# Handbook

EPAA4 – VTCT (Skillsfirst) Level 4 Award in End-Point Assessment (RQF)

603/3664/X

Version 2.0

# About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst.  Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

# Contents

# 1 Qualification at a glance

| | |
|---|---|
| **Qualification title** | VTCT (Skillsfirst) Level 4 Award in End-Point Assessment (RQF) |
| **Qualification number** | 603/3664/X |
| **Product code** | EPAA4 |
| **Age range** | There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment. |
| **Total Qualification Time (TQT)** | 125 |
| **Guided Learning (GL) hours** | 73 |
| **Assessment** | To be awarded this qualification, learners must successfully achieve the following assessments:<br>• Portfolio of evidence<br>• Skills-based assessment (if applicable) |
| **Entry 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. |
| **Support materials** | Support materials can be found on the website (if applicable) |

# 2 Qualification information

## 2.1 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.

## 2.2 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)

# 3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 4 Award in End-Point Assessment (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **125**.

| Product code | Unit title | Level | GLH | Unit reference number |
|---|---|---|---|---|
| **Mandatory units (Group M):** | | | | |
| EPA1 | Understand the principles and practices of end-point assessment | 4 | 45 | K/617/2584 |
| EPA2 | Undertake end-point assessment | 4 | 28 | M/617/2585 |

# 4 Centre requirements

## 4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

## 4.2 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

## 4.3 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

## 4.4 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.

## 4.5 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

## 4.6 Continuous professional development (CPD)

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.

## 4.7 Total Qualification Time (TQT)

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.

# 5 Assessment

## 5.1 Summary of assessment methods

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

## 5.2 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.

## 5.3 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 skills and knowledge requirements

# 6 Units

# Unit Handbook

## EPA1 – Understand the principles and practices of end-point assessment

Unit reference number: K/617/2584

**Level: 4**
**Guided Learning (GL) hours: 45**

### 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 outcomes to this unit. The learner will:

LO1 Understand the context and principles of end-point assessment

LO2 Understand how to plan end-point assessment

LO3 Understand how to grade end-point assessment

LO4 Understand how to maintain and improve the quality of end-point assessment

LO5 Understand how to manage information relevant to end-point assessment

LO6 Understand the legal and good practice requirements relating to end-point assessment

Version 1

# Unit content

## 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.

# Learning outcomes

| Learning Outcome | Assessment Criteria |
|---|---|
| LO1 Understand the context and principles of end-point assessment | 1.1 Analyse the functions of end-point assessment in learning and development |
| | 1.2 Evaluate the key concepts and principles of end-point assessment |
| | 1.3 Evaluate the roles of individuals and organisations involved in end-point assessment |
| | 1.4 Explain the regulations and requirements for end-point assessment in own area of practice |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO2 Understand how to plan the end-point assessment | 2.1 Evaluate the importance of planning and preparing end-point assessment activities |
| | 2.2 Explain what an end-point assessment plan should contain |
| | 2.3 Analyse the need for<br>• information collection<br>• communications<br>• administrative arrangements<br>• resources<br>when preparing for an end-point assessment activity |
| | 2.4 Explain how to adapt end-point assessment approaches to meet learner need without compromising quality apprenticeship standards and assessment plans |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO3 Understand how to grade end-point assessment | 3.1 Explain the procedures for grading end-point assessment in own area of practice |
| | 3.2 Interpret the requirements for monitoring and evaluating end-point assessment arrangements and practices |
| | 3.3 Evaluate **different techniques used for end-point assessment** |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO4 Understand how to maintain and improve the quality of end-point assessment | 4.1 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 |
| | 4.2 Evaluate standardisation requirements relevant to end-point assessment |
| | 4.3 Analyse the importance of providing feedback, support and advice to internal end-point assessment and quality assurance staff that is consistent with standardisation requirements |
| | 4.4 Explain the relevant procedures to follow when there are disputes and appeals concerning the quality of end-point assessment |

**EPA1 Document History**

| Version | Issue Date | Changes | Role |
|---|---|---|---|
| V1.0 | 31/01/2023 | Rebranded | Qualifications Administrator |
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# Unit Handbook

## EPA2 – Undertake end-point assessment
Unit reference number: M/617/2585

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|---|
| **Level: 4** |
| **Guided Learning (GL) hours: 28** |

### 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 outcomes to this unit. The learner will:

LO1 Be able to plan and co-ordinate end-point assessment in own area of practice

LO2 Be able to carry out end-point assessment in own area of practice

LO3 Be able to manage grading information, decisions and learner feedback relevant to end-point assessment

LO4 Be able to maintain legal and good practice requirements when undertaking end-point assessment in own area of practice

Version 1.0

# Unit content

## 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

| Learning Outcome | Assessment Criteria |
|---|---|
| LO1 Be able to plan and coordinate end-point assessment in own area of practice | 1.1 Plan procedures for end-point assessment in own area of practice |
| | 1.2 Communicate procedures for end-point assessment to the individuals and organisations concerned |
| | 1.3 Ensure arrangements and resources are in place for end-point assessment |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO2 Be able to carry out end-point assessment in own area of practice | 2.1 Carry out end-point assessment in own area of practice |
| | 2.2 Record assessment decisions in line with apprenticeship standard assessment plan and internal quality assurance requirements |
| | 2.3 Provide end-point assessment feedback to the individuals and organisations concerned |
| | 2.4 Provide individuals and organisations with feedback, advice and support which help them maintain or improve the quality of end-point assessment |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO3 Be able to manage grading information, decisions and learner feedback relevant to end-point assessment | 3.1 Apply procedures for:<br><br>• recording<br>• storing<br>• reporting<br>information relating to end-point assessment |
| | 3.2 Apply procedures to maintain confidentiality of information relating to end-point assessment |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO4 Be able to maintain legal and good practice requirements when undertaking end-point assessment in own area of practice | 4.1 Apply **policies, procedures and legislation relevant to end-point assessment** |
| | 4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, sensory loss in relation to end-point assessment |
| | 4.3 Critically reflect on own practice in assuring the quality of end-point assessment |
| | 4.4 Maintain the currency of own expertise and competence in own area of practice |

**EPA2 Document History**

| Version | Issue Date | Changes | Role |
|---|---|---|---|
| V1.0 | 31/01/2023 | Rebranded | Qualifications Administrator |
| | | | |

**EPAA4 Document History**

| Version | Issue Date | Changes | Role |
| --- | --- | --- | --- |
| v2.0 | 31/01/2023 | Formatting and re-branding. No content amendment. | Data Administrator |
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