Apprenticeship Assessment

VQA Level 4 End-Point Assessment for ST0146 Assessor Coach

Standard Specification

Qualification Number: 603/5230/9

Version Number: V1.0

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Key Information

Reference:	ST0146
Version:	1.0
Level:	4
Typical duration to gateway	15 months
Typical EPA period	Eight weeks
Maximum funding	£7,000
Route:	Education and Early Years
Approved for delivery:	29 January 2016
LARS code:	401
EQA provider:	Ofqual
Review:	Retired on 31 March 2023
Qualification number:	603/5230/9

A dispensation has been applied to the Assessor Coach EPA version 1.0 for this apprenticeship. The dispensation will last to 28th May 2025 or sooner if the learners complete.

End-point assessment organisations (EPAOs) delivering EPAs for the apprenticeship will implement the dispensation as required, supported and monitored by the relevant EQA provider.

The key changes are:

Observation:

- **In exceptional circumstances, where an external subject specialist advisor cannot be appointed, the EPAO can appoint a subject specialist advisor from the employer's organisation.**

A temporary dispensation has been applied to the ST0146 Assessor Coach end-point assessment plan version AP01 for this apprenticeship.

The dispensation removes the requirement for the apprentice to complete the level 2 ICT qualification.

The dispensation will end 28/05/2025 but may be withdrawn sooner if the dispensation is no longer necessary.

Summary

Overview of the Role

The Assessor Coach role has emerged within the Education and Training Sector (ETS), over the last 30 years, originally as a result of the implementation of vocational (competence-based) qualifications (notably NVQs) and formalised work-based education and training.

The Assessor Coach is a dual professional, using their up-to-date professional knowledge and skills to support vocational and professional development across the formal ETS as well as in any employer setting, and at any level. They may, for example, coach and assess apprentices, trainees or new recruits (ranging from young entrants, to new CEOs) in the workplace, commensurate with their own level of experience and qualifications, as required by their employer or their sector.

Assessor Coaches coach and assess vocational learners, usually on a one-to-one basis, in a range of learning environments. Coaching skills involve complex communication techniques to actively

listen, provide feedback and to engage learners in planning their individualised learning programme. These skills are also integral to assessing learners' competence in relation to work-related/industry standards and life skills.

Assessor Coaches work co-operatively with other ETS or professionals (such as teachers, human resource professionals and mentors/supervisors in the workplace) in supporting the learner's development of vocational competence and the wider skills that relate to employability and professionalism.

Typical Job Titles

Typical job titles include: Assessor and Coach.

Assessment Methods

The end-point assessment (EPA) for this standard consists of two assessment methods:

- Observations followed by questions and answers
- Professional discussion informed by the showcase

Assessment Order

The assessments can take place in any order and will typically be carried out on the same day. The professional discussion can take place before, after or between the observations, according to the availability of the learners to be mentored.

EPA Window

The end-point assessment must be completed within eight weeks of gateway acceptance.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Level 2 ICT Qualification (see temporary dispensation information)
- Level 1 Safeguarding
- Showcase and Mapping and Tracking Form

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Observation

Assessment Overview

This includes two Assessor Coach sessions with a minimum of two different learners, totalling 120 minutes, with a potential variance of 10% depending on the needs of the learners being assessed/coached by the Assessor Coach apprentice. The observation will involve learners who will be taking part in a genuine coaching/assessing session, not role-playing. It will usually be a one-to-one session, but group coaching/an assessing session may also be observed, other learners will not be present during these observations.

The End-Point Assessor must take detailed notes during/whilst completing the observations, mapped or cross-referenced to each of the 15 knowledge and skills criteria and the six professional behaviours.

Should the apprentice be observed compromising safety or infringing other codes of practice, the EPA will be terminated and a fail will be recorded.

Following the Assessor Coach's observation, the End-Point Assessor (following advice from the Subject Advisor where necessary) will question the apprentice in order to clarify any specific sector/specialist practice(s) arising from the observation (e.g. "Why did you take that approach?"), or to address skills or behaviours that may not have been apparent (e.g. "What would you have done if there was a safety issue here?").

The duration of the questioning relates to any clarification required around the knowledge, skills or behaviour, and will therefore be specific to each Assessor Coach observation and each apprentice. Questioning, where needed will not exceed 10% of the total time of the observation. The Assessor Coach observations represent a total of 70% of the EPA.

Grading

This assessment is graded as distinction, pass or fail according to the assessment criteria.

The Assessor Coach observations are scored out of a possible 42 points, with a **weighting of x2 added**. Therefore, this assessment represents 70% of the end-point assessment activities.

If zero points (not demonstrated) are assigned to any of the assessment criteria, this assessment will be graded as a fail.

To achieve a pass:

- all of the criteria must be allocated at least one point
- at least 10 of the criteria must be allocated two points
- the apprentice must achieve a minimum score of 62 (after x2 weighting).

Point Allocation		
0 Points	**Not demonstrated**	The relevant skills, knowledge and behaviours are not fully evident in the observed practice or explained partially in subsequent questioning.
1 Point	**Partially demonstrated**	Relevant skills and behaviours have been observed or partially explained through questioning. Questioning, however, reveals only a superficial understanding of the knowledge requirements.
2 Points	**Well demonstrated**	All relevant skills, knowledge and behaviours have been demonstrated effectively and/or comprehensively explained or justified in subsequent questioning.
Apprentices will be deemed to have failed if zero points '0' (not demonstrated) is allocated in any of the knowledge, skills and behaviour (KSB) criteria, listed in the table below.		

Grade	Points Awarded	Weighted (x2) Points Allocated
Distinction	36-42	72-84
Pass	31-35	62-70
Fail	0-30	61 or below

Observations – Assessment Criteria

The Assessor-Coach will be able to: (Skills)
Plan coaching and assessment
S1 facilitate access to relevant, current information advice and guidance (IAG)
S2 apply or reference relevant initial and diagnostic assessment
S3 agree a programme of development and assessment, setting realistic but challenging goals that meet learners' and employers' needs
S4 liaise with employers, colleagues and others to support learners' development
Deliver coaching support
S5 anticipate and overcome barriers to progress and inspire achievement, ensuring that learning is inclusive and supports diversity
S6 highlight learners' mathematics and English needs, and signposts to appropriate support
S7 give timely feedback on progress towards mastery of relevant skills and knowledge
S8 provide access to pastoral support and guidance
S9 promote the safe and effective use of digital and mobile technologies to support learners and the Assessor-Coach role
S10 agree and record targets and progress, complying with quality, confidentiality and data protection requirements
Assess learners
S11 use effective listening, assertiveness and questioning to support learners' to engage with their learning plans and with assessment criteria and processes
S12 comply with awarding organisation requirements and local quality and safety guidelines
Support quality improvement
S13 support peer review and quality assurance procedures
S14 report concerns about quality and safeguarding through appropriate channels
S15 maintain the currency of their own knowledge and skills, with reference to workplace practice and feedback from others

Professional behaviours. The Assessor-Coach will:
a. Inspires, motivates and raises learners' aspirations through their passion for the sector
b. Operates at all times to ethical and legal standard and within professional boundaries
c. Models and encourages mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies
d. Is resilient and adaptable when dealing with challenge and change and maintaining focus and self-control
e. Values the importance of mathematics, English and ICT in learners' future economic and social well being motivate and raise learners' aspirations through their passion for the sector
f. Evaluates and improves their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training sector

Professional Discussion

Overview

During the professional discussion, the End-Point Assessor will clarify and validate the apprentice's claim to meeting the Assessor Coach standard through ongoing practice, illustrated in the exemplary evidence

provided in the showcase, mapped or cross-referenced to the knowledge, skills and behaviours listed in the thematic/synoptic areas.

When the End-Point Assessor has received the showcase, they will complete a desk-based evaluation of the evidence submitted in relation to the knowledge, skills and behaviours of the standard. Questions will be prepared by the End-Point Assessor in readiness for the EPA on-site visit and the professional discussion.

The prepared questions will address and clarify any practices where there appears to be gaps in fully meeting the standard. The End-Point Assessor will be advised by the Subject Advisor, where appointed, in relation to any sector/specialist knowledge and principles.

The professional discussion session will last for a maximum of 60 minutes, with a variance of 10% allowed. The professional discussion represents a total of 30% of the EPA.

Grading

This assessment is graded as distinction, pass or fail according to the grading criteria.

The professional discussion is scored out of a maximum of 36 points and represents 30% of the end-point assessment activities.

In order to achieve a pass for this assessment:

- each of the thematic/synoptic areas must be awarded a pass for authenticity and at least one point in all other criteria
- the apprentice must achieve a minimum score of 24 points.

In order to achieve a distinction for this assessment:

- each of the thematic/synoptic areas must be awarded a pass for authenticity and at least one point in all other criteria
- the apprentice must achieve a minimum score of 30 points.

Grade	Points Allocated	Weighted (x1) Points Allocated
Distinction	30-36	30-36
Pass	24-29	24-29
Fail	0-23	23 or below

Professional Discussion – Point Allocation

Assessment Criterion		Points Allocated
a. **Authenticity**	Is there evidence to clearly demonstrate that this is the apprentice's own work?	Fail A fail for authenticity renders the evidence for this area unreliable leading to a 'fail' overall.
If passed The Assessment Criterion from the table below, are allocated points for Relevance, Effectiveness and Understanding as follows:		
0 Points = Not Demonstrated 1 Point = Partially Demonstrated 2 Points = Well Demonstrated		

Assessment Criterion	Not Demonstrated (0 Points)	Partially Demonstrated (1 Point)	Well Demonstrated (2 Points)
b. Relevance	Relevant criteria or behaviour have not been addressed or the evidence presented is not relevant.	Some relevant evidence has been presented, but other evidence lacks relevance.	All the showcase evidence presented during the PD is well focussed and relevant to the related criteria/ behaviours.
c. Effectiveness	During the PD the advice and support given by the AC, to learners, is incorrect or outdated, or fails to address current accepted effective practice.	During the PD the advice and support given by the AC addresses some aspects of effective practice, but could usefully address other areas, or be more up-to-date.	During the PD the AC's advice and support addresses essential and important aspects of relevant, up-to-date industry and/or specialist practice.
d. Understanding	During the PD the AC apprentice has failed to demonstrate an understanding of the importance or impact of the relevant assessment theme.	During the PD the AC has demonstrated a basic understanding of the relevant theme, but their awareness of its wider impact is limited.	During the PD the AC is fully able to explain the value and impact of the assessment theme, in respect of all stakeholders.

Professional Discussion – Assessment Criteria

Thematic/Synoptic Assessment Area	Assessment Criteria
I.	Liaising with colleagues and relevant stakeholders to: • ensure access to valid, current IAG • identify and support additional english and maths learning needs • identify other specialist support needs, provided by relevant professionals • suggest adjustments to planned 'off-job' training • suggest adjustments to planned work experience (via the employer).

Skills	Knowledge
S1 facilitate access to relevant, current information advice and guidance (IAG)	K1 sources of and how to access up-to-date and valid IAG
S3 agree a programme of development and assessment, setting realistic but challenging goals that meet learners' and employers' needs	K3 how to agree individual programmes that inspire and challenge learners to achieve current work-related knowledge and skills
S4 liaise with employers, colleagues and others to support learners' development	K4 additional support for learners available through workplace and provider-based colleague
S6 highlight learners' mathematics and English needs, and signposts to appropriate support	K6 maths and English underpinning vocational skills and how to access additional support

Thematic/Synoptic Assessment Area	Assessment Criteria

II.	Coaching to provide pastoral support and facilitate progress: • use appropriate interpersonal skills to facilitate a 'learner-centred' approach to supporting learners. Relevant skills include 'active listening', 'motivational dialogue', structured coaching approaches (such as GROW) and effective action planning and review.

Skills	Knowledge
S5 anticipate and overcome barriers to progress and inspire achievement, ensuring that learning is inclusive and supports diversity	K5 strategies for inspiring learners, increasing their resilience in overcoming barriers and obstacles, and in raising concerns
S8 provide access to pastoral support and guidance	K8 ways of supporting the learner's well-being
S11 use effective listening, assertiveness and questioning to support learners' to engage with their learning plans and with assessment criteria and processes	K11 the effective use of active listening, assertiveness and questioning skills to support retention, progress and achievement

Thematic/Synoptic Assessment Area	Assessment Criteria
III.	Using digital and mobile technologies effectively, efficiently and safely to: • communicate with learners and stakeholders • support assessment processes • maintaining secure but easily accessible records.

Skills	Knowledge
S9 promote the safe and effective use of digital and mobile technologies to support learners and the Assessor-Coach role	K9 current and emerging technologies that could safely and effectively support learner autonomy and the Assessor-Coach role

S10 agree and record targets and progress, complying with quality, confidentiality and data protection requirements	K10 administrative procedures for recording, storing and sharing information that is legally compliant

Thematic/Synoptic Assessment Area	Assessment Criteria
IV.	Assessing learners and providing feedback by: • facilitating Assessment for Learning (formative assessment) – an ongoing process of monitoring, evaluation and review of learning, ensuring that learners are learning the right things in the right way • summatively assessing achievement of learning milestones and/or standards.

Skills	Knowledge
S2 apply or reference relevant initial and diagnostic assessment	K2 relevant forms of assessment to identify individual needs
S7 give timely feedback on progress towards mastery of relevant skills and knowledge	K7 effective practice in giving feedback to guide progress and achievement
S11 use effective listening, assertiveness and questioning to support learners' to engage with their learning plans and with assessment criteria and processes	K11 the effective use of active listening, assertiveness and questioning skills to support retention, progress and achievement

Thematic/Synoptic Assessment Area	Assessment Criteria

V.	Maintaining the quality and safety of provision: • maintaining the quality and currency of own professional skills and knowledge • supporting quality improvement • ensuring learners' safety and safeguarding requirements • complying with relevant organisational guidelines and legislation.

Skills	Knowledge
S12 comply with awarding organisation requirements and local quality and safety guidelines	K12 the quality and safety requirements of assessment and procedures for reporting concern
S13 support peer review and quality assurance procedures	K13 Internal and External quality procedures and the role of peer review
S14 report concerns about quality and safeguarding through appropriate channels	K14 organisational and legislative requirements for reporting concerns about quality and safeguarding
S15 maintain the currency of their own knowledge and skills, with reference to workplace practice and feedback from others	K15 how to maintain occupational currency and ways to improve coaching

Thematic/Synoptic Assessment Area	Assessment Criteria
VI.	Understanding and demonstrating professionalism in all aspects of the role.

Professional Behaviours
a. Inspires, motivates and raises learners' aspirations through their passion for the sector

b. Operates at all times to ethical and legal standard and within professional boundaries
c. Models and encourages mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies
d. Is resilient and adaptable when dealing with challenge and change and maintaining focus and self-control
e. Values the importance of mathematics, English and ICT in learners' future economic and social well being
f. Evaluates and improves their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training sector

Overall Grading

This standard is graded as distinction, pass or fail.

Each assessment component is graded individually. Once an apprentice has completed all assessment components, the weighted scores for each assessment are added together to determine the overall grade, using the table below.

Points Allocated	Overall Grade
0 - 85	Fail
85-101	Pass
102-120	Distinction

Resits and Retakes

If an apprentice fails either of the assessment components, they may be eligible for a resit or retake. An apprentice may attempt a maximum of two resits or retakes in the six-month period following the initial assessment date.

Appeals

VQA's Appeals Policy, including time frames, can be found here.

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