



End-Point Assessment

Learning & Skills Assessor Level 3 (V1.1)

Support Pack

nqual.

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INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Learning and Skills Assessor Level 3 apprenticeship standard. It is designed for apprentices, employers and training providers involved with the End-Point Assessment of an apprentice studying Learning and Skills Assessor Level 3.

An apprentice for Learning and Skills Assessor Level 3 should have a minimum of 12 months learning prior to End-Point Assessment (EPA).

This document is divided into sections covering all of the relevant aspects of EPA for Level 3 Learning and Skill Assessor.

Should you require any further information other than the guidance in this document, please do not hesitate to contact admin@nqual.co.uk

Within this guide, you will find references to End-Point Assessment. This information has been outlined in the Institute for Apprenticeships and Technical Education's, Learning and Skills Assessor Assessment Plan. For reference, you can find this document.

[Learning & Skills Assessor L3 EPA Plan](https://www.instituteforapprenticeships.org/Learning-Skills-Assessor-L3-EPA-Plan)
(www.instituteforapprenticeships.org)



EPA TIMESCALE

Register with NQual

Training Providers should register apprentices for EPA with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

This is when the employer, apprentice and training provider confirm that the apprentice is ready for End-Point Assessment. All evidence should be uploaded to NQual a minimum of 10 working days prior to EPA.

Gateway

EPA Booking

The training provider should complete the booking section on the Gateway Form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

NQual will send an invoice for the remaining fee once EPA is approved.

EPA Approved

Assessment

The apprentice will complete an Observation with Questioning and a Professional Discussion Underpinned by a Portfolio of Evidence.

Results will be communicated within 10 working days of final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, NQual will send details to the learner and training provider outlining feedback and next stages.

Results

GATEWAY

This section outlines the requirements an apprentice must have met in order to be put forward for their End-Point Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for the Learning and Skills Assessor Level 3 apprenticeship outline that the apprentice must have:

- **Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer**
- **A completed Portfolio of Evidence**

The Gateway form must be sent to NQual a minimum of 10 working days before End-Point Assessment is carried out, along with the evidence listed above. NQual is required to give the apprentice 3 weeks' notice of the observation date.

All EPA activity will take place no later than 3 months from Gateway.

You can request the NQual Gateway form by emailing: admin@nqual.co.uk

PORTFOLIO OF EVIDENCE

Apprentices will have prepared a portfolio during the programme to support the Professional Discussion component. The portfolio will be uploaded electronically via ACE360.

The portfolio can include written statements, reports, video extracts, observation documents, reports and feedback from managers and peers. (This is not an exhaustive list; other evidence can also be provided).

The evidence provided must cover all knowledge, skills and behaviours, highlighted within our methods table. It is expected that there will be 15 pieces of evidence. A portfolio submission document should be included to show how the evidence maps to the required criteria for this part of the assessment. Although the portfolio will not be directly assessed, it will be used by the End-Point Assessor to prepare questions for the Professional Discussion component.

Evidence sources may include; assessment records including documented feedback to learners, assessment plans, continual professional development logs, records of quality assurance, annotated policies and procedures, records of communication via employer witness statements, assessment logs and minutes of meetings. This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for the Learning and Skills Assessor Level 3 apprenticeship standard consists of two assessment methods. These are an Observation with Questioning and a Professional Discussion Underpinned by a Portfolio of Evidence. Each is outlined in further detail below.

Observation with Questioning

Apprentices will be observed for 1 hour, which may be split into two 30-minute observations of assessment practice undertaken in a live assessment environment. This will be in the Apprentice's normal place of work or where the assessment practice is happening if it is not their place of work.

The apprentice will complete their day-to-day duties under normal working conditions, allowing them to demonstrate the KSBs mapped to this assessment method through naturally occurring evidence.

The independent assessor can increase the time of the observation by up to 10% if necessary.

Following the second observation, there will be a 30-minute questioning session, where the assessor will ask a minimum of 5 questions. Follow-up questions will be asked where further explanation is needed.

Questioning should take place in a quiet room, free from distractions and influence. The purpose of the questions is to clarify information observed during the assessment and to allow the apprentice to add depth and detail to their evidence against the KSBs.

Professional Discussion Underpinned by a Portfolio of Evidence

The professional discussion is a formal two-way conversation between the apprentice and the Independent End-Point Assessor. This Professional Discussion will take 75 minutes (+10% to finish the final response if required). The Discussion can take place remotely or face-to-face and the format will be agreed with the EPAO prior to Gateway.

The assessor will ask at least 12 questions relating to the criteria highlighted in the methods table in this support pack. Follow-up questions will be asked where clarification is required. The questions are designed to support the apprentice to meet the required standards.

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

END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Observation with Questioning	Professional Discussion Underpinned by a Portfolio of Evidence
Knowledge – Know and Understand			
K1	The role of the assessor working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding.		✓
K2	How to plan inclusive assessment.		✓
K3	Types of and methods of assessment.	✓	
K4	The principles of assessment to include validity, authenticity, currency, sufficiency, and reliability.		✓
K5	Methods of verbal and non-verbal communication to support assessment practice, including questioning techniques.	✓	
K6	How to give constructive Feedback For the purpose of progress and achievement.		✓
K7	Standardisation, moderation and quality assurance procedures relevant to the assessment.		✓
K8	The purpose and process of the quality cycle.		✓
K9	Organisational and legal requirements for recording, storing and sharing personal information.		✓
K10	Types and methods of recording and tracking assessment decisions, including the use of digital technology.		✓
K11	Sources of and how to access accurate and relevant vocational/pastoral advice and guidance to meet learner needs, including points of referral.		✓
K12	The role and importance of holistic assessment to support wider skill development.		✓
K13	Approaches to sustainable assessment practice.		✓

K14	Opportunities for continuing professional development in own sector to maintain occupational competency, including sustainable practice and digital literacy.		✓
Skills – Be Able to			
S1	Conduct sustainable assessment practice working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding.	✓	
S2	Produce a plan for assessment.	✓	
S3	Select method(s) to assess learner(s) in line with organisational and regulatory requirements.	✓	
S4	Make accurate assessment judgments against agreed standards.	✓	
S5	Communicate with learner and relevant stakeholders to support assessment practice.	✓	
S6	Provide constructive feedback to support the learner to progress.		✓
S7	Contribute to standardisation, moderation and quality assurance procedures.		✓
S8	Develop and maintain records of assessment, complying with quality, confidentiality and data protection requirements.		✓
S9	Facilitate access to relevant, current information advice and guidance.		✓
S10	Apply holistic assessment in practice to support wider skills development.	✓	
S11	Identify and implement professional development opportunities to maintain occupational competency, including sustainable practice and digital literacy.		✓
Behaviours			
B1	Operate at all times to ethical and legal standards within professional boundaries, maintaining an impartial approach.		✓
B2	Take personal responsibility for sustainable outcomes in how they carry out the duties of their role by reference to environmental good practice.	✓	

B3	Demonstrate and encourage mutual respect, displaying a deep understanding of inclusive practice	✓	
B4	Be committed to improving their own professional practice in relation to the assessment standards.		✓
B5	Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control.		✓

GRADING & CRITERIA

Assessments contained within this plan will result in the apprentice achieving a Fail, Pass, or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria. In order to achieve a Pass grade, the apprentice must gain a minimum of a Pass in all components of the End-Point Assessment. A Distinction grade can only be achieved in the observation component and achieving this will give the apprentice an overall Distinction grade for their assessment.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

Assessment Breakdown

Grades allocated for each component will be Fail, Pass and Distinction.

The final grade will be decided on the following combinations:

Assessment Methods 1: Observation with Questioning	Assessment Methods 2: Professional Discussion Underpinned by a Portfolio of Evidence	Overall Grading
Any Grade	Fail	Fail
Fail	Any Grade	Fail
Pass	Pass	Pass
Distinction	Pass	Distinction

The Pass and Distinction descriptors can be found in the table below separated into Observation with Questioning and Professional Discussion Underpinned by a Portfolio of Evidence.

Grading Descriptors for the Observation with Questioning

KSBs	Pass Descriptors	Distinction Descriptors
K3 S1 S3 S4 S10 B3	Identifies and uses method(s) to assess learner(s) in line with organisational, regulatory requirements and the principles of assessment (K3, S3, S10) Makes accurate assessment judgements whilst working in a sustainable and respective manner within organisational, legal, and ethical frameworks, including confidentiality and safeguarding when undertaking assessment practice (S1, S4, B3)	Combines information from a range of sources to implement methods of assessment in a justified and inclusive manner to meet individual learner needs. (K3, S1, S3, B3) Justifies the accuracy of assessment judgements made against agreed standards (S4)
K5 S5	Selects and uses appropriate methods of verbal and non-verbal communication, including effective questioning, with learners and relevant stakeholders to support assessment practice (K5, S5)	Adapts chosen communication methods taking into account the changing needs of those being assessed (K5, S5)
S2 B2	Produces a plan for assessment that takes account of the needs of the learner and the requirements of the sector, and sustainable approaches to assessment practice (S2, B2)	Modifies the plan of assessment to account for differing learner needs whilst assessing (S2)

Grading Descriptors for the Professional Discussion Underpinned by a Portfolio of Evidence

KSBs	Pass Descriptors
K1 K11 S9 B1	Describes role of the assessor working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding (K1, B1) Outlines the sources of relevant vocational/pastoral advice and guidance to meet learner needs, including points of referral and how they have facilitated access to these (K11, S9)
K2 K4 K12 K13	Explains how to plan inclusive assessment in line with the principles of assessment, including the role and importance of holistic assessment, and sustainable approaches (K2, K4, K12, K13)
K6 S6	Describes how they have given constructive feedback to support the learner progress (K6, S6)
K7 K8 S7	Describes the standardisation, moderation and quality assurance procedures relevant to their assessment practice and how they have contributed to this (K7, S7) Explains the purpose and process of the quality cycle (K8)

K9 K10 S8	<p>Describes how records of assessment have been developed and maintained and how they adhere to organisational and legal requirements for recording, storing and sharing personal information (K9, S8)</p> <p>Identifies the types and methods of recording and tracking assessment decisions, including the use of digital technology that have been used in assessment practice (K10)</p>
K14 S11 B4 B5	<p>Explain how you have identified and committed to undertaking opportunities for continuing professional development in own sector to maintain occupational competency, including sustainable practice and digital literacy (K14, S11, B4)</p> <p>Explain how you have shown resilience and adaptability when dealing with challenge and change, maintaining focus and self-control (B5)</p>

Re-sit / Re-take

If an apprentice Fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice's employer how many attempts an apprentice is given.

The timescale for a re-sit typically takes 2 months and a re-take 3 months (dependent on how much re-training is required). All assessment methods must be taken within 6 months, otherwise, the entire EPA must be re-sat/retaken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from a Pass to a higher grade.

MOCK ASSESSMENTS

It is the responsibility of the employer and training provider to complete Mock Professional Discussions with the apprentice and the responsibility of the apprentice to ensure they have practised answering questions for their End-Point Assessment.

Please ensure that any Mock Observations and Professional Discussions include all criteria highlighted within the methods table. It is recommended that the apprentice thinks of examples for each of the criteria.

A Mock Professional Discussion should last for 75 minutes (10% for the apprentice to complete their last response).



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