

Qualification
Guidance

Active IQ Level 3 Award in Understanding the Development and Delivery of End-point Assessment

Qualification
Accreditation Number:
603/6845/7
Version AIQ005902

Active iQ

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Introduction

The Active IQ Level 3 Award in Understanding the Development and Delivery of End-point Assessment is at level 3 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	10	Total qualification time:	30

Entry requirements:

- This qualification is open to all (learners must be 19 years old or over).
- **Please note:** For learners who wish to go on and deliver end-point assessments must have occupational and technical competence in the areas that they wish to assess and meet the minimum requirements as set out in the relevant assessment plan.

Qualification outline

Target learners:

- Learners aged 19+.
- Learners wishing to widen their career pathway and skill set to include end-point assessment delivery within their chosen sector/s.

Purpose

This qualification aims to provide learners with an understanding of how end-point assessments are developed and delivered, and the knowledge and skills to be able to plan an end-point assessment. During the qualification learners will cover:

- The development and delivery of apprenticeship standards in England.
- The principles and requirements of end-point assessment.
- Different types of end-point assessment methods.
- How to plan end-point assessments.
- How to involve apprentices, employers and training providers in end-point assessments.
- How to make end-point assessment decisions.
- How end-point assessments are quality assured.
- How to manage information relating to end-point assessments.
- The legal and good practice requirements in relation to end-point assessment.

Progression

This qualification provides progression on to:

- Active IQ Level 3 Award in Understanding the Principles and Practices of Assessment.
- Active IQ Level 3 Award in Assessing Competence in the Work Environment.
- Active IQ Level 3 Award in Assessing Vocationally Related Achievement.
- Active IQ Level 3 Award in Education and Training.
- Active IQ Level 4 Award in Education and Training.

Links to National Standards

There are links to:

- National Occupational Standards for Learning and Development.
    - Assess learner achievement.

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Occupational competence statements for tutoring, assessing and internally verifying

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have the relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring assessing or quality assurance).

Tutors and assessors

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.

Assessors

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

Internal verifiers

Internal verifiers must hold, or be working towards, any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) which should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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Qualification structure

Learners must complete the one mandatory unit.

Mandatory units

	Unit	Unit accreditation number	Level	GLH	TQT
1	Understanding the development and delivery of end-point assessment	R/618/5572	3	10	30

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Unit 1 R/618/5572 **Level:** 3 **GLH:** 10
Unit Title: Understanding the development and delivery of end-point assessment

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Understand the development and delivery of apprenticeship standards in England	1.1 Explain the aim and features of apprenticeship standards 1.2 Summarise the role of the Institute for Apprenticeships and Technical Education (IfATE) and trailblazer groups in the development of apprenticeship standards and end-point assessment plans 1.3 Summarise how apprenticeships are funded, the apprenticeship levy and the role of the Education and Skills Funding Agency (ESFA) 1.4 Describe the end-point assessment organisation role in carrying out internal quality assurance 1.5 Describe the role of the external quality assurance provider. 1.6 Describe the on-programme journey of the apprentice towards end-point assessment, including: • 'On-the-job' and 'off-the-job' training requirements • Achieving occupational competence • Achieving mandatory qualifications and functional skills 1.7 Explain the different time frames within an apprenticeship, including: • On-programme duration • Gateway duration • Circumstances that require a break in learning
2. Understand the principles and requirements of end-point assessment	2.1 Explain the functions of end-point assessment in apprenticeship standards 2.2 Define the key concepts and principles of assessment 2.3 Explain the role and responsibilities of the end-point assessor 2.4 Describe the experience, training and qualifications required to be an end-point assessor 2.5 Identify the regulations and requirements relevant to end-point assessment 2.6 Describe the gateway and end-point assessment processes 2.7 Explain the role of the end-point assessment organisation

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Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand different types of end-point assessment methods	3.1 Explain the features and purposes of different assessment methods used within end-point assessment, including: • Observations • Interviews • Professional discussions • Knowledge tests • Presentations • Projects • The use of Portfolios of Evidence to underpin assessments 3.2 Compare the strengths and limitations of the different end-point assessment methods with reference to the needs of apprentices
4. Understand how to plan end-point assessments	4.1 Summarise key factors to consider when planning the end-point assessment process 4.2 Explain the importance of the use of planning documents in preparing for end-point assessment 4.3 Describe how to develop additional end-point assessment materials when required for end-point assessments 4.4 Explain how to minimise risks through the end-point assessment planning process
5. Understand the role of apprentices, employers and training providers in end-point assessments	5.1 Explain the roles and responsibilities of the apprentice, employer and training provider in the end-point assessment process, where appropriate 5.2 Summarise the information that should be made available to apprentices and others involved in the end-point assessment process 5.3 Explain how the apprentice and others can prepare for end-point assessment 5.4 Explain how end-point assessment arrangements can be adapted to meet: • The individual needs of the apprentice • The needs of the employer • The requirements of the end-point assessment plan

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Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand how to make end-point assessment decisions	6.1 Explain how to ensure that end-point assessment decisions are: • Made against specified criteria, knowledge, skills and behaviours • Meeting the requirements of the end-point assessment plan • Valid, reliable and fair 6.2 Explain how to judge whether evidence shown within end-point assessments is sufficient, authentic and current 6.3 Describe how end-point assessment materials are used to make end-point assessment and grading decisions
7. Understand the quality assurance of end-point assessment	7.1 Evaluate the importance of quality assurance in the end-point assessment process 7.2 Summarise quality assurance and standardisation procedures for end-point assessment across different standards and assessment methods 7.3 Summarise the procedures to follow when there are disputes/appeals in relation to end-point assessment decisions 7.4 Explain the resit/retake process for end-point assessment
8. Understand how to manage information relating to end-point assessments	8.1 Explain the importance of following procedures for information management, data protection and confidentiality in relation to end-point assessment 8.2 Explain how feedback contributes to the end-point assessment process and grading decisions
9. Understand the legal and good practice requirements in relation to end-point assessment	9.1 Explain legal issues, policies and procedures relevant to end-point assessment, including those for health, safety and welfare 9.2 Explain the contribution that technology can make to the end-point assessment process 9.3 Evaluate requirements for equality and diversity in relation to end-point assessment 9.4 Explain the value of reflective practice and continuing professional development in the end-point assessment process
Assessment	eAssessment Case study / Assignment

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