

## Interpreting the assessment plan, designing and development of assessments for End Point Assessment

In2assessments intends to deliver two EPAs (**ST0479** and **ST0935**) together with the assessment methods used in each. With an outline of the assessment materials In2assessments would create.

<b>Standard</b>	<b>Assessment method</b>	<b>Assessment breakdown</b>	<b>Assessment tools, or supporting documents, to be created</b>
<b>ST0479</b> <b>OAI Level 3</b>	Practical Test	Completion of a session planning template, followed by questioning (5 questions)	<ul style="list-style-type: none"> <li>- Session planning template</li> <li>- Session planning template assessor marking sheet, including grading criteria</li> <li>- Bank of questions of at least 20 (4 times 5) and response recording sheet, including grading criteria</li> <li>- Apprentice, employer/provider, and assessor guidance materials</li> </ul>
		Observation of session delivery, followed by questioning (5 questions)	<ul style="list-style-type: none"> <li>- Observation assessor marking sheet, including grading criteria</li> <li>- Bank of 'post observation' questions of at least 20 (4 times 5), including grading criteria</li> <li>- Apprentice, employer/provider, and assessor guidance materials</li> </ul>
	Professional Discussion supported by a portfolio of evidence	Creation of a portfolio (not assessed)  Professional discussion (At least 5 questions)	<ul style="list-style-type: none"> <li>- Portfolio guidance document (i.e. what an apprentice needs to collect)</li> <li>- Bank of professional discussion questions for K,S,Bs and grading criteria At least 24 questions (4 times 6) grading criteria</li> <li>- Apprentice, employer/provider, and assessor guidance materials</li> </ul>
<b>ST0935</b> <b>OLS Level 5</b>	Customer Proposal Report Presentation & Questioning	Completion and submission of a customer proposal report	Customer proposal brief – reflecting apprentices typical business need Brief should be no more than 500 words and should include: <ul style="list-style-type: none"> <li>• The overall programme aims</li> <li>• The required outputs, outcomes, and impact for the programme</li> <li>• The participant group – size, age range, characteristics, needs etc.</li> <li>• Duration and number of distinct interventions requested</li> <li>• Specific locations, outdoor activities, and experiences to be included in the programme</li> <li>• Resources and constraints such as people, facilities, equipment, time and finance</li> </ul>

			- Apprentice, employer/provider, and assessor guidance materials
		Preparation and delivery of Presentation followed by assessor questioning (5 questions)	Presentation specifications for apprentice Presentation assessor marking sheet, including grading criteria Bank of questions of at least 20 (4 times 5) and response recording sheet including grading criteria - Apprentice, employer/provider, and assessor guidance materials
	Observation & Questioning	An independent assessor observing and questioning an apprentice as part of their normal duties, followed by questioning (6 questions)	Observation assessor marking sheet, including grading criteria - Bank of 'post observation' questions of at least 24 (4 times 6), including grading criteria Apprentice, employer/provider, and assessor guidance materials
	Professional Discussion underpinned by a logbook of evidence	Creation of a logbook of evidence (not assessed)  Professional Discussion – Minimum of 6 questions	Logbook guidance document (i.e. What an apprentice needs to collect) Bank of professional discussion questions for K,S,B's and grading criteria (Between 24 – 32 questions (4 times 6-8) Assessor guidance to how questions can be tailored, and how adjustments recorded Assessor marking sheet including grading criteria Apprentice, employer/provider, and assessor guidance materials

The following In2Assessment staff, and contractors are involved in the Interpreting the assessment plan along with the designing and development of assessments. A summary of key activities within their roles is also included below:

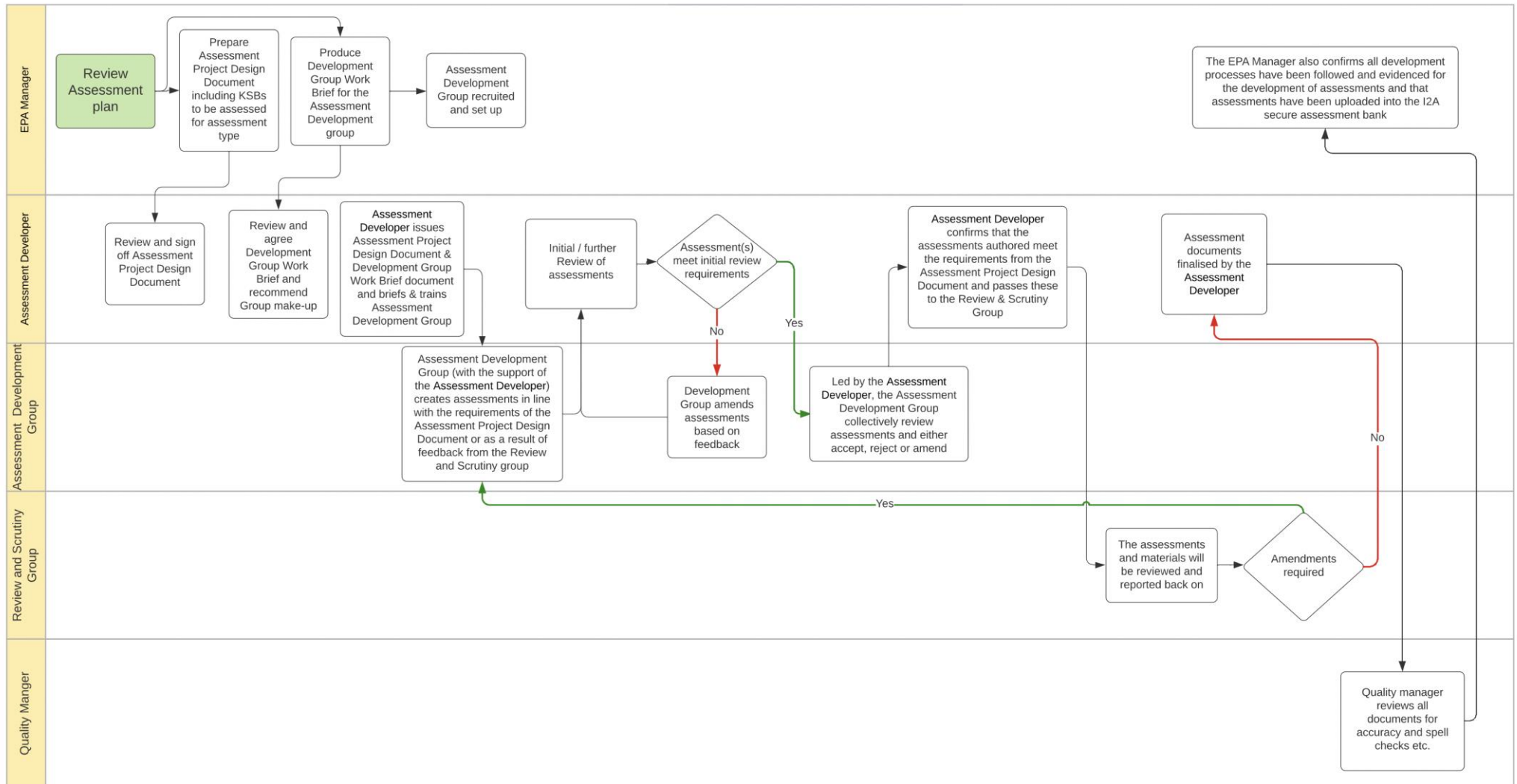
<b>EPA Manager</b>	<p>Identifies what needs to be included in each part of the assessment plan</p> <p>Creates assessment product design document and gets clarification from the Assessment Developer</p> <p>Creates an Assessment Development Group brief outlining their roles and responsibilities to meet the assessment plan requirements.</p> <p>Organises and/or delivers training for assesses and moderators regarding use of bank questions and any adaptations that may need to be made.</p> <p>Provides support and monitoring of the assessment process</p> <p>Collect feedback and data to submit to the Product Lifecycle Group</p>
<b>Assessment Developer</b>	Freelance contractor – employed for their skills in assessment design and bank question formation.

	<p>Agrees that the assessment product design document meets the requirements of the assessment plan and works from this to create an initial bank of assessments and scenarios for each part of the assessment plan – Trains and prepares the assessment development group regarding assessment development, quality, and security requirements.</p> <p>Chairs the meeting of the assessment developer group</p>
<p><b>Assessment Development Group</b> (Minimum of 4 people)</p>	<p>This group are sector specific specialists who can support the assessment developer in the context of how questions relate to the workplace.</p> <p>Each member of the group must sign a non-disclosure agreement and sign a contract with In2Assessments, checks will also be made for conflicts of interest.</p> <p>Creates, with the guidance of the assessment developer, and technically evaluates each assessment put forward and makes recommendations. Once the group agree on the assessments that have been set, the Assessment Developer will put this forward to the Review and Scrutiny Group.</p>
<p><b>Review and Scrutiny Group</b> (Minimum of 3 people)</p>	<p>This group is made up of freelance assessors and moderators, who have not been part of the original Assessment Developer Group.</p> <p>Chaired by the Assessment Developer the group reviews each assessment in relation to the KSB's are technically correct and ensures it meets the requirements of the equalities act.</p> <p>Recommendations for changes are made in conjunction with the Assessment Developer, and these can be referred back to the Assessment Developer Group. Once agreement has been reached, and signed off by the Review and Scrutiny Group they are passed to the EPA Manager for implementation.</p>
<p><b>Product Lifecycle Group</b></p>	<p>Represented by the Governing Committee, this group will analyse data and feedback from the implementation of the assessment process and make recommendations for improvements. These will be put into an action plan for the EPA Manager.</p>

## **Process for Assessment Development at In2Assessments**

The flowchart on the following page shows the approach followed by In2Assessments, followed by a description of the processes used.

## I2A - Assessment Development Process Chart



## **Step 1 - Interpretation of the assessment plan**

The starting point for development is the interpretation of the assessment plan for the standard. This will be completed by the EPA Manager who, from the assessment plan, will create an Assessment Project Design Document that will state:

- The development requirements for each assessment method within the assessment plan, including the number of assessments required (e.g. number of questions) in the form of a development brief, for each assessment method/module within the assessment plan
- Any requirements for extrapolation or breakdown of KSBs to provide more clarity
- The requirements for any assessment developers (e.g. item writers) and the skills that they require
- The requirement for support / stimulus and guidance materials
- Any areas of the assessment plan that are unclear, or could be mis-interpreted and may require clarification with the Trailblazer Group and / or Ofqual
- How assessments in development will be created and stored securely.

## **Step 2 – Review of the Assessment Project Design Document by the Assessment Developer**

The Assessment Developer will review the Assessment Project Design document, with one of the following outcomes:

- The Assessment Developer agrees that the Assessment Project Design Document meets the requirements of the assessment plan and has been interpreted correctly
- The Assessment Developer agrees that the Assessment Project Design Document meets the requirements of the assessment plan and has been interpreted correctly **but** agrees with the EPA manager that the areas of the assessment plan that are unclear, or could be mis-interpreted and may require clarification with the Trailblazer Group and / or Ofqual
- The Assessment Developer states that the Assessment Project Design Document **does not** meet the requirements of the assessment plan and **has not** been interpreted correctly

Development of the assessment materials will not begin until both the Assessment Developer and EPA Manager are in full agreement that the Assessment Project Design Document meets the requirements of the assessment plan and has been interpreted correctly, and any queries have been formally clarified with the Trailblazer Group and / or Ofqual. The form used for this sign off process is included at appendix A- *'12A EPA – Assessment Project Design Document Sign-off Form'*

### **Step 3 – Assessment Creation – Assessment Development Group Brief**

The EPA Manager will produce a work brief for the Assessment Development Group.

The Assessment Development Group is a group of people (with a minimum of 4) drawn from across the industry, and may include people from the assessor pool, to develop the detail of the assessments. Group members are required to sign a non-disclosure agreement and contract with In2Assessments.

The Assessment Development Group work brief includes details of:

- what the work outputs of the Group are, including information on the assessment instruments and related documentation to be developed, and the scope of the development work
- the control environment or any assessment delivery constraints
- the quality requirements for the development work.

The template used to produce the brief is at [Appendix B](#). In2A EPA – Work brief for Assessment Development Group.

Assessment Development Group members must be properly prepared to contribute to the activity and will be trained by the Assessment Developer on how to develop the materials, the quality requirements and the security requirements around assessment development. Checks will also be made on any conflicts of interest.

Where available, exemplar assessment instruments and associated documentation will be provided for Group members. For example, pre-existing samples of scenarios, mark schemes and assessor marking sheets. These materials also support the **comparability** of assessment instruments. Assessment Development Group members are also required to understand the Assessment Plan and will be briefed (and supplied with) a copy of the Assessment Project Design Document.

### **Step 4 – Assessment Creation – Assessment Development Group Membership**

In2Assessments has access to experts in specific topics who will be competent and capable of supporting effective assessment development. Such individuals are identified and recruited to participate in the Development Group. Assessors may also participate in the Development Group.

By using people from different parts of the industry and from different organisations, In2Assessments ensures there are a range of views on the type of information and responses that should be tested.

The Group's make-up supports the **validity** of the assessments by ensuring that they cover the range of role(s) across the industry and that there is nothing site or activity specific.

The Group is led and facilitated by the Assessment Developer and attended by the EPA Manager. The Group's work will be written up in detail during the session by the EPA Manager.

### **Step 5 – Assessment Creation - Outputs of the Development Group**

The Assessment Developer is required to have a full understanding of the Assessment Plan and the work brief, so they are able to effectively facilitate the Assessment Development Group meeting.

Following the Assessment Development Group meeting the Assessment Developer will be responsible for producing the first draft of final assessments documentation, based upon the Group's input and the detailed written notes.

Where needed the Assessment Developer may go back to individual or all Group members to clarify any points of detail.

### **Step 6 – Assessment Creation – Review by Scrutiny Group**

The authored assessments and guidance are reviewed by an assessment scrutiny group who possess relevant assessment expertise and the required knowledge and understanding of the industry. The group will be made up of a minimum of three members and will be facilitated by the Assessment Developer.

The group will be recruited in the same manner as the Assessment Development Group and will be subject to the same contacting and non-disclosure agreements.

The materials will be reviewed and reported back on using In2Assessmet's standard reporting form, Appendix C - In2A EPA – Review & Scrutiny Group review of assessment materials and assessor guidance.

Where the review gives cause for concern or presents anomalies within the materials, they should be returned to the Assessment Development Group for re-work or clarification, before return to the scrutiny group for rechecking.

## **Step 7 - Internal quality check and regulatory review**

The EPA Manager will consider the responses from the Scrutiny Group and ensure any amendments are made to materials.

The EPA Manager will proofread the materials also reading for sense. This will include cross checking information and ensuring information and references align within and across documentation. The outcomes of the complete exercise will be considered by the EPA Manager in their review.

The EPA Manager's quality review will mirror the audit checks and review any comments or amends prior to their finalising materials and signing off the final version. This work includes a regulatory check, Appendix D.

### **Evaluation of materials**

As part of its commitment to quality, assessment materials will be attributed with a time frame, or minimum number of assessments conducted at which point a review of the assessment materials will be carried out. This period is discussed between the EPA Manager and Assessment Developer at the point of signing off assessment materials and recorded on Appendix D.- In2A EPA - Quality check of assessment materials and assessor guidance.

Ongoing monitoring of assessment outcomes and any issues raised in relation to the assessments, will be looked into as part of standard quality assurance activity.



**Appendix A**

**In2A EPA – Assessment Project Design Document Sign-off Form**

EPA Title	
Name of Assessment Developer	

**Summary content**

	Assessment Developer Response	Dated
Gateway readiness requirements are accurate		
The Standard and Assessment Plan are correctly referenced and titled, including the level		
KSBs are accurate to Assessment Plan		
Target KSBs are accurate for each assessment method		
Descriptors of assessment method are accurate		
Marking criteria and grade scheme is accurately described		
Control and/or environmental arrangements are clearly stated		
Assessor expertise is stated, as in the Plan		
Timescales and running order are accurate		
Language is clear and accurate		
Are there any queries that must be addressed before development proceeds?		

## Appendix B

### In2A EPA – Work brief for Assessment Development Group

EPA Title	
Assessment instrument e.g. practical, written test, interview etc.	
Name of Assessment Development	
Development Group membership	
Development Group meeting date	

#### Development work to be carried out

This should be read in conjunction with the Assessment Project Design Document for the EPA

	Relevant details
Assessment instruments to be developed	
Associated documents to be developed (e.g. mark schemes, grading guidance, stimulus materials)	
Number and scope of assessment instruments	
Specific controls or In2A instructions for the management of the assessment process	

#### Quality requirements for the development work

Note:

- Where available exemplar assessment instruments and associated documentation will be provided for Group members.
- For Development Group members who are new to this process I2A will schedule a briefing session on assessment requirements.

Level	The language and level of demand of the assessment must be as specified in the Assessment Plan. Ofqual level descriptors should be used to guide work. The assessment instruments must be capable of allowing Apprentices to demonstrate their competence across all the grade descriptors.
Assessment delivery	The assessment must be capable of being carried out in the available time and must be <b>manageable</b> , within any constraints set.
KSBs to be sampled in the assessment	The Assessment Plan's identified KSBs must be covered in the assessment instruments. All assessments must represent the requirements set down in the Assessment Plan to support <b>valid</b> assessment.

All assessment instruments must be <b>comparable</b>	Each assessment instrument must be clearly referenced to the KSBs and where there are alternative or optional assessments, they must also be consistent in reflecting the level of demand and the coverage of appropriate KSBs. Any specimen assessments supplied, including samples for Apprentices, should be used to support comparability efforts.
Assessments must be capable of producing <b>reliable</b> outcomes	Each assessment should produce consistent or similar assessment outcomes. The accuracy and clarity of the assessments and associated marking guidance and criteria must be capable of being uniformly interpreted to support reliability.
Marking criteria	Marking guidance (mark schemes/mark sheets etc.) must be clearly referenced and specified.
Language of the assessment	Language should be clear, plain English with the exception of technical terminology or industry standard references and language. Language must be gender neutral. Language must be free from bias.
Access to assessment	Assessment should be accessible to all through the availability of reasonable adjustments, where appropriate. Where possible adjustments could pose a risk to the health and safety of an Apprentice, or others; or could compromise the reliability of the assessment this must be raised and discussed.
Industry standard	The assessment instruments need to represent current practices and approaches in the workplace.
Special instructions	Where appropriate the assessment may need additional guidance or information, for example around delivery in certain environments, if appropriate this should be discussed by the Group.

## **Appendix C**

### **In2A EPA – Review & Scrutiny Group review of assessment materials and assessor guidance**

EPA Title	
Assessment instruments reviewed	
Name of EPA Manager	
Name of Assessment Lead	
Development Group membership	
Review and Scrutiny Group membership	
Development Brief reference	

#### **Content and structure**

	Feedback Given
Do the assessments cover the required KSBs?	
Do the assessments cover the attainment (grade) range?	
Do the assessments conform to the assessment plan?	
Are mark schemes clear and accurate?	
Are the control arrangements for the assessment clear?	
Is the assessment(s) suitable for the range of Apprentices, industry and organisations?	

#### **Level**

	Feedback Given
Level set by Trailblazer	
EPAM assessment of level in assessment materials	

#### **Equalities and accessibility**

	Feedback Given
Is the language level appropriate for the Apprentice?	
Is the language gender neutral?	
Is the language and content free from bias?	
Do the assessments permit reasonable adjustments?	

Are any reasonable adjustments not allowable, if so, are the reasons for this justifiable?	
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**Marking guidance and materials**

	Feedback Given
Is the assessor guidance consistent with the Assessment Plan, assessments and marking scheme?	
Is there sufficient and clear guidance for assessors?	
Are the marking sheets, and all the relevant information to be completed, clear and easy to use?	

**Review & Scrutiny Group assessment material approval**

Materials approved/not approved	
Details for re-work if not approved	
Assessment Developer signature	
Date	

## **Appendix D**

### **In2A EPA - Quality check of assessment materials and assessor guidance**

EPA Title	
Assessment instruments reviewed	
Name of EPA Manager	
Name of Assessment Developer	
Development Group membership	
Review and Scrutiny Group Membership	
Development Brief reference	

#### **Content and structure**

	EPA Manager answer
Do the assessments cover the required KSBs?	
Do the assessments cover the attainment (grade) range?	
Do the assessments conform to the assessment plan?	
Are mark schemes clear and accurate	
Are the control arrangements for the assessment clear?	
Is the assessment(s) suitable for the range of Apprentices, industry and organisations?	

#### **Level**

	EPA Manager answer
Level set by Trailblazer	
EPAM assessment of level in assessment materials	

#### **Equalities and accessibility**

	EPA Manager answer
Is the language level appropriate for the Apprentice?	
Is the language gender neutral?	
Is the language and content free from bias?	
Do the assessments permit reasonable adjustments?	

Are any reasonable adjustments not allowable, if so, are the reasons for this justifiable?	
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### Marking guidance and materials

	EPA Manager answer
Is the assessor guidance consistent with the AP, assessments and marking scheme?	
Is there sufficient and clear guidance for assessors?	
Are the marking sheets and all the relevant information to be completed, clear and easy to use?	

### Regulatory review

	EPA Manager answer
Are the assessments <b>valid</b> ?	
Are the assessments <b>comparable</b> with pre-existing assessments?	
Are the assessments capable of producing <b>reliable</b> assessment outcomes?	
Are the assessments produced <b>manageable</b> ?	
Does the assessment(s) support equalities and <b>minimise</b> bias?	

### EPA assessment material approval

Materials approved/not approved	
EPAM signature	
First review date (or volume – whichever comes first)	
Date	

## Delivery of EPA



Service Map -  
Double click to open

The following In2Assessment staff, and contractors are involved in the delivery of assessments. A summary of key activities within their roles is also included below:

<b>EPA Manager</b>	Monitors and tracks apprentices submitting to gateway and confirm gateway requirements. Co-ordinates allocation of assessor to apprentice and provides secure access to EPA Portal (see below) for assessor to contact apprentice.
<b>IEPA</b>	Arranges times and schedule for each assessment method. Provides invigilation for tests or exams. Sets scenarios for L5, customer proposal report. Prepares questions from banked assessment approved by and implemented by the EPA Manager Observes Apprentice within workplace. Undertakes professional discussion and questioning of apprentice. Submits assessment record and grade for moderation
<b>Moderator</b>	Verifies the standard of assessment and confirms or adapts grade as appropriate to assessment standardisation. Forwards grade to EPA Manager to be confirmed with apprentice.

Gateway requirements outlined in Assessment plans:

These will be checked and verified by the Training Provider or Employer and uploaded to the EPA portal (Talus EPA Software that In2assessment intends to instigate following approval) and submitted to In2assessments for Gateway activation.

<b>OAI Level 3</b>
L2 in Maths and English Completion of a Portfolio of evidence
<b>OLS Level 5</b>
L2 in Maths and English Completion of a Logbook of Evidence Ofqual L2 Safeguarding qualification Ofqual L3 two-day outdoor first aid award

Following gateway submission, the EPA Manager will check and confirm that Gateway requirements are met and (if they are) will assign an assessor to the apprentice based on location, skills, and meeting COI requirements.



Assessors will be from a pool of trained In2A assessors and will be contacted by email by the EPA.

**Training provided by In2Assessmnts to approved assessors**

Onboarding and Induction and general employment information

- Safeguarding and prevent policy.
- Conflicts of interest policy.
- Monitoring and moderation policy.
- Whistleblowing policy.
- GDPR policy.
- Data Protection policy.
- Equality, diversity, and fair access policy.
- Hybrid and flexible working policy.

EPA Training

- Reasonable adjustments and special considerations policy.
- Complaints and appeals policy.
- Malpractice and maladministration policy.
- Assessment resources.
- Recording assessment data and information.
- Confidentiality of assessment materials
- Use of In2A IT systems
- Using, adapting, and recording bank questions.
- Adapting Bank Scenarios for Level 5 Customer Proposal Reports
- Managing security and integrity of assessment material
- Process of moderation
- Risk factor sampling.
- Assessment standardisation.
- Understanding the assessment plan.



Assessor Training  
Plan.docx

**Assessment Methods**

Methods set out in the End-point Assessment Plan:

**OAI Level 3**

Practical Test & Questioning  
 Observation & Questioning  
 Professional Discussion supported by a portfolio of evidence

**OLS Level 5**

Customer Proposal Report  
 Presentation & Questioning  
 Observation & Questioning  
 Professional Discussion underpinned by a logbook of evidence

**How will these be delivered:**

Assessment Method Level 3		Assessment Method Level 5	
Practical Test	(1)	Customer Proposal Report, Presentation and Questioning	(1)
Professional Discussion	(2)	Observation and Questions	(2)
		Professional Discussion	(3)

OAI Level 3		
Assessment Method	Apprentice/Employer role	In2A / Assessor role
Practical test (1)	<p>Session Plan Template given to apprentice or accessed via secure portal at the time of the assessment.</p> <p>Apprentice will have 1 hour to complete the test.</p> <p>Apprentice submits completed session plan via secure portal.</p>	<p>Apprentice will sit this in exam conditions and will be overseen by an approved invigilator, provided by In2A.</p> <p>Invigilator will check apprentices ID and will complete paperwork and submit to In2A within 24 hours of the test.</p> <p>(Appendix A) Either by scanning an emailing or by sending by recorded post to In2A.</p>
Practical test Questions (1)	<p>A suitable location should be arranged to undertake the initial questions. Free from interruptions and distractions.</p>	<p>5 Bank questions undertaken prior to the observation exercise on the day of the EPA.</p> <p>Assessors will record what questions were asked and responses given.</p>
Observation & Questioning (1)	<p>Date for the observation will be arranged with the apprentice and employer by the independent assessor through the portal.</p> <p>Employer and candidate will organise the group to undertake the activity for which the apprentice is being assess, based on their submitted session plan.</p>	<p>Observations will take place in the workplace and will be assessed face to face.</p> <p>5 Bank questions will be asked following the observation to verify or confirm KSB's</p> <p>Assessors will video the observation or record an audio if those involved in the activity do not have consent to being filmed.</p> <p>Assessors will record the questions asked and their response. Where bank questions were</p>

		adapted to fit (in line with guidance given to assessors) what was being observed this will also be recorded.
Professional Discussion Supported by a portfolio of evidence (2)	PD's will, where possible, will be arranged on the same day and will be undertaken in a suitable controlled environment. Apprentices will submit 5-10 pieces of evidence from their portfolio to support their professional discussion. These must be submitted via the secure portal at least 5 days prior to the EPA.	Between 5 – 8 bank questions will be asked based on the evidence submitted by the apprentice. Where bank questions are adapted to fit, (in line with guidance given to assessors) these changes should be recorded along with responses. The PD could also take place via video conferencing if required. Once the EPA has been completed the assessor should upload all evidence including video or audio recordings via the secure portal along with their assessment outcome and grading.
<b>OLS Level 5</b>		
Customer proposal report (1)	The apprentice will be provided with a scenario set by the Assessor from an established list verified by In2assessments. The Apprentice will have 6 weeks to complete and submit their report. The submission must be verified by the employer that this is the apprentices' own work.	The scenario will be based upon the apprentices' sector or work environment and will reflect the apprentices' normal type of client and working activity. The Scenario will be issued via the secure portal direct to the apprentice. The apprentice will submit their CPR via the portal within the timeframe.
Customer Proposal report Presentation and questioning (1)	The Customer Proposal report should be sent to the Assessor 2 weeks prior to the arranged presentation to allow the assessor time	5 bank questions should be asked based on each part of the customer proposal report. Where questions are adapted

	<p>to review the project report. The presentation should last for 30 minutes and will be arranged between the apprentice and the assessor. With a further 30 minutes of questioning based on the submitted report.</p> <p>A suitable location with appropriate resources should be made available to undertake the presentation, which should be free from interruptions or distractions.</p>	<p>these should be recorded along with the apprentices' responses. Where possible the presentation should be recorded either by video or audio only and submitted as part of the assessment evidence. The presentation and questioning could also take place via video conferencing if required.</p>
<p>Observation and questioning (2)</p>	<p>The apprentice must be notified of the observation at least 5 working days in advance. This will be generally arranged with the apprentice to ensure that they have a suitable work schedule on the day to be assessed.</p> <p>Observation and questioning will take place within the workplace and will include a range of the apprentices normal working routine and conditions and should not be a simulation. But naturally occurring. This may be split over two consecutive days for no more than 2 hours in total. To ensure that the KSB's can be observed naturally. The apprentice must be observed undertaking the following activities during the observation:</p> <ul style="list-style-type: none"> <li>• Briefing an allocated programme delivery team to ensure the needs of the customer and outcomes of the programme are understood</li> </ul>	<p>The assessor observes the apprentice within the workplace and will ask a minimum of 6 bank questions. These could be during the observation if it is appropriate or at the end of the observation process. Where the questions are adapted these will be recorded along with the apprentices' responses. These questions can also be supported with follow up questions to seek clarification. All responses should be recorded and submitted as assessment evidence.</p>

	<p>and actively worked towards</p> <ul style="list-style-type: none"> <li>• Leading individual and/or group learning outdoors using safe activity instruction and professional judgement to enable all participants to contribute and respond to changing conditions and needs</li> <li>• Facilitating and engaging participants in the learning process to provide an equal and inclusive learning experience that supports participants to achieve the intended outcomes of the programme</li> </ul>	
<p>Professional Discussion Supported by Logbook of evidence (3)</p>	<p>Professional Discussions will take place within an environment free from distractions and influence. Only the apprentice and the assessor will be present for this part of the assessment. The Apprentice may bring along their logbook of evidence, but this will not be assessed as part of the EPA.</p>	<p>The assessor will ask a minimum of 6 open questions plus additional follow up questions to seek clarification. Apprentices may refer to their logbook of evidence for reference during the PD. All adaptations to bank questions and the responses provided by the apprentice must be recorded. The discussion should be recorded via video or audio and submitted as assessment evidence and uploaded with all other recorded evidence to the secure online portal. The PD could also take place via video conferencing.</p>

On completion of assessment, assessors will complete all assessment records and decide upon a grade for each assessment method that they will submit via the secure portal along with the overall grade for internal moderation.

In2assessments will then inform the apprentice after moderation of their final grade.

The EPA Manager will provide training prior to assessors being allowed to assess, and support and feedback to the assessor throughout the assessment process ensuring that timescales are met, and quality and standardisation is maintained.

## **Apprentice Grading**

Apprentices will either receive a Fail, Pass or Distinction grade based on the outcome of their EPA. Assessors will make judgements based on evidence seen and in line with the grading descriptors provided within the Assessment Plan. The grading descriptors break KSBs down into actual actions and specific requirements which can be more easily assessed by making them measurable.

Where an apprentice has failed to reach any of the pass criteria outlined in the assessment plan, they would have failed that assessment method and will be awarded a failure overall.

Apprentices will need to demonstrate/fulfil all the requirements of the criteria to achieve a pass grade. The assessment plan clearly outlines what the apprentice needs to demonstrate to be awarded a pass or distinction grade. Apprentices will need to achieve a distinction across all assessment methods to achieve an overall distinction grade.

Decisions on grading will be made by the IEPA at the end of each assessment method and then overall at the completion of the EPA. They will then submit the apprentices' method grades and overall grade to the IV for moderation. This data will be transferred via the EPA Software programme. The final grade of the assessment will be confirmed by the IV following the moderation.

Guidance and training provided by In2assessments for IEPA's will stress the importance of good record keeping and the use, wherever possible of audio or visual recording to enable clear judgements and evidence that can be verified by the moderator. Assessor training will also include understanding grading descriptors and how these relate to the various levels of pass or distinction. This could be through the use of samples of past assessments or practical workshops and group discussions.

## **Monitoring and Moderating Standards of Achievement**

Moderators will be contracted to observe Independent End Point Assessors conducting actual end-point assessments. The frequency of the observations are based on the risk rating of the assessor to ensure that end-point assessment procedures are being carried out consistently and correctly,

The EPA Manager will also be required to oversee the sampling of assessments undertaken by the moderators and ensure the validation of completed assessments. The frequency and size of the sample will be decided by the Governing Committee and will be risk based.

The EPA Manager defines a sampling strategy and plan with all moderators for all assessors, which identifies the frequency of sampling and observation relative to the requirements of the apprenticeship assessment plan and risk factor associated with the Independent End-Point Assessor.

The EPA Manager will manage the sampling strategy agreed with the Head of In2assessments of the work carried out by the Moderators (IV's). This sample should be a representation of a cross section of assessors and grades awarded and should include a range of locations and employers. This should ensure that In2assessments 2-person assessment process can be reviewed and analysed to ensure that the assessment process is fit for purpose and clearly meets the required conditions.

## Quality Policy

The quality policy looks at the processes in place following the assessment design and include:

- Supporting and developing assessors and moderators
- Monitoring assessor practice and decisions
- Consistency assurance for assessing a standard
  - Ensuring the assessment is fit for purpose
  - Planning a sample for moderation
  - Observation of assessors
  - Assessor judgements
- Standardisation
- How things are dealt with if they go wrong

The following In2Assessment staff, and third-party contractors are involved in ensuring quality within the assessment process. A summary of key activities within their roles is also included below:

<b>Head of In2A</b>	Ensure all staff receive support via their induction, training, and development. Ensure that assessors and moderators hold the right level of occupational experience and qualifications to undertake the role and meet any requirements of the assessment plan. Monitor the performance of EPA Manager
<b>EPA Manager</b>	Support all staff in their induction, training, and development. Risk rate assessors and inform moderators. Monitor performance of IEPA's and moderators. Define Sampling Plan Provide training and workshops on assessor judgements
<b>IEPA</b>	Deliver EPA's Attend training and development sessions for improving EPA delivery.
<b>Moderator</b>	Moderate assessments based on sampling plan. Provide feedback to EPA Manager on assessment outcomes where grading is challenged and for results to be forwarded to apprentice. Recommend risk rates of assessors to EPA Manager Observation of assessors



## Supporting and Developing Assessors and Moderators

Quality within any organisation or establishment relies on the knowledge, skills, and behaviours of its people. In2assessments is no different, it relies on having the right personnel in the appropriate positions and ensuring that those personnel remain current in their skills and enthusiastic about the work they do. This starts from recruitment onwards. In2assessments is fortunate to have Inspiring Learning human resources department to support the recruitment and on-boarding of staff.

From creating job descriptions, contracts of employment, gathering pay details or ensuring that new staff references are checked and that they have completed a DBS check. Induction and ongoing training will be supported and monitored throughout their employment by the Head of In2assessments and the EPA Manager.

In2A will ensure that all assessors and moderators will have access to written and electric copies of the appropriate assessment plans along with In2A guidance for assessors. Assessors will be granted access to secure assessment documents as and when assessment requirements authorise.

Along with this they will also be provided with and receive training on (as part of their inductions), access to copies of the following policies:

- [Safeguarding and prevent policy](#)
- [Conflict of interest policy](#)
- [Monitoring and moderation policy](#)
- [Complaints and appeals policy](#)
- [GDPR policy](#)
- [Equality, diversity, and fair access policy](#)

For each assessment they will also be provided with any information regarding candidate's assessment needs or access requirements. (Reasonable Adjustments)

Assessors have contact details to seek advice, or discuss any challenges on the day of assessment, from the EPA Manager or Head of In2assessments. This is also covered through induction.

In2A will hold the following information on Assessors/Moderators following engagement, whether full, part time or freelance: This information will be held electronically where possible.

- Personal profile or CV outlining skills, knowledge, experience, and competence.
- Assessor Certificate (D units, A1, V1 TAQA) – Essential for OAI L3, recommended if they don't hold a recognised assessment qualification that addresses the assessment of KSB's in the workplace.
- Recent and relevant experience of the occupation/sector gained in the last 2 years or significant experience of the occupation/sector – For OLS L5

- CPD records outlining the development activities undertaken by the assessors/moderators to maintain competency and support given to improve performance.
- Training record to confirm that the assessor has been through the In2A assessor training plan
- Conflicts of interest, and where applicable mitigation

Only assessors and moderators with the appropriate occupational experience, assessment skills and qualifications (where required by the assessment plan) will be used to undertake EPA's with In2assessments. All assessors and moderators will receive full training from In2A.

### **Undertaking EPA Assessment Decisions Consistently**

In2assessments is committed to maintaining consistency across all end point assessments and the achievement of comparable outcomes across each of the apprenticeship standards. This will be achieved through a process of assessor and moderator induction, training, and monitoring. The EPA Manager will structure a training plan with everyone on initial contract to ensure that all assessors are delivering to the same expected standard.

The following outlines this processes:

### **Monitoring Assessor Practice and Decisions**

The performance of Independent End-Point Assessors and Moderators will be controlled through moderation, via In2A moderators. They will work to a schedule and parameters defined by the EPA Manager and based on the risk rating of each assessor.

Performance of assessors will be very closely monitored by the EPA Manager and fed back to the Head of In2A and the Governing Committee.

The performance of the EPA Manager will be monitored by the Head of In2assessments along with the Governing Committee.

Moderation will include regular programmed sampling of all assessment methods within end-point assessment and will lead to one of the following outcomes:

- Confirmation that the Independent End-Point Assessors performing to In2A requirements.
- The Independent End-Point Assessors receive formal constructive feedback and actions for any improvements through appraisals and In2assessments training and updates.
- The Independent End-Point Assessors are actioned to undertake additional training to maintain their registered status (if applicable) in their EPA role within the contractual Agreement.

- The Moderators will advise that the risk rating of the assessor be increased or decreased which may lead to further scrutiny.
- The Moderators will advise the EPAO that, in the best interests of the EPAO, the Independent End-Point Assessors who carry out end-point assessment should be suspended with immediate effect. This outcome should rarely occur and may require further investigation.

## Consistency assurance for assessing a standard

### Ensuring the assessment is Fit for purpose by:

The principal purpose is to ensure that all apprentices are assessed in a consistent manner against the assessment plan.

Statement	Managed by
<b>ensuring quality standards throughout the learner journey.</b>	Through gathering data from the whole process from observations, moderation, feedback from learners and feedback from assessors.
<b>ensuring accuracy and consistency of assessment decisions made by assessors</b>	Through moderation and observations
<b>identifying issues and trends that develop</b>	Through data gathered through moderation and observation and feedback
<b>supporting and developing assessors and tutors</b>	Through regular one-to-ones to identify learning required and through feedback and data from moderators
<b>ensuring accountability for assessment decisions</b>	Through regular sampling of assessment based on risk factors, plus also sampling of moderation by the EPA Manager
<b>ensuring policies and procedures relevant to EPA are maintained</b>	Revised annually by the Governing Committee and requiring each assessor/moderator to undertake refresher training each year. This will be implemented through the Flow online training. Monitored by the Head of In2A
<b>ensuring achievement made by learners and judged by assessors is recognised and meets the grading criteria.</b>	Through Moderation and monitored by EPA Manager
<b>ensuring the correct and appropriate assessment methods are used by assessors</b>	Prepared through induction and initial training and then monitored through moderation and observation

<b>ensuring confidentiality of the learner and provider are always maintained</b>	Monitored through the EPA software (Talus) both by the EPA Manager and Head of In2A
<b>ensuring sampling of assessments is occurring</b>	Monitored by the EPA Manger and data collected and shared with Head of In2A and Governing Committee.

Internal quality assurance principles include ensuring standardisation activities take place, assessment decisions embrace inclusion, equality is promoted with learners and the diversity of learners is valued by all staff. It ensures that fairness is apparent in all assessment decisions and that there are auditable records to show this.

Other principles include maintaining health and safety practices, such as risk assessments. Also ensuring all staff have access to training and CPD, that assessors and staff members are motivated and that clear communication between takes place regularly.

### **Planning a Sample for Moderation**

In2assessments will implement a sampling plan through freelance moderators, defined by the EPA Manager. The sample will consider the full range of assessment methods undertaken by assessors for each Apprenticeship Standard that they assess for and should consider the following, which will result in a defined level of risk and subsequent size of sample:

- a) Experience**  
New to the organisation, the role of assessor, or the apprenticeship standard
- b) Workload**  
The sample size should also reflect the workload and decisions of each assessor and the sample should be adjusted up or down accordingly.
- c) Location**  
The IQA sample will capture a cross section of locations to ensure that consistency is maintained throughout.
- d) Observations**  
The opportunity to observe and provide direct feedback on assessments and should be in relation to the number of assessments or times during the year that assessments take place. Observations should be undertaken on assessors at least twice per year or relative to the numbers of assessments they undertake. The number of observations should increase as the assessor's risk factor rises, but should reduce as the risk factor falls, but no lower than the twice per year.

<b>Sample</b>	<b>High Risk</b> (New to role/ errors in previous assessments)	<b>Medium Risk</b> (Consistent level of unchallenged grading decisions/infrequent employment with In2A)	<b>Low Risk</b> (Consistent level of unchallenged grading decisions/regular employment with In2A)
<b>Observation</b>	Observed at least twice per year	Observation undertaken and positive outcome to move to this stage. One further observation undertaken during the year	Observation undertaken and positive outcome to move to this stage. One further observation undertaken during the year
Various Locations	Large Sample 100%	Medium Sample 50%-75%	Medium Sample 50%-75%
Similar Locations	Large Sample 100%	Small Sample 25%- 50%	Small Sample 25%- 50%
Range of assessment methods	Large Sample 100%	Medium Sample 50%-75%	Small Sample 25%- 50%
Small Workload	Large Sample 100%	Medium Sample 50%-75%	Small Sample 25%- 50%
High Workload	Large Sample 100%	Large Sample 100%	Medium Sample 50%-75%

An assessor's level of risk may change based on the challenged grading decisions made by the moderator and the need to challenge any complacency for those assessors who are deemed as low risk. It will be the decision of the EPA Manager to determine the risk level of an assessor based on the feedback from the moderators and any complaints or appeals raised against them.

### **Observations of assessors**

Independent moderators will be contracted to undertake observations of assessors in EPA locations to feedback to the EPA Manager. These observations will also provide opportunities to increase or lower the risk level of an assessor. Based on the feedback and action required by the assessor the EPA Manager may arrange a further observation to readjust the risk level. Especially where the assessor had had their risk level raised.

Records of observations will be kept and where candidates allow, the EPA process will be captured via video for purposes of review or training of others.

Observations on each assessor will be undertaken at least once a year for those who are deemed low or medium risk and at least twice a year for those who are deemed high risk. All assessors in the high-risk bracket and new to In2A will be observed within their first ten assessments to ensure all training and development

provided by In2A is being implemented and that assessors are meeting and exceeding at delivering to a good standard.

Observations will also be undertaken by the EPA Manager or the Head of In2assessments as part of the holistic review of the EPA process. Ensuring that moderators contracted to observe, and feedback are also being scrutinised within their role.

### **Assessor Judgments**

The EPA Manager collates information from moderators to ensure each assessor is applying the rules consistency. They also support assessors by standardising assessment judgements through one to ones, workshops, and group discussions. This is to ensure that:

- Assessors consistently make valid decisions.
- Assessors make the same decisions when given the same learner work or evidence.
- All learners are assessed fairly.

These will be schedule as part of the induction and initial training and will ensure assessors are prepared before undertaking their first assessments for In2assessments.

## Standardisation



Service Map -  
Standardisation

Standardisation is a vital part for all those involved in the EPA process. Fundamentally it enables In2assessments to check and monitor that assessors and moderators have the skills, knowledge, and behaviours to be:

- Asking the right questions
- Forward planning with learners
- Making accurate assessment decisions
- Providing suitably detailed and specific feedback
- Fully recording the outcome of the assessment process

The following table outlines the various activities undertaken to contribute to standardisation across the assessment process.

Action	How delivered	When delivered	Delivered by	Monitored by
<p>How assessors develop and display confidence in the assessment process and prepare and raise confidence of the candidate.</p> <p>Assessors planning with learners is clear and concise, jargon free and considers the learners particular needs, but is delivered as to not advantage/disadvantage the learner.</p> <p>Clear understanding of the assessment plan, the criteria and how each method will be assessed.</p>	Workshop/group discussion	Induction	EPA Manager	<p>Observation (moderators)</p> <p>Feedback from learner</p>
What constitutes a suitable environment for each assessment method to take place.	Workshop/group discussion	Induction	EPA Manager	Observation (moderators)

Structuring questions and asking in a way that allows learners to respond appropriate to the assessment conditions. E.g., over technical, leading	Workshop/group discussion	Induction	EPA Manager	Observation Moderation
Checking of apprentices work in appropriate time frame. Avoid cheating, plagiarising, copying the work of others.	Workshop/group discussion	Induction	EPA Manager	Observation Moderation
Action points not being carried out following review or feedback	One-to one	When arises	EPA Manager	Observation Moderation Feedback from learner
Under or over assessing compared to others  Incorrect grading	Workshop/group discussion  Assessment sampling	Induction  When arises	EPA Manager	Observation (moderators)  Moderation
Managing time pressures –  Not enough time to perform assessment role correctly.  Demands on numbers of apprentices to EPA is too high causing inadequate assessments.	One-to one	When arises	EPA Manager	Observation (moderators)  Assessor Feedback  EPA Software
Availability of technical resources to ensure that all learners have the same opportunities to display KSB's.	Discussion	When arises	EPA Manager	Assessor feedback  Feedback from learner
Giving feedback to learner following EPA, that is helpful, appropriate and but doesn't allow the learner to question the outcome and grading of the EPA.	Workshop/group discussion	Induction	EPA Manager	Observation (moderators)  Feedback from learner
How evidence and records are stored, how they are kept safe and who and when does the	One-to One	Induction	EPA Manager	Head of In2A



various roles have access.				EPA Manager
Where on or more of the above actions impacts on the assessment process leading to an assessor giving more of an advantage to a learner than another assessor of the same subject.	One-to-one	When arises	EPA Manager	EPA Manager Observation (moderators) Moderation

## **Standardisation Events**

Standardisation is a key function of assessment and, led by the EPA Manager and supported by the Moderators, this must take place at least once per year for each Standard and outcomes must be recorded and retained.

The EPA Manager must ensure that each assessor consistently completes the following to In2A requirement:

- Planning assessment and briefing learners.
- Ensuring assessments are clearly documented/recorded.
- Interaction with learners (including questioning).
- Ensuring marking is accurate and consistent.

The format and themes from Moderation, including documentation reviews and observation of assessors:

- Findings and themes from Moderation, including documentation reviews and observation of assessors.
- Updates and changes to any In2A assessment materials.
- Any outcomes, relating to assessment, of an complaints or appeals or instances of malpractice.
- Cross marking of example assessments and comparing for consistency of marking and levels of attainment.
- Reviewing assessments recordings and marking by multiple assessors to ensure consistency.
- Reviews of historic borderline assessment decisions.

All assessors must engage with at least one standardisation event every year and for new assessors they will have been through a standardisation session as part of their onboarding and induction.

### How things are dealt with if they go wrong

Activity/Event	Apprentice	Employer	Assessor	Moderator	EPA Manager	Head of In2A	Governing Committee	Governing Body	Further action
<b>Technical Issues</b>					See what needs to be done to resolve technical issue	Informed of situation Raises issue with Governing Committee	GC informed of issue and if financial implications raised with governing body	Governing body approves expenditure or provides suitable solution if finance not available	EPA Manager checks technical issues and finds solution fix
<b>Assessor / Moderator recruitment &amp; authorisation</b>					Checks details and COI where issues found these are raised with Head of In2A and Governing Committee	Head of In2A identifies risks associated with assessor/moderator and advises GC	Governing Committee make decision based on exposed risk and actions put into place to manage risk		Action taken is recorded and added to assessors/moderators' online records
<b>Training &amp; development of assessors /moderators is not met</b>						Head of In2A ascertains where the failure had occurred and implements training/development to take place	Head of In2A informs GC on next meeting on what has happened and what action has been taken	Governing Body informed	Head of In2A rectifies the cause of problem and puts action into place to prevent re-occurrence
<b>Apprentices' reasonable adjustment of special consideration are not informed to the assessor or not taken into consideration prior to the assessment by In2A</b>			Assessor decides on appropriate action to take and contacts EPA Manager to confirm action prior to assessment taking place		Considers request in line with previous or similar requests and recommends action that will not give the apprentice an unfair advantage over other candidates.	Systems are investigated to see why this request had been not action or informed to the assessor. Was it apprentice, employer or EPAO failure.	Informed of any changes made to processes to alleviate future problems		Systems are adapted to ensure any future requests are not missed.
<b>Apprentices agreed</b>	Apprentice during	Employer informs EPA	Training and support are	Moderator is informed by	Meets with Assessor to find	Is informed by EPA Manager, Head of	Informed of mistake made		Example used in induction and

<b>reasonable adjustment of special consideration are not taken into consideration during the assessment process</b>	assessment is unaware that no adjustments or considerations are taken into context. Only realises following grading result	Manager before making a formal appeal	provided to ensure that future assessments do not have a similar occurrence	the EPA Manager that the assessor failed to take into consideration the agreed reasonable adjustments - makes a decision on projected outcome if these were in place	out why RA or SC were not considered. Informs moderator to see if grade would have been different to what was awarded if the right things were in place	In2a decides to offer a free re-assessment if required	and action taken - Recorded into records		assessor training to prevent future incidents
<b>Employer and Apprentice inappropriately prepared for the assessment</b>	Apprentice does not provide suitable examples to gather evidence or observation activity doesn't meet assessment plan requirements	Employer fails to provide suitable locations for assessment or true observational	Ensures information sent to employer and apprentice is correct - May consider rescheduling assessment		Informed of non-provision decides if assessment to be rescheduled at cost to the employer/training provider	Updated on situation	Informed of situation		Information for employer /apprentice is checked on a regular basis to ensure it is up to date and communications are happening effectively
<b>Assessor is ill or has an issue that prevents them attending the assessment</b>			Assessor contacts EPA Manager to inform them of the situation of why they cannot attend the assessment scheduled - Ideally not on the day		Assessor contacts EPA Manager - Looks for alternative assessor if available - Contacts employer /apprentice to inform them of change of assessor or reschedules EPA at no cost to employer or training provider				Records of available assessors kept with In2A. Regularly updated with availability and commitment.
<b>Complaints &amp; appeals</b>	Apprentices may raise a complaint or bring about an appeal regarding their grade where	Employers may raise a complaint or appeal on behalf of the apprentice if they believe			EPA Manager will initially review the complaint or appeal before bringing together an independent panel to review the	Updated on situation and is involved in setting up independent panel	Informed of situation and outcome	informed of outcome	Situation is reviewed and action taken to prevent re-occurrence If it is assessor focused, then

	they believe the incorrect actions or behaviours of the assessor has led to an unfair assessment	the actions or behaviours of the assessor has led to an unfair assessment			assessment outcome. These will follow the complaints and appeals procedures				training and development is put into place.
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# Assessment Review Process



Service Map -  
Assessment review pr

The following In2Assessment staff, and contractors are involved in the assessment review process. A summary of key activities within their roles is also included below:

<b>Governing Committee</b>	Analyse data and feedback presented by the Head of In2assessments on improvements or recommendations to changes to the EPA process. Review feedback process and make recommendations for improvements. Determine timetable of action plans for proposed changes Review complaints and appeals procedure on an annual basis
<b>Head of In2A</b>	Ensure recommendations made by the Governing committee are implemented within the set timetables. Create a culture of continuous learning
<b>EPA Manager</b>	Gather data from the assessors and moderators for the review process. Analyse and select data relevant to the review process and forward to the Head of Assessments. Implement actions regarding impact on the roles of assessors and moderators. Seek feedback from all stakeholders
<b>IEPA</b>	Provide data and information for the review process
<b>Moderator</b>	Provide data and information for the review process

In2assessments will routinely review the processes and procedures it has in place to ensure that it is able to provide and deliver EPA's. In2A will consider the impact of its delivery upon all the stakeholders in the assessment process and will schedule improvements and developments within a cycle of continuous improvement.

This will be triggered by the Governing Committee either when an incident occurs or when the review period has reached 12 months with no reflection taking place.

## Review of assessment Development

The approach starts at the development stage where the assessment developer will put together assessment strategies to meet the various assessment methods of each qualification. These could include scenarios, bank questions, practical tests, multiple choice question papers. Their work will go through a process of scrutiny and refinement before being signed off by the EPA Manager before introduction into the assessment process. As outlined in [7.1 Design and development of an assessment.](#)

This process will be reviewed by the Head of In2assessments and the Governing Committee. This will be undertaken on an annual basis or when any potential issues are brought to its attention during the year.

### **Process for evaluating Bank Questions.**

To enhance the review process, each bank question written and signed off for the EPA will be coded. This code will be used and recorded by the assessor each time it is used during an assessment from the selection of bank questions. Where the question has need to be adapted to fit the specific work environment or assessment situation, the assessor will indicate that adaptation by recording an (A) in brackets after the code.

Using the list of codes, it will be easy to identify when and where questions had been used or adapted and by whom. Analysis of the data will show what questions had been used most often, which ones had required adaptation and how the question was responded to. This will then allow for a more analytical review process and provide tangible data for the assessment developer to revise future question schemes.

Through regular sampling and moderation any issues with question formation or adaptation can be easily referenced and a review of the use of questions put into place. Individuals will be identified and training and development implemented.

### **Review of Delivery.**

At least once per year or when triggered by an issue, In2assessments will review how assessors have been trained and supported to understand the assessment plan and the processes put in place to implement that plan. This includes assessment methods used within the qualification, the use of bank questions, scenarios and the assessor's rapport and interaction with candidates to create ideal assessment conditions. This will be through feedback from assessors on training and through feedback from observations, and moderations undertaken by moderators. The purpose of this review is to improve assessors' delivery skills and recognise and share good practice.

### **Time keeping and scheduling.**

Through the online portal (EPA Software programme) the EPA Manager will be able to identify where each apprentice is within their EPA process and provide the right level of support for each of the assessors to achieve their assessment requirements. Where assessors are apparently falling behind in their scheduling of EPA, the EPA Manager will be able to provide reminders or re allocate assessments if workloads are too high.

The Head of In2A and the EPA Manager will review the practicalities and limitations of the online portal on an annual basis to ensure that the software is fit for purpose and meets the administrative needs of In2assessments.

The EPA Manager will monitor and review the time taken for apprentices to complete EPA from submission to gateway to receiving their certificate. This data will be part of the quarterly data that is shared with the Governing Committee and with the Governing Body.

The Head of In2A and the EPA Manager will analyse the information gathered and will identify and implement processes to help reduce any hold ups or barriers preventing apprentices proceeding at their appropriate pace through the EPA process. All these processes will be part of the Monthly measures undertaken by the Head of In2assessments.

## **Moderation**

Results of each assessment are submitted for moderation and the moderator (IV) feeds back the results to the EPA Manager for review. Moderators will highlight where their decision has differed from the result proposed by the assessor. The EPA Manager will then review a sample of the Moderators work to ensure that this also shows a level of consistency and standardisation.

This data is shared with both the Head of In2assessments and the Governing Committee. They will determine what action if any should take place and implement the changes. This could include a review of how each assessment method is resourced, standardisation workshops, or one to ones with assessors to improve knowledge and skills.

The review process will look at all areas of the assessment process that may be called upon including requests for reasonable adjustments or special considerations. Within this review process the attention will be on whether the decisions made by the IEPA, and the EPA Manager provided an unfair advantage or imposed limiting factors onto the EPA outcome. General aspects of the impact of reasonable adjustments or special considerations are covered in the policy document. [Appendix 1](#)

These will be analysed to see if these were specific to an apprentices EPA or if there is a trend or pattern in the decisions or judgements being made that have a negative outcome to the process on a range of EPA's. The review will be triggered by either issues raised or once a year as part of the annual review process.

Any actions or recommendations for improvement will be put forward to the Governing Committee for them to decide on an outcome or plan of action or implementation.

## **Reviewing complaints and appeals**

Complaints or appeals brought to the attention of In2assessments, will be addressed as they arise in the timely manner as outline in the complaints and appeals policy. [Appendix 2](#) The Governing Committee will review all the complaints and appeals on a yearly basis to see if there are any trends or patterns that highlight where changes or improvements to systems and processes will reduce or eliminate any future complaints or appeals.

## **Seeking Feedback from stakeholders**

In2assessments will also seek feedback from all those involved in the EPA process to help review the current processes in place. Apprentices and Employers will be asked for feedback on both the pre assessment support and the assessment process itself. Assessors and moderators will be asked for their feedback on training and support given to ensure that this is appropriate in the future. Feedback will be periodically reviewed by both the EPA Manager and the Head of In2A, and actions and recommendations raised with the Governing Committee. Annually the Governing Committee will review the feedback process and make recommendations and a time tabled action plan for implementation.

## **Culture of continuous improvement**

In2assessments works with an open culture where feedback and opinions are sort and encouraged. Where the ethos of the company is one of always striving for



quality and improvement. This is the way that the Head of In2assessments and the EPA Manager will work and interact with its staff, contractors, and other stakeholders.

Employees and contractors will be encouraged to come forward with ideas and suggestions to challenge the status quo, and to strive for perfection. Employees and contractors should also be convinced that these ideas and suggestions are considered and appraised, and a response and explanation is given if they are not actioned or implemented. This should help prevent individuals trying to change or influence the way they or others are working or try and interpret a policy or procedure in a different way, without confirmation or approval.

By having employees and contractors work together in an organised and structured manner will ensure that there is a solid level of standardisation across all that the organisation does. Not just during the end point assessment.