



Pearson

# Pearson Level 4 End-point Assessment for Assessor Coach

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# Contents

<b>Pearson End-Point Assessments for Apprenticeship Standards</b>	<b>1</b>
Introduction	1
<b>1 The Assessor Coach Apprenticeship</b>	<b>2</b>
Overview	2
<b>2 Assessor Coach end-point assessment</b>	<b>4</b>
Structure	4
Grading	5
Gateway requirements	7
Language of assessment	8
Preparing apprentices for end-point assessment	8
End-point assessment planning and scheduling	9
Reassessment	10
Booking reassessment	10
<b>3 End-point assessment components</b>	<b>11</b>
Component 1: Assessor coach observations	12
Component 2: Professional discussion	16
<b>4 Further information and useful publications</b>	<b>23</b>
<b>5 Contact us</b>	<b>24</b>
<b>Annexe A: Professional behaviours, knowledge and skills from the Apprenticeship Standard</b>	<b>25</b>
<b>Annexe B: EPA Gateway Declaration Form</b>	<b>28</b>
<b>Annexe C: Showcase Authentication and Certification Declaration Form</b>	<b>29</b>



# Pearson End-Point Assessments for Apprenticeship Standards

## Introduction

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One of the most significant changes of the apprenticeship reform in England is the introduction of an independent end-point assessment.

The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the Apprenticeship Standard and that have been learned throughout the apprenticeship programme. The purpose of the EPA is to make sure that the apprentice meets the standard set by employers and is fully competent in the occupation.

All apprentices must undertake the independent EPA at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the EPA.

The EPA can be delivered only by a registered assessment organisation that must be independent of the employer or any training provider involved in the delivery of the on-programme phase of the apprenticeship. All assessment decisions for the EPA must be made by the independent assessment organisation.

Pearson, as a registered assessment organisation, has been working closely with occupational experts, employers and training providers in the development of EPA tools to ensure that they are:

- valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes
- fair to all apprentices and help them to make progress in their lives
- manageable for apprentices and the industry, and can be delivered effectively and efficiently.

This specification and the accompanying *Pearson Level 4 End-point Assessment for Assessor Coach – Additional Resources* document contain the information needed to prepare apprentices for the Assessor Coach Apprenticeship EPA (QN 603/5357/0).

The *Additional Resources* document is available directly from Pearson once an EPA service agreement is in place.

It is important that both documents are read together so that apprentices and employers and/or training providers have all the relevant information they require for this EPA.



# 1 The Assessor Coach Apprenticeship

## Overview

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The EPA in this specification relates to the Assessor Coach Apprenticeship.

The apprenticeship is at Level 4 and is for apprentices working in the role of an assessor coach, which involves coaching and assessing vocational learners, usually on a one-to-one basis, in a range of learning environments. They may, for example, coach and assess apprentices, trainees or new recruits (ranging from young entrants to new chief executive officers) in the workplace, commensurate with their own level of experience and qualifications, as required by their employer or their sector.

The assessor coach is a 'dual professional', using their up-to-date professional knowledge and skills to support vocational and professional development across the formal education and training sector, as well as in any employer setting and at any level. Coaching skills involve complex communication techniques to actively listen, to provide feedback and to engage learners in planning their individualised learning programme. These skills are also integral to assessing learners' competence in relation to work-related/industry standards and life skills.

Assessor coaches work cooperatively with colleagues and other professionals (such as teachers, human resource professionals, mentors and supervisors in the workplace) in supporting learners' development of vocational competence and the wider skills that relate to employability and professionalism.

Pearson offers two closely-related EPAs for the education and training sector – Learning Mentor at Level 3 and Assessor Coach at Level 4. In the sector, 'coaching' is seen as a more complex set of interpersonal skills than 'mentoring'. Coaching is more learner centred and explores learners' understanding and needs rather than simply advising.

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers, and that they are competent in their role as assessor coach.

The apprentice must spend a minimum of 15 months on-programme, with the EPA to be completed within a further eight-week period.

The overall apprenticeship is graded as Pass/Distinction.

To achieve the apprenticeship certificate, apprentices are required to successfully complete the:

- on-programme period of training and development, including achieving minimum Level 2 English, mathematics and ICT qualifications, and a safeguarding qualification at Level 1 or above
- EPA – *Section 3 End-point assessment components* gives detailed information on the EPA for this apprenticeship.

The certificate for the apprenticeship is awarded by the Institute for Apprenticeships, through a process administered by the Education and Skills Funding Agency (ESFA). As the EPA organisation, Pearson will claim the certificate on behalf of the apprentices.

Employers and/or training providers should familiarise themselves with the requirements of the apprenticeship and communicate them clearly to the apprentices.

To see the published Assessor Coach Standard and Assessment Plan, please go to: [www.instituteforapprenticeships.org/apprenticeship-standards/](http://www.instituteforapprenticeships.org/apprenticeship-standards/).

## 2 Assessor Coach end-point assessment

### Structure

The EPA for the Assessor Coach apprenticeship consists of the following two assessment components:

- assessor coach observations
- professional discussion.

The table below gives a summary of the structure of the EPA.

End-point assessment components	Duration	Weighting %	Component grading
Assessor coach observations	120 minutes (permitted variance of 10%)	70	Pass/Distinction
Professional discussion	60 minutes (permitted variance of 10%)	30	Pass/Distinction

The two assessment components can be delivered sequentially or segmented to suit naturally occurring work practice opportunities and constraints during one day; however, in exceptional circumstances, alternative arrangements can be made. Employers must plan to ensure that the on-site assessment is as effective as possible, making use of authentic assessment and coaching opportunities with 'real' learners. For example, the professional discussion may take place, in part, before, after and/or between the two scheduled assessor coach observations, according to the availability of the learner(s) to be assessed and coached by the apprentice.

In order to support the independent end-point assessor (IEA) in reaching their judgement, it is recommended that the IEA is allowed time at the beginning of the EPA to discuss with the employer and/or apprentice the purpose and background relating to the scheduled assessor coach sessions. This prior discussion may be necessary to identify any specific learner needs or operating practices in place that might impact on the apprentice's assessment and coaching processes.

There is detailed information about each EPA component in *Section 3*.



## Grading

### Grading of the components of the end-point assessment

For each criterion that the learner is required to meet there is a three-point scale of 'not demonstrated', 'partially demonstrated' and 'well demonstrated'. This allocation of points is shown in the table below. As *Component 1: Assessor coach observations* is double weighted, it is not possible to award either one or three points. The points that can be awarded are shown in bold in the table below.

	Not demonstrated	Partially demonstrated	Well demonstrated
Component 1: Assessor coach observations	<b>0</b>	<b>2</b> (1 × 2)	<b>4</b> (2 × 2)
Component 2: Professional discussion	<b>0</b>	<b>1</b>	<b>2</b>

The table below shows how the grade for each EPA component is determined. Zero points for any criterion across the EPA components means an automatic fail.

	Range of points	Fail, Pass and Distinction requirements	
		Additional requirements for achievement	Points awarded
<b>Component 1: Assessor coach observations (70% of EPA)</b>	0–84	<p>To achieve a Pass, apprentices must have been awarded at least two points for each of the 21 criteria, and must have been awarded four points for at least 10 of the 21 criteria.</p> <p>To achieve a Distinction, apprentices must have been awarded at least two points for each of the 21 criteria, and must have been awarded four points for at least 15 of the 21 criteria.</p>	<p>60 points or fewer = Fail</p> <p><i>NB: 61 points cannot be awarded</i></p> <p>62–70 points = Pass</p> <p><i>NB: 71 points cannot be awarded</i></p> <p>72 points or above = Distinction</p>

	Range of points	Fail, Pass and Distinction requirements	
		Additional requirements for achievement	Points awarded
<b>Component 2: Professional discussion</b> (30% of EPA)	0–36	<p>In order to achieve a Pass, evidence of authenticity must be present for each of the six thematic/synoptic assessment areas.</p> <p>Apprentices must achieve a minimum of one point against each of:</p> <ul style="list-style-type: none"> <li>• relevance</li> <li>• effectiveness</li> <li>• understanding</li> </ul> <p>in all six synoptic areas.</p>	<p>23 points or fewer = Fail</p> <p>24–29 points = Pass</p> <p>30 points or above = Distinction</p>

### The overall grade for the end-point assessment

The apprentice must pass both *Component 1: Assessor coach observations* and *Component 2: Professional discussion*, to pass the overall EPA. The gradings are Fail, Pass or Distinction, in each of the two components. The overall EPA grading is determined by the total points for both components. Therefore, it is not a requirement to achieve a Distinction in both components to achieve a Distinction overall.

Grade	Points awarded
<b>Distinction</b>	102–120 points
<b>Pass</b>	86–101 points
<b>Fail</b>	85 or below

## Gateway requirements

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Before progressing to the EPA, all apprentices must be signed off by their employers, through the 'gateway'. This gateway sign off confirms that the apprentice has the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship and that they are therefore 'ready for end-point assessment'. Employers should recommend the apprentice for EPA only when they are confident that the apprentice is ready.

A minimum of Level 2 qualifications in English, mathematics and ICT, and a safeguarding qualification at Level 1 or above, form part of the gateway and must be achieved before the apprentice attempts the EPA. The apprentice must also achieve the on-programme professional behaviours, knowledge and skills, which must be confirmed by their employer and through the submission of a showcase. The showcase is an electronic document that must be submitted to Pearson for review within one week of notifying Pearson of the intention to move to EPA. The showcase provides contextual information for the IEA and will support planning for the professional discussion.

The apprentice will need to organise the material in their showcase so that it is clear how it addresses the six thematic/synoptic assessment areas on *pages 16–17*.

A showcase evidence log template is given in Annexe 2 of the *Pearson Level 4 End-point Assessment for Assessor Coach – Additional Resources* document, which maps the thematic/synoptic assessment areas against the professional behaviours, knowledge and skills from the Standard. This enables the apprentice to organise their showcase logically and concisely, and to easily map or cross-reference their evidence of exemplary practice to each of the professional behaviours, knowledge and skills criteria. These examples of exemplary practice must be appropriately endorsed by 'relevant others', for example managers, supervisors, teachers. Endorsement must support the authenticity, reliability and validity of the evidence submitted.

Employers must complete an *EPA Gateway Declaration Form* (see *Annexe B*) with the apprentice. The form and the associated gateway evidence will be transferred to Pearson before the EPA takes place. The form captures the prerequisites for the EPA and any other organisation-specific evidence. The assessments cannot take place unless the relevant information and evidence is available.

Evidence that the apprentice has met the gateway requirements must be provided in support of the EPA Gateway Declaration Form.

## Language of assessment

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Both EPA components will be conducted in English.

Should an apprentice require reasonable adjustments, this must be communicated to the EPA delivery team at the gateway stage.

Further information on the use of language in qualifications is given in our *Use of languages in qualifications policy* document, available on our website at: [qualifications.pearson.com](https://qualifications.pearson.com)

## Preparing apprentices for end-point assessment

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To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development should be a minimum of 15 months and must include a minimum of 20 per cent off-the-job training, away from the day-to-day job.

In order to prepare apprentices effectively, employers and/or training providers should:

- have a good understanding of the Apprenticeship Standard and the structure and format of the EPA, *Section 3* gives detailed information on each EPA component
- plan and implement a learning and development programme based on the Apprenticeship Standard, with regular reviews of progress and readiness, to ensure that apprentices develop the required professional behaviours, knowledge and skills
- use formative assessments and mock assessments to help prepare apprentices for the EPA.

## A recommended on-programme assessment cycle

In their 15 months on programme, the apprentice needs 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, in order to prepare the apprentice for the key outcomes for successful EPA. It is helpful for the apprentice 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 professional behaviours, knowledge and skills requirements of the Standard through the six thematic/synoptic assessment areas identified on *pages 16–17*. The professional discussion methodology in the EPA is informed by this showcase, which is submitted to Pearson in order for the IEA to undertake a desk-based evaluation before EPA.

The on-programme portfolio (a log or record of activity) that will inform the showcase might include the material detailed on *page 20*.

## End-point assessment planning and scheduling

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Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered and booked on to their EPA in sufficient time in order to allow adequate planning and scheduling of the assessments. There will be a number of checkpoint meetings with Pearson before the employer or training provider books the EPA dates. Once the employer or training provider has booked the dates, Pearson will allocate an IEA, who will arrange a further planning meeting.

The purpose of the planning meeting is to share information with the IEA, in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentice. The IEA will agree a plan and schedule for each assessment activity, to ensure that all assessment components can be completed in the EPA time. The EPA planning meeting can be conducted remotely using appropriate technology.

Once the employer and/or training provider is satisfied that the apprentice has met the Apprenticeship Standard and that they are ready for EPA, they will complete the EPA Gateway Declaration Form and submit the apprentice's gateway evidence to Pearson. This evidence will then be verified by Pearson, before EPAs take place.

The EPA will take place within eight weeks following gateway and will be conducted in the course of one day (though in exceptional circumstances, alternative arrangements may be made with the agreement of all relevant parties). All components of the EPA must be completed within this time period.

## Reassessment

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- Retakes or re-sits may involve one or both components for re-assessment, as identified through EPA feedback.
- 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 EPA will be used to guide the apprentice's learning requirements.
- If through any circumstances (for example illness, building evacuation) the EPA is fully or partially cancelled by either party, it will be rescheduled at the earliest opportunity.
- In the event of a resit, retake or cancellation, the employer and Pearson will need to agree the most suitable EPA on-site visit date at the earliest opportunity.

## Booking reassessment

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The timescale for any reassessment will be agreed on a case-by-case basis, with Pearson. As part of the agreement, reassessments must not give an apprentice an unfair advantage over others. Pearson will allocate an available IEA to undertake this assessment. This may or may not be the same individual who undertook the previous assessment.



### 3 End-point assessment components

This section contains information for each component in the EPA.

Component 1: Assessor coach observations	12
Component 2: Professional discussion	16

## Component 1: Assessor coach observations

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### Purpose

This component includes two assessor coach sessions with a minimum of two different learners, totalling 120 minutes, with a potential variance of 10%, depending on the needs of the learners being assessed/coached by the assessor coach apprentice.

The observations will involve learners taking part in a genuine coaching/assessing session and not role playing. The observations will usually be a one-to-one session but a group coaching/assessing session may also be observed; other learners will not be present during these observations. The IEA must take detailed notes during/while completing the observations. The notes will be mapped or cross-referenced to each of the 15 knowledge and skills criteria and the six professional behaviours on *pages 13–14*. Should the apprentice be observed compromising safety or infringing other codes of practice, the EPA will be terminated and 'Fail' will be recorded.

Following the assessor coach observations, the IEA may need to question the apprentice in order to clarify any specific sector/specialist practice(s), for example 'Why did you take that approach?' or to address skills or behaviours that may not have been apparent, for example 'What would you have done if there was a safety issue, here?'. Where needed, questioning will not exceed 10% of the total time for this component.

The assessor coach observations will assess the following knowledge and skills and behaviour criteria:

Knowledge and skills criteria
1 Facilitates access to relevant, current information, advice and guidance (IAG)
2 Applies/references relevant initial and diagnostic assessment
3 Agrees a programme of development and assessment, which sets realistic and challenging goals that meet learners' and employers' needs
4 Liaises with employer, colleagues and others to support learners' development
5 Anticipates and overcomes barriers to progress and inspires achievement, ensures inclusivity and supports diversity
6 Highlights learners' mathematics and English needs and signposts to appropriate support
7 Gives timely feedback on progress towards mastery of relevant skills and knowledge
8 Provides access to pastoral support and guidance
9 Promotes safe and effective use of digital and mobile technologies to support learner and assessor coach role
10 Agrees and reports targets and progress, complying with quality, confidentiality and data protection requirements
11 Uses effective listening, assertiveness and questioning to support learners to engage with their learning plans and assessment criteria and processes
12 Complies with awarding organisation requirements and local quality and safety guidelines
13 Supports peer review and quality assurance procedures
14 Reports concerns about quality and safeguarding through appropriate channels
15 Maintains the currency of their own knowledge and skills, with reference to workplace practice and feedback from others

Behaviour criteria	
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

## Format

The table below gives information about the context, duration and grading of the observations.

Context	Two assessor coach sessions, with a minimum of two different learners. The sessions must be genuine and not role played. Usually the sessions will be one to one, but coaching/assessing a group of learners is permissible.
Duration	Two hours, with a variance of 10% allowed.
Grading	Pass/Distinction

The assessor coach observations contribute 70% to the overall end-point grade.

The assessor coach observations will normally take place over the course of one day (although in exceptional circumstances, alternative arrangements can be made with the agreement of all relevant parties). They may be delivered consecutively or separately, together with the professional discussion, in any sequence that suits naturally occurring work practice opportunities and constraints.

## Delivery and conduct

This section gives information on how the assessor coach observations will be conducted and the process that the apprentice is expected to follow. It is important that this information is shared with the apprentice before they undertake the assessment.

1. The assessment is to take place in the apprentice's regular working environment. The apprentice's employer will tell them when the observations will take place.
2. The assessor coach observations will last for approximately two hours.
3. The observations will be conducted by the IEA, who will judge the apprentice's performance against the knowledge and skills and behaviour criteria, and the evidence requirements in the *Pearson Level 4 End-point Assessment for Assessor Coach – Additional Resources* document.
4. The IEA reserves the right to intervene or end the observations should the apprentice pose a risk to themselves or others.
5. The IEA will make notes while conducting the observations.
6. Where it is not possible to directly observe a particular skill or behaviour because of limitations of the assessment context, then the apprentice will be asked situational 'What if?' questions in order to collect the necessary evidence for the assessment.

## Assessing performance

The IEA will assess the apprentice's performance in the assessor coach observations using the knowledge and skills and behaviour criteria, and the evidence requirements in the *Pearson Level 4 End-point Assessment for Assessor Coach – Additional Resources* document. No other sources of information will be used to make judgements on the quality and sufficiency of the apprentice's evidence.

## Component 2: Professional discussion

### Purpose

The professional discussion will take place in a confidential environment with no interruptions. During the professional discussion, the IEA will clarify and validate the apprentice's claim to meeting the Assessor Coach Standard through ongoing practice, illustrated in the examples provided in the showcase, mapped or cross-referenced to the professional behaviours, knowledge and skills listed in the thematic/synoptic assessment areas shown below.

When the IEA receives the showcase in advance of the professional discussion, they will complete a desk-based evaluation of the evidence submitted in relation to the professional behaviours, knowledge and skills of the Standard. Questions will be prepared by the IEA in readiness for the EPA on-site visit and the professional discussion. The IEA's prepared questions will address and clarify any practices where there appear to be gaps in fully meeting the Assessor Coach Standard. The IEA will be advised by the sector/specialist advisor (where appointed) in relation to any sector/specialist knowledge and principles.

The professional discussion will assess the following thematic/synoptic assessment areas. These are cross-referenced to the professional behaviours, knowledge and skills from the Standard (listed in *Annexe A*).

#### Thematic/synoptic assessment areas

I. Liaising with colleagues and relevant stakeholders to:

- ensure access to valid, current information, advice and guidance (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).

(Knowledge and skills 1, 3, 4 and 6)



## Thematic/synoptic assessment areas

### II. 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.

(Knowledge and skills 5, 8 and 11)

### III. Using digital and mobile technologies effectively, efficiently and safely to:

- communicate with learners and stakeholders
- support assessment processes
- maintaining secure but easily accessible records.

(Knowledge and skills 9 and 10)

### IV. 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.

(Knowledge and skills 2, 7 and 11)

### V. 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.

(Knowledge and skills 12, 13, 14 and 15)

### VI. Understanding and demonstrating professionalism in all aspects of the role.

[Professional behaviours (a) to (f)]

## Format

The table below gives information about the structure, context duration and grading of the professional discussion.

Structure and context	The professional discussion will address whether and how the apprentice has met the Assessor Coach standard through ongoing practice, as exemplified by the evidence in the showcase mapped or cross-referenced to the professional behaviours, knowledge and skills listed in the thematic/synoptic assessment areas on <i>pages 16–17</i> .
Duration	Up to one hour, with a variance of 10% allowed.
Grading	Pass/Distinction

The professional discussion contributes 30% to the overall EPA grade.

The professional discussion may take place in part, before, after and/or between the two scheduled assessor coach observations, according to the availability of the learner(s) to be assessed/coached by the apprentice. All components of this EPA will normally be delivered in the course of one day (although in exceptional circumstances, alternative arrangements can be made, with the agreement of all relevant parties).

## Preparing for the professional discussion

The IEA will ask the apprentice questions on each of the six thematic/synoptic assessment areas that are being assessed in the professional discussion. The questions will need to be designed to elicit the evidence to meet the evidence requirements, detailed in the *Pearson Level 4 End-point Assessment for Assessor Coach – Additional Resources* document. Evidence requirements for the professional discussion are provided for all six thematic/synoptic assessment areas to clarify the evidence expected.

Where appropriate, the apprentice must present (i.e. talk through) their showcase to validate their responses. In presenting the showcase, the apprentice must give a brief description of the context of the evidence and then clearly outline what it shows and how it demonstrates that they have met the Standard. The apprentice needs to be mindful of confidentiality and data protection when talking about their showcase. It may be helpful for them to set up mock professional discussions with other apprentices, their tutor or employer in order to practise responding to questions that relate to the thematic/synoptic assessment areas.

## Required evidence for the showcase

The apprentice is required to provide a showcase of real, work-based evidence (gathered over the period of their apprenticeship) to validate and support their professional discussion. The showcase evidence guidance in the professional discussion evidence requirements (see *Pearson Level 4 End-point Assessment for Assessor Coach – Additional Resources* document) gives a non-exhaustive list of possible types of evidence to support the apprentice in validating their discussion responses. The showcase evidence provided must show how the apprentice has the professional behaviours, knowledge and skills detailed in the evidence requirements for each thematic/synoptic assessment area being assessed.

Showcase evidence to support the professional discussion must be:

- valid – relevant and appropriate to meet the skills and behaviours for each thematic/synoptic assessment area
- authentic – evidence produced by the apprentice and not that of someone else or a group of people
- sufficient – fully meet the standards (quality) detailed in the evidence requirements
- compliant – does not breach regulations and organisational policies and procedures, including those concerning confidentiality.

Observation records and expert witness testimonies provided as evidence in the showcase must be completed by someone with line-management responsibility in the employer organisation and/or a qualified assessor (holding a recognised assessor qualification). They must have occupational expertise and a good understanding of the thematic/synoptic assessment areas and evidence requirements. Observation records should be used to record comments on how the observed performance shows achievement of the relevant evidence requirements. An observation record template and guidance are provided in Annexe 1 of the *Pearson Level 4 End-point Assessment for Assessor Coach – Additional Resources* document.

## Selecting evidence for the showcase

Evidence to be used in the professional discussion will be generated during the on-programme period and will be compiled electronically in a showcase. The showcase should contain a minimum of 10, to a maximum of 15, pieces of evidence.

It is recommended that the apprentice maintains an on-programme portfolio (a log or record of activity) that will inform the showcase. This might include:

- a) formative observations of assessor coach sessions, carried out on different occasions by, for example, an experienced assessor coach, the training provider, a line manager. This focuses on the full range of skills and knowledge in order to prepare the apprentice for EPA. The documentation completed during these observations is a key component of the apprentice's portfolio and it is the apprentice's responsibility to ensure that the documentation is referenced appropriately in their portfolio
- b) a reflective log and development plan, taking account of 360° feedback from, for example, peers, learners, experienced coaches and employers, updated at regular intervals to reflect the apprentice's ongoing development. The focus is 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 if they carried out a retrospective review of their personal development while on programme
- c) before quarterly reviews take place, the apprentice might usefully self-assess their progress against the Standard. EPA requires the apprentice to 'showcase' their exemplar practices of the six thematic/synoptic assessment areas, so it would be helpful for the self-assessment to include all relevant processes and review documentation.

The apprentice should use the showcase evidence guidance provided alongside the professional discussion evidence requirements to help them with their evidence selection (see Component 2: Professional Discussion in the *Pearson Level 4 End-point Assessment for Assessor Coach – Additional Resources* document).

In selecting evidence for the showcase, the apprentice should think about how they can use evidence holistically, i.e. using a single piece of evidence to meet multiple evidence requirements. This is particularly useful for evidencing behaviours that can be implicitly evidenced as part of/alongside evidence for knowledge and skills. A holistic approach reduces the burden and time on the apprentice when they are putting their showcase together.

It is recommended that the showcase evidence is sequenced according to the numerical order of the thematic/synoptic assessment areas. An evidence log template is provided in Annexe 2 of the *Pearson Level 4 End-point Assessment for Assessor Coach – Additional Resources* document. It is strongly recommended that the apprentice use this evidence log to record the location of their showcase evidence and that they take it to their professional discussion in order to support and guide them.

Employers and/or training providers must support apprentices in producing suitable work-based evidence. This includes ensuring that:

1. apprentices understand the quality and sources of evidence required to meet the Standard, as detailed in the evidence requirements
2. they have supported apprentices in obtaining witness testimonies from appropriate people
3. apprentices understand how to, and have practice in, presenting and using their evidence in the assessment process, for example they have had the opportunity to practise their professional discussion skills. Apprentices are to include and submit the evidence log as part of their showcase or, alternatively, an evidence log designed by the employer and/or training provider that provides the same level of information and clarity.

### **Handover of showcase evidence to Pearson ahead of the assessor visit**

1. All showcase evidence must be submitted by the apprentice to the relevant person in their organisation before the EPA gateway. The evidence must be accompanied by a Showcase Authentication and Certification Declaration Form (see *Annexe C*), which must be signed and dated by the apprentice and their trainer/tutor.
2. After submission, the showcase evidence must be stored electronically on a secure drive on a computer. The IEA will review the showcase in preparation for the professional discussion assessment but will not directly assess it.

## Delivery and conduct

This section gives information on how the professional discussion will be conducted and the process that the apprentice is expected to follow. It is important that this information is shared with the apprentice before they undertake the assessment.

1. The professional discussion will last for a maximum of one hour, with a variance of 10% allowed, and may be conducted face to face or remotely using video-conferencing software with audio-recording capabilities, depending on the agreement with the apprentice's employer.
2. The professional discussion will be facilitated by an IEA who will use a series of questions to focus and guide the interactions with the apprentice. The questions are designed to draw out the evidence required to meet the evidence requirements detailed in the *Pearson Level 4 End-point Assessment for Assessor Coach – Additional Resources* document.
3. The professional discussion will take place in a quiet place away from the apprentice's everyday working environment, with no interruptions or distractions. The employer will tell the apprentice the location for the professional discussion before the time of the assessment. An employer representative may be present during the professional discussion but they cannot take any active part in the assessment. The IEA will facilitate the discussion and make all assessment decisions.
4. The apprentice must work independently when preparing for and taking part in the professional discussion. They must not share details of the IEA's questions with others.
5. The IEA will make notes of apprentices' responses during the professional discussion and the professional discussion will be audio recorded to support assessment decisions and for verification purposes.
6. At the end of the professional discussion, the IEA will review the responses provided by the apprentice against the evidence requirements in the *Pearson Level 4 End-point Assessment for Assessor Coach – Additional Resources* document and make a decision on whether the apprentice has met the requirements.

## Assessing performance

The IEA will use the thematic/synoptic assessment areas and the evidence requirements given in the *Pearson Level 4 End-point Assessment for Assessor Coach – Additional Resources* document to judge the apprentice's performance in the professional discussion. No other sources of information will be used to make judgements about the quality and sufficiency of the apprentice's evidence.



## 4 Further information and useful publications

- To get in touch with us visit our 'Contact us' pages:  
Edexcel, BTEC and Pearson Work Based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)
- Books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

### Key publications

- *EPA Service Guides* (Pearson)
- *Equality, diversity and inclusion policy* (Pearson).

These publications are available on our website.

## 5 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

# Annexe A: Professional behaviours, knowledge and skills from the Apprenticeship Standard

The Assessor Coach apprenticeship requires development of the following professional behaviours, knowledge and skills.

Professional behaviours. The Assessor Coach will:
a Inspire, motivate and raise learners' aspirations through their passion for the sector
b Operate at all times to ethical and legal standards and within professional boundaries
c Model and encourage mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies
d Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control
e Value the importance of maths, English and ICT skills in the learners' future economic and social well-being
f Evaluate and improve their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training Sector

The Assessor Coach will be able to: Plan coaching and assessment	The Assessor Coach will understand: Procedures for planning coaching and assessment
S1 facilitate access to relevant, current information advice and guidance (IAG)	K1 sources of and how to access up-to-date and valid IAG
S2 apply or reference relevant initial and diagnostic assessment	K2 relevant forms of assessment to identify individual needs
S3 agree a programme of development and assessment, setting realistic but challenging goals that meet learners' and employers' needs	K3 how to agree individual programmes that inspire and challenge learners to achieve current work-related knowledge and skills
S4 liaise with employers, colleagues and others to support learners' development	K4 additional support for learners available through workplace and provider-based colleagues

The Assessor Coach will be able to: Deliver coaching support	The Assessor Coach will understand: Effective coaching practice
S5 anticipate and overcome barriers to progress and inspire achievement, ensuring that learning is inclusive and supports diversity	K5 strategies for inspiring learners, increasing their resilience in overcoming barriers and obstacles, and in raising concerns
S6 highlight learners' mathematics and English needs, and signposts to appropriate support	K6 maths and English underpinning vocational skills and how to access additional support
S7 give timely feedback on progress towards mastery of relevant skills and knowledge	K7 effective practice in giving feedback to guide progress and achievement
S8 provide access to pastoral support and guidance	K8 ways of supporting the learner's well-being
S9 promote the safe and effective use of digital and mobile technologies to support learners and the Assessor Coach role	K9 current and emerging technologies that could safely and effectively support learner autonomy and the Assessor Coach role
S10 agree and record targets and progress, complying with quality, confidentiality and data protection requirements	K10 administrative procedures for recording, storing and sharing information that is legally compliant

The Assessor Coach will be able to: Assess learners	The Assessor Coach will understand: Effective vocational assessment
S11 use effective listening, assertiveness and questioning to support learners to engage with their learning plans and with assessment criteria and processes	K11 the effective use of active listening, assertiveness and questioning skills to support retention, progress and achievement
S12 comply with awarding organisation requirements and local quality and safety guidelines	K12 the quality and safety requirements of assessment and procedures for reporting concerns

The Assessor Coach will be able to: Support quality improvement	The Assessor Coach will understand: Ways to support quality improvement
S13 support peer review and quality assurance procedures	K13 internal and external quality procedures and the role of peer review
S14 report concerns about quality and safeguarding through appropriate channels	K14 organisational and legislative requirements for reporting concerns about quality and safeguarding
S15 maintain the currency of their own knowledge and skills, with reference to workplace practice and feedback from others	K15 how to maintain occupational currency and ways to improve coaching and professional practice

## Annexe B: EPA Gateway Declaration Form

<b>Apprentice name:</b>		
<b>On-programme start date:</b>		
<b>Gateway date:</b>		
<b>Evidence</b>	<b>Y/N</b>	<b>Comments (if applicable)</b>
Showcase confirming achievement of on-programme professional behaviours, knowledge and skills		
Safeguarding qualification certificate at Level 1 or above		
English and maths certificates (Level 2 or above)		

### Employer declaration

I confirm that the apprentice has:

- achieved the occupational professional behaviours, knowledge and skills required to achieve the apprenticeship
- produced their showcase to the specified criteria
- achieved the prerequisites listed above and is ready for their end-point assessment (EPA).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

### Apprentice declaration

I confirm the gateway evidence is my own and I agree to be put forward for my EPA.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Annexe C: Showcase Authentication and Certification Declaration Form

When submitting the showcase, each apprentice and their tutor/trainer must sign this declaration form. The apprentice should also confirm that they give permission for their overall apprenticeship certificate to be claimed on satisfactory completion of the two end-point assessment components.

<b>Apprentice name:</b>		
<b>Pearson registration number:</b>		
<b>Submission type: (first or retake)</b>	<b>Submission date:</b>	<b>Submission time:</b>
<b>Apprentice declaration</b> a) I certify that the work submitted for this showcase is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. b) I give my permission for Pearson to claim for my overall apprenticeship certificate, following confirmation of my successful achievement of this EPA.  Apprentice signature: _____ Date: _____		
<b>Tutor/trainer declaration</b> I confirm that the work presented for the showcase is the apprentice's own. I confirm that the work was completed under the specified conditions and context, and the apprentice's evidence is authentic. Tutor/trainer name: _____  Tutor/trainer signature: _____ Date: _____		

**January 2020**

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