



Skillsfirst
AWARDS

**Level 4 Award in End-Point
Assessment (RQF)**

EPAA4

603/3664/X



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1.0 Introduction

Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff - reliably qualified to recognised industry standards.

The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 4 Award in End-Point Assessment (RQF). The handbook is a live document and will be updated should there be any incremental change made. Skillsfirst Assess will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website www.skillsfirst.co.uk

This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.

1.1 What is the Regulated Qualifications Framework (RQF)?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications will be indexed by their 'level', type and size. Qualifications within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a Total Qualification Time (TQT) value to indicate the size of the qualification which will be either an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

1.2 RQF Qualifications

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

2.0 Skillsfirst Awards

2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection (GDPR). It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website www.skillsfirst.co.uk

2.2 Equality and accessibility

Equality and accessibility

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website www.skillsfirst.co.uk and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process. This policy can be accessed at www.skillsfirst.co.uk and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at customerservices@skillsfirst.co.uk

2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: www.skillsfirst.co.uk
email: customerservices@skillsfirst.co.uk
Tel: 0121 270 5100

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 416
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

2.4 Complaints and appeals

Complaints

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services team. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

Appeals

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when Skillsfirst Assess or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website www.skillsfirst.co.uk and within our centre handbook. Skillsfirst Assess are required to have a documented policy and procedure which allows learners to question decisions made by the Skillsfirst Assess. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

2.5 Malpractice and maladministration

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice and maladministration policy and process, the details of which can be accessed on our website www.skillsfirst.co.uk

3.0 Occupational expertise of those who deliver, assess performance and internally quality assure assessments

Assessors and those responsible for internal quality assurance are appointed by the recognised centre and approved by Skillsfirst through the external verifier

3.1 Occupational competence

To be occupationally competent, an assessor must be capable of carrying out the full requirements within the competence unit they are assessing. Occupational competence must be at the unit level. Being occupationally competent means that the assessor is also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

3.2 Occupational knowledge

To be occupationally knowledgeable, an assessor should possess knowledge and understanding relevant to the qualification and/or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with an occupationally competent assessor. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

3.3 Qualification requirements of those involved in assessment and internal quality assurance

All those who assess these qualifications must:

- have up-to-date working knowledge and experience of best practice in end-point assessment
- hold one of the following qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess learner performance using a range of methods, or
 - D32 Assess learner performance and D33 Assess learner using differing sources of evidence.
- show current evidence of continuing professional development in end-point assessment

All those who quality assure these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in end-point assessment
- hold one of the following assessor qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment, or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess learner performance using a range of methods, or
 - D32 Assess learner performance and D33 Assess learner using differing sources of evidence.
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
 - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
 - V1 Conduct internal quality assurance of the assessment process, or
 - D34 Internally verify the assessment process.
- show current evidence of continuing professional development in end-point assessment

Skillsfirst Assess staff may undertake more than one role, e.g. tutor and assessor or moderator/IV, but must never internally verify their own assessments

3.4 Continuous professional development

Skillsfirst Assess are responsible for ensuring that deliverers, assessors and those responsible for internal quality assurance plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IQAs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to these requirements.

4.0 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

4.1 Assessment principles

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units within the qualification before delivering a learning programme. It is suggested that Skillsfirst Assess deliver learning programmes that:

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit.

Learners must be registered with Skillsfirst Awards before formal assessment commences.

To achieve the Skillsfirst Level 4 Award in End-Point Assessment, learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units. These must be assessed using methods appropriate to the independent end-point assessor's performance. These **must** include:

- observation of performance
- examining products of assessment and grading
- questioning

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of skills, knowledge and understanding in being able to competently meet the functional requirements of all the units. The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- product
- workbook

Please note that guidance is not restricted to the types of evidence listed above.

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed. This can also be used to confirm competence and knowledge of a learner from an RPL perspective.

Skillsfirst Assess must retain copies of learner assessment records for at least three years after certification.

Qualification certificates will be issued to learners who have met and successfully achieved the full requirements of the qualification.

4.2 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the the skills and knowledge requirements.

5.0 Qualification information

5.1 Qualification aim and design

This qualification has been developed for those people who want to become qualified end-point assessors, or are already end-point assessors, looking for a nationally-recognised confirmation of their role. Although there are no formal entry requirements for those undertaking this qualification, it is expected that they will have experience of providing feedback to learners, and/or direct reporting, as an assessor, IQA or as a manager. It must be noted that some apprenticeship standard assessment plans have an additional requirement for end-point assessors to hold assessor and/or IQA qualifications.

The qualification has also been designed to meet the needs of those who wish to gain not only an understanding of the end-point assessment process, but also the skills and competences to be the key part of the decision making process of apprenticeship outcomes for the new Apprenticeship Standards.

6.0 Qualification structure

Qualification No.	Level	Qualification title	Number of modules
EPAA4	4	Level 4 Award in End-Point Assessment (RQF)	2

6.1 Requirement for achievement

Learners must achieve both mandatory modules from Group M.

6.2 Total qualification time (TQT)

The TQT for the Level 4 Award in End-Point Assessment (RQF) is **125**.

The minimum guided learning hours (GLH) are **73**

6.3 List of units within the qualification

Group M - Mandatory unit

RQF unit no.	Skillsfirst unit no.	Level	Module title	GLH
K/617/2584	EPA1	4	Understand the principles and practices of end-point assessment	45
M/617/2585	EPA2	4	Undertake end-point assessment	28

6.4 Learner entry requirements

Formal requirements

There are no formal entry requirements for learners undertaking this qualification; however, learners must have the potential and opportunity to gain evidence for the qualification in the work place. It must be noted that some apprenticeship standard assessment plans have an additional requirement for end-point assessors to hold assessor and/or IQA qualifications.

Age restrictions and legal considerations

There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.

6.5 Progression opportunities

On completion of the Level 4 Award in End-Point Assessment (RQF), it might be possible to progress onto Skillsfirst vocationally-based qualifications, such as the:

- Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice (RQF) and/or
- Level 5 Diploma in Operational and Departmental Management (RQF)

7.0 The modules of learning

7.1 Structure of the modules

The modules in this qualification are written in a standard format and comprise the following:

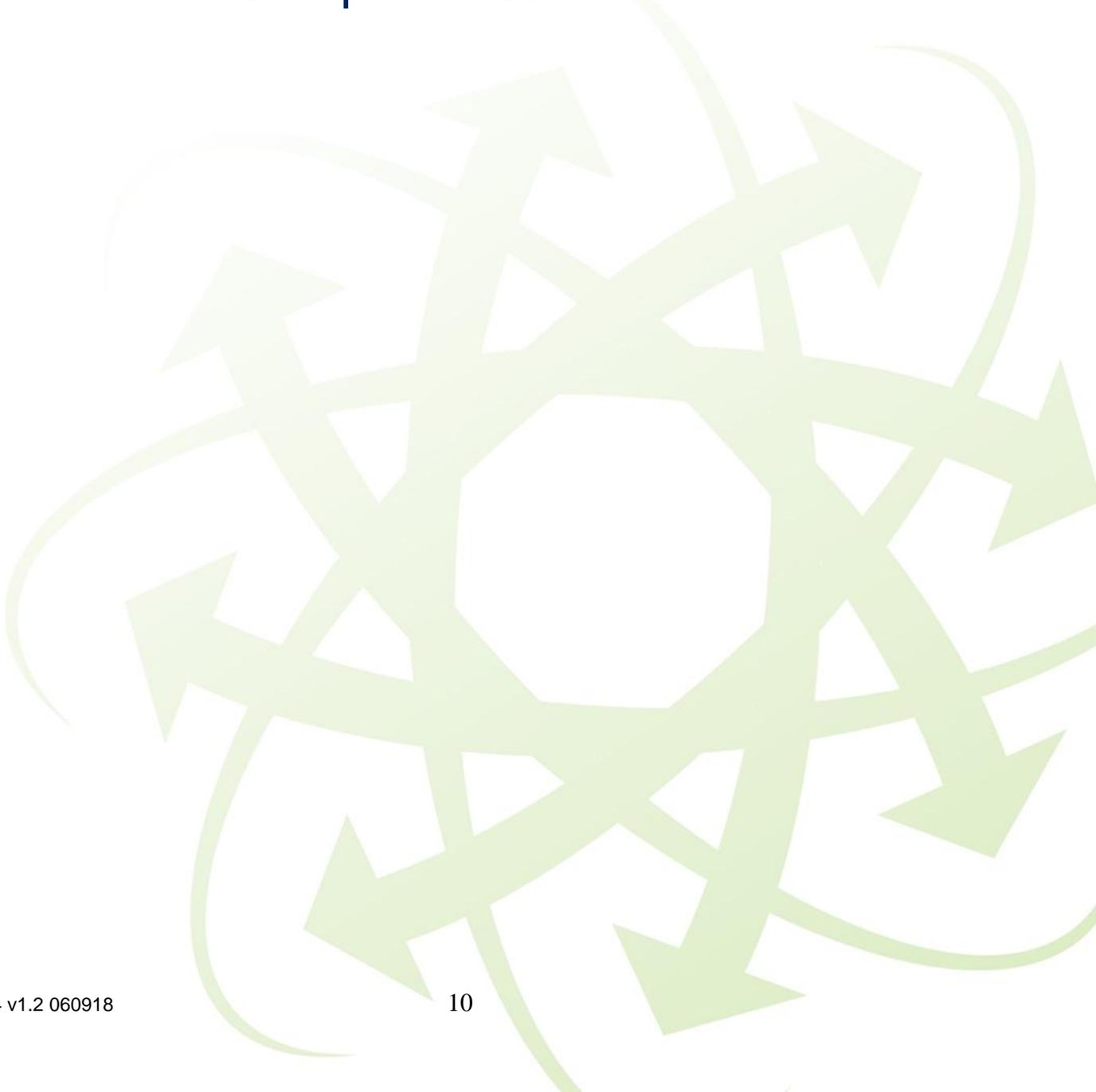
- Skillsfirst reference number and module title
- Level of the module
- module aim
- guided learning hours (GLH)
- evidence requirements
- assessment requirements, if appropriate
- learning outcomes and the skill and knowledge requirements

7.2 Group M – mandatory module



EPA1

Understand the principles and practices
of end-point assessment



Unit EPA1 Understand the Principles and Practices of End-Point Assessment

Level: 4

Unit aim

The aim of this unit is to assess the knowledge and understanding an independent end-point assessor requires for undertaking end-point assessment. It provides an understanding of the context and principles of end-point assessment and how to plan, grade and manage information relevant to the process. It also provides the knowledge required to maintain and improve the quality of end-point assessment and to understand the legal and good practice requirements relating to process.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the context and principles of end-point assessment
2. Understand how to plan end-point assessment
3. Understand how to grade end-point assessment
4. Understand how to maintain and improve the quality of end-point assessment
5. Understand how to manage information relevant to end-point assessment
6. Understand the legal and good practice requirements relating to end-point assessment

Guided learning hours

It is recommended that **45** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence requirements and assessment guidance

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one assessment criterion.

Legal issues, policies and procedures that are relevant to end-point **must** include:

- appeals
- health
- safety
- safeguarding
- welfare
- GDPR

Different techniques used for end-point assessment **must** include those that use technology.

Unit EPA1 Understand the Principles and Practices of End-Point Assessment

Learning outcomes and skills and knowledge requirements

Outcome 1 Understand the context and principles of end-point assessment

The learner can:

- 1 analyse the functions of end-point assessment in learning and development
- 2 evaluate the key concepts and principles of end-point assessment
- 3 evaluate the roles of individuals and organisations involved in end-point assessment
- 4 explain the regulations and requirements for end-point assessment in own area of practice

Outcome 2 Understand how to plan the end-point assessment

The learner can:

- 1 evaluate the importance of planning and preparing end-point assessment activities
- 2 explain what an end-point assessment plan should contain
- 3 analyse the need for

- information collection
- communications
- administrative arrangements
- resources

when preparing for an end-point assessment activity.

- 4 explain how to adapt end-point assessment approaches to meet learner need without compromising quality apprenticeship standards and assessment plans

Outcome 3 Understand how to grade end-point assessment

The learner can:

- 1 explain the procedures for grading end-point assessment in own area of practice
- 2 interpret the requirements for monitoring and evaluating end-point assessment arrangements and practices
- 3 evaluate **different techniques used for end-point assessment**

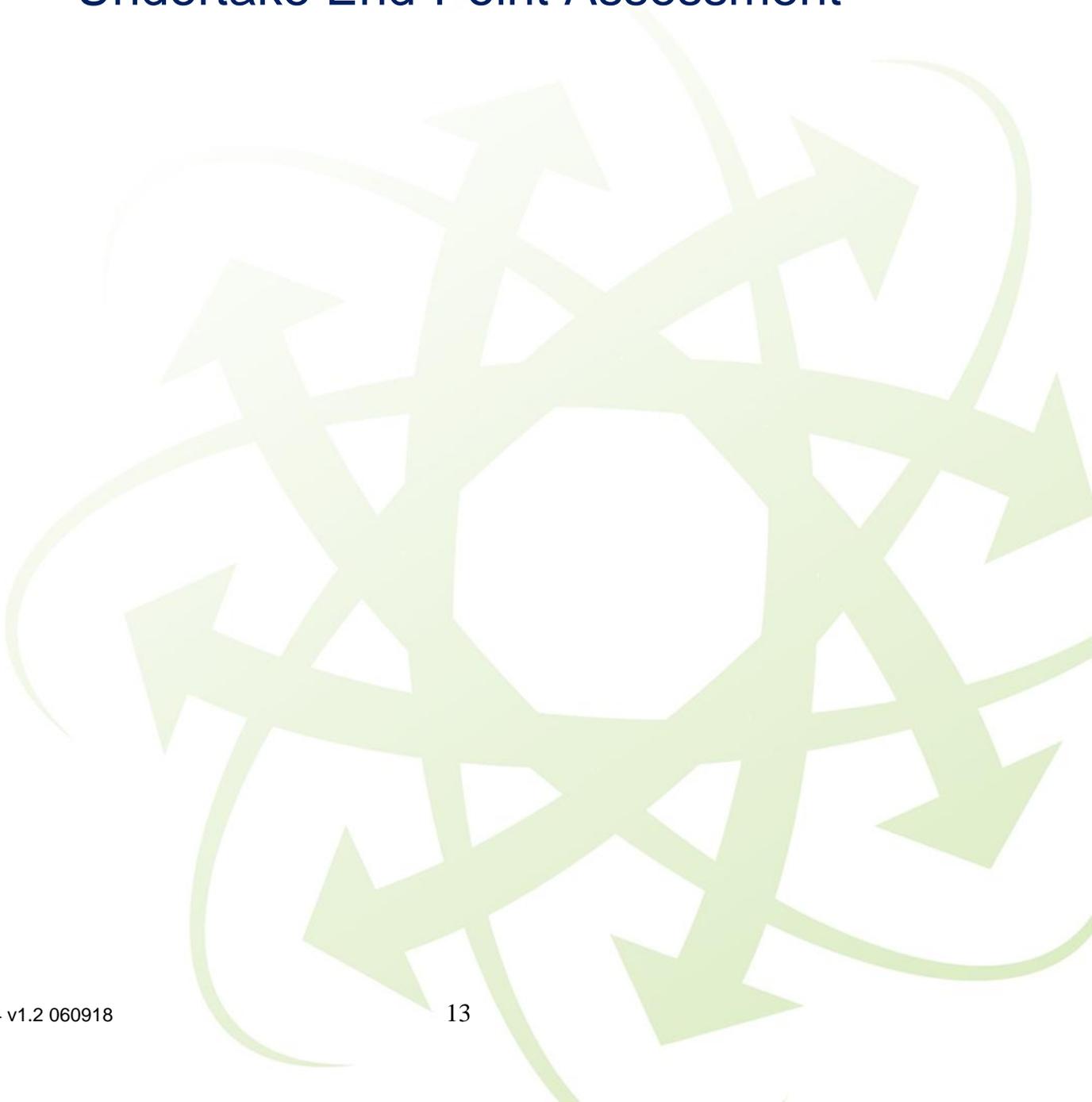
Outcome 4 Understand how to maintain and improve the quality of end-point assessment

The learner can:

- 1 critically compare the types of feedback, support and advice that independent end-point assessors and quality assurance staff may need to maintain and improve the quality of assessment
- 2 evaluate standardisation requirements relevant to end-point assessment
- 3 analyse the importance of providing feedback, support and advice to internal end-point assessment and quality assurance staff that is consistent with standardisation requirements
- 4 explain the relevant procedures to follow when there are disputes and appeals concerning the quality of end-point assessment

EPA2

Undertake End-Point Assessment



Unit EPA2 Undertake End-Point Assessment

Level: 4

Unit aim

The aim of this unit is to assess the performance of an independent end-point assessor with responsibility for end-point assessment. It provides an opportunity to demonstrate their competence to plan, co-ordinate and carry out an end-point assessment, manage grading information, decisions and learner feedback relevant to an end-point assessment, whilst maintaining legal and good practice requirements when undertaking an end-point assessment.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to plan and co-ordinate end-point assessment in own area of practice
2. Be able to carry out end-point assessment in own area of practice
3. Be able to manage grading information, decisions and learner feedback relevant to end-point assessment
4. Be able to maintain legal and good practice requirements when undertaking end-point assessment in own area of practice

Guided learning hours

It is recommended that **28** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Evidence requirements and assessment guidance

All learning outcomes in this unit must be assessed using methods appropriate to the independent end-point assessor's performance. These **must** include:

- observation of performance
- examining products of assessment and grading
- questioning

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony

Simulations are not allowed.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion

Policies, procedures and legislation relevant to end-point assessment **must** include:

- appeals
- health
- safety
- safeguarding
- welfare
- GDPR

Learning outcomes and skills and knowledge requirements

Outcome 1 Be able to plan and coordinate end-point assessment in own area of practice

The learner can:

- 1 plan procedures for end-point assessment in own area of practice
- 2 communicate procedures for end-point assessment to the individuals and organisations concerned
- 3 ensure arrangements and resources are in place for end-point assessment

Outcome 2 Be able to carry out end-point assessment in own area of practice

The learner can:

- 1 carry out end-point assessment in own area of practice
- 2 record assessment decisions in line with apprenticeship standard assessment plan and internal quality assurance requirements
- 3 provide end-point assessment feedback to the individuals and organisations concerned
- 4 provide individuals and organisations with feedback, advice and support which help them maintain or improve the quality of end-point assessment

Outcome 3 Be able to manage grading information, decisions and learner feedback relevant to end-point assessment

The learner can:

- 1 apply procedures for:
 - recording
 - storing
 - reportinginformation relating to end-point assessment
- 2 apply procedures to maintain confidentiality of information relating to end-point assessment

Outcome 4 Be able to maintain legal and good practice requirements when undertaking end-point assessment in own area of practice

The learner can:

- 1 apply **policies, procedures and legislation relevant to end-point assessment.**
- 2 apply requirements for equality and diversity and, where appropriate, bilingualism, sensory loss in relation to end-point assessment
- 3 critically reflect on own practice in assuring the quality of end-point assessment
- 4 maintain the currency of own expertise and competence in own area of practice



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