the quality assurance process
5A   Internal quality assurance process
• The ability to contribute to and be involved in each stage of the quality assurance process including:
o End-point Assessment Organisation standardisation activities including training and follow-up tasks. Responding to feedback and using this to support assessment practice
o sampling process with Internal Quality Assurer, understanding and responding to feedback received
o responding to any requests from the End-point Assessment Organisation or Internal Quality Assurer.
5B   Internal quality assurance for development
• Use of the internal quality assurance process a tool for learning:
o how get the most out of standardisation
o using sampling to gain feedback and improve practice.

What needs to be learned
Learning outcome 6: Be able to improve practice through continuous professional development

6A   Continuous professional development

- How to maintain occupational competence dependent on requirements in the Assessment Plan including:
  - employer placements/temporary work
  - volunteering
  - current occupational employment.
- Wider continuous professional development activities include those that relate to:
  - assessment practice
  - appraisal and development planning
  - training courses and gaining qualifications.

6B   Planning own development

- Goals set need to be SMART (Specific, Measurable, Achievable, Realistic, Time-constrained).
- Setting goals for developments in the following timescales:
  - short term (to ensure level of practice meets minimum levels of competence)
  - medium term (to improve practice in the first year of working)
  - long term (relating to future progression).

Essential information for tutors and assessors

Essential resources

Learners need to be employed in or acting in the role of an End-point Assessor to be able to complete this unit. Simulation is not permitted.

Countersigning

Judgments made by the trainee EPA Assessor (or learner) must be countersigned by an End-point Assessor who meets the requirements of the vocational Assessment Plan before being accepted as valid.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time. Learners must assess a minimum of two learners and present evidence across the whole end point assessment process.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualifications. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The Assessment Plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

11 Malpractice

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice* available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: Dealing with malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete Joint Council for Qualifications (JCQ) *Form M1* (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* Form (www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released, or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- temporarily withholding certification of learners
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ appeals booklet: *A guide to the awarding bodies' appeals process.*

12 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html.

- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk.

- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations*.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)

- *A guide to the special consideration process* (JCQ)

- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)

- *UK Information Manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson).

- *Distance learning and assessment policy* (Pearson)

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

13 Glossary

Part A – General terminology used in specifications

Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Summative assessment	Assessment that takes place after the programme of learning has taken place.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.

Part B – Terms used in knowledge and understanding criteria

Analyse	Examine methodically and in detail, typically in order to interpret.
Assess	Consideration of all factors or events that apply, to identify those that are the most important or relevant and make a judgement.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Detailed	Having additional facts or information beyond a simple response.
Evaluate	Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.
State	Express information in clear and precise terms.