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Register of Apprentice Assessment Organisations

Workshop

21 October 2016

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1. Welcome
2. Setting the scene – update on apprenticeship reforms and the role of end-point assessment
3. Delivering high quality end-point assessment
4. End-point assessment and employer choice



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Setting the scene

Update on apprenticeship reforms and the role
of end-point assessment

Robyn Whitmore
Apprenticeship Unit

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Setting the scene

The previous apprenticeships programme was successful but the **Richard Review** found that there was room for improvement, as:

- The definition of an apprenticeship stretched too far - undermining quality
- Many apprenticeships were too short, not giving the time for the individual to transform from an apprentice to a skilled worker
- The system was overly complex – with a huge number of qualifications and possible combinations, and overly detailed specifications
- Continuous assessment only tested the incremental progress of the apprentice, not whether they had reached the desired level of competency



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Setting the scene

In response we are:

- Putting employers in the driving seat – standards will be designed by employers based on their needs
- Simplifying the system – standards are short and easy to understand – describing knowledge, skills and behaviours
- Giving employers purchasing power
- **Increasing the quality of apprenticeships – competence will be demonstrated through a holistic end-point assessment**



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The Institute

We are also establishing the **Institute for Apprenticeships**, a new independent body, to support the quality of apprenticeship standards in England. It will become fully operational by April 2017

The Institute will be responsible for setting quality criteria for the development of apprenticeship standards and assessment plans; reviewing, approving or rejecting them; advising on the maximum level of government funding available for standards; and quality assuring some end-point assessments.

The Post-16 Skills Plan committed to expand the remit of the new body in April 2018 to take on new functions related to technical education.



The role of EPA

- We have introduced a requirement that all apprenticeship standards must contain an end-point assessment (EPA)
- This is a holistic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship
- This is to ensure that apprentices are fully competent in the relevant occupation and give employers confidence that they are “job-ready”



The role of EPA

End-point assessment

Skills

Knowledge

Behaviours

- A holistic EPA should assess the skills, knowledge and behaviours learnt across the whole apprenticeship standard, but this does not mean that *every* skill, knowledge and behaviour must be individually assessed
- The size and scale of the end-point assessment is not fixed and is for the employer group to determine. It should be proportionate to the training undertaken



Assessment plans

A short document (we recommend a maximum of 10 pages) which:

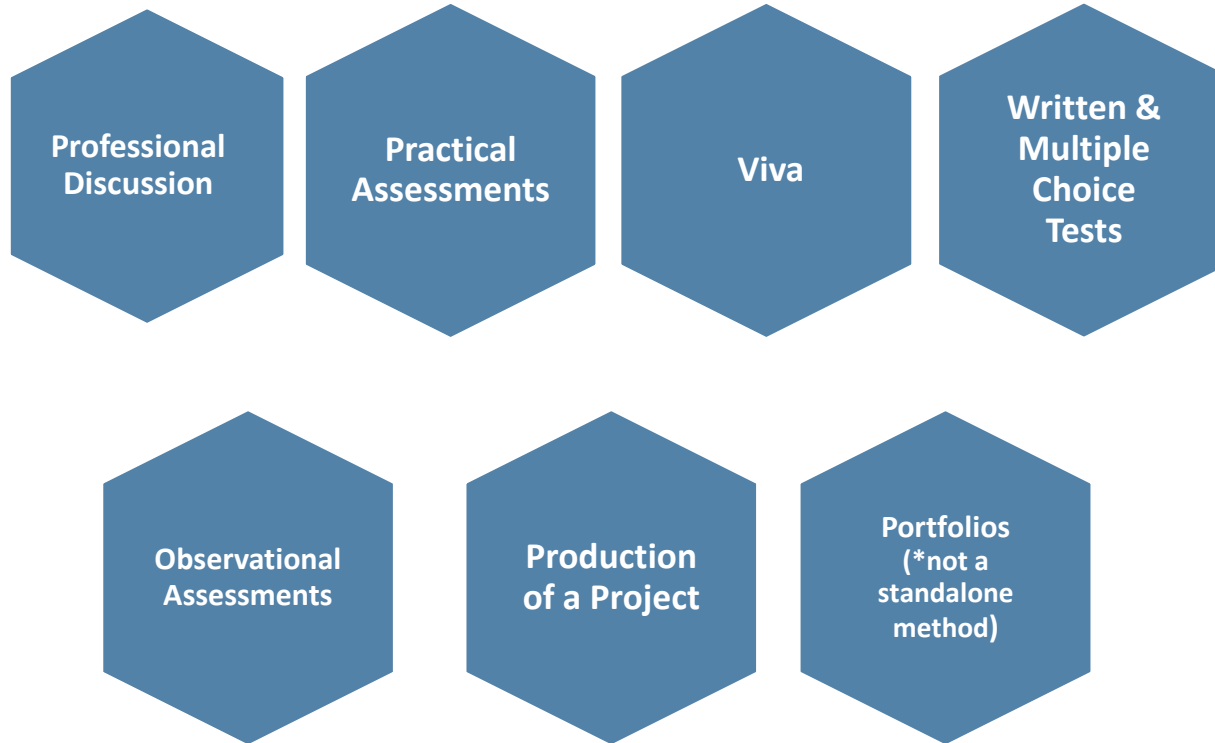
- Outlines how the Apprenticeship is being assessed
- Clarifies what is expected of the apprentice, the employer and the assessment organisation
- Sets out how the assessments will be quality assured

A good Assessment Plan will :

- assess the apprentice in a holistic way, across the standard, to ensure they are fully competent; deliver rigorous, high quality, assessments to maintain standards over time; ensure that the apprentice is assessed fairly in an independent and impartial way; and allow each employer the freedom to decide who undertakes the assessment



Assessment methods





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Assessment criteria

Synoptic
Assessment

Range of
assessment
methods

Grading

Delivering
consistent
judgements

Delivering
accurate
judgements

Manageability /
Feasibility

Affordability

Professional
Body
Recognition

Independence

External
Quality
Assurance

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Quality Assurance

Internal QA

- Ensures individual assessments are carried out correctly and consistently by assessment organisations.
- Each assessment organisation must assure itself and be able to assure others (including funding bodies and employers) that it is properly running, marking and/or standardising and reporting the outcome of the assessments.
- Trailblazers have always been able to include internal QA arrangements in assessment plans.

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External QA

- Involves providing consistency between assessment organisations assessing against the same standard, regardless of where and when the assessment is carried out.
- External quality assurance needs to be independent of those who lead on the design and the delivery of assessments
- Trailblazers have been encouraged to consider external QA arrangements, But are now asked to include one of four options in assessment plans.



Assessment plans are **submitted** to the DfE approvals group

Once approved they are **published** with standards online.

Assessment organisations come forward to offer assessment against the plan through the **Register of Apprentice Assessment Organisations**.

Assessment organisations develop **assessment tools** (supporting materials)

Employer selects assessment organisation



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Delivering quality end-point assessment

Interactive session

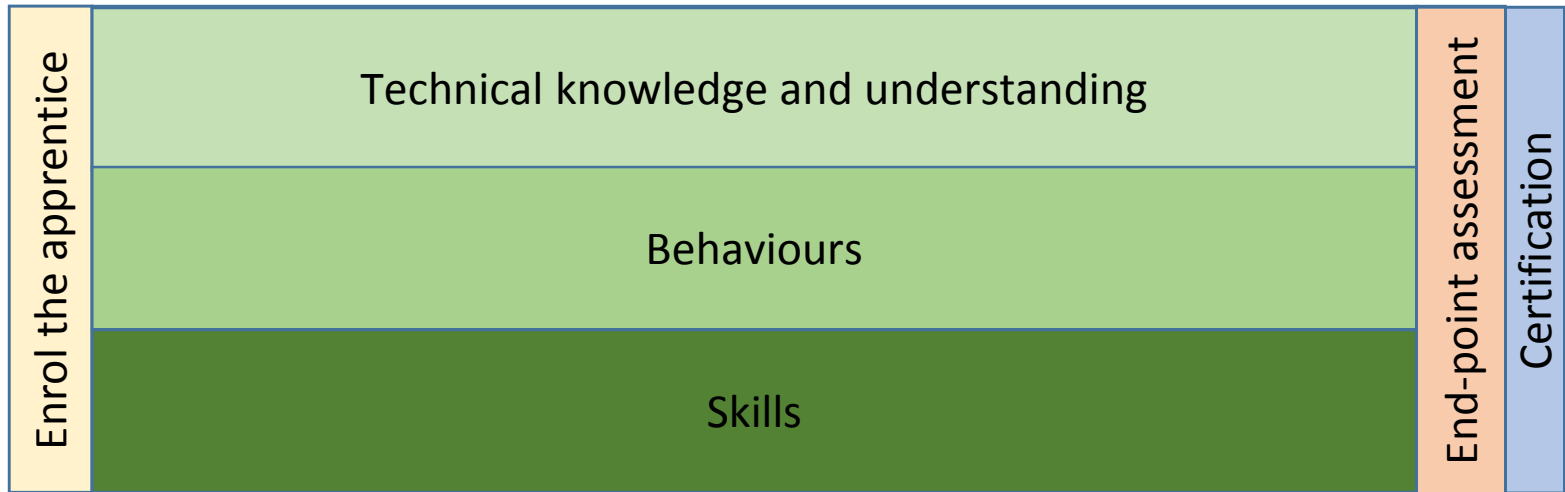
Richard Mole
Skills Funding Agency

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How end-point assessment works

Each Standard has different content. But all of them have common elements, that must take place in sequence.



The apprentice **cannot** complete and achieve their apprenticeship without passing the end-point assessment.



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The end-point assessment process

End-point assessment involves an organisation:

- conducting synoptic and independent end-point assessment of apprentices
- adhering to any specific arrangements or additional criteria set out in the assessment plan
- quality assuring the end-point assessments they deliver
- identifying and recording when the apprentice has passed the end-point assessment process
- adhering to external quality assurance requirements



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The end-point assessment organisation

An end-point assessment organisation must:

- have relevant occupational experience of the standard
- have relevant assessment experience and expertise
- robustly manage conflicts of interest
- provide Quality Assurance of their activity

An end-point assessment organisation cannot:

- deliver the learning elements to the same apprentice
- deliver end-point assessment to non-apprentices



The organisation must evidence:

- up-to-date occupational experience and competence in one or more of the occupational areas covered by the standard and assessment plan
- the capacity and capability to deliver end-point assessment in one or more of the occupational areas covered by the standard, including meeting requirements around independence of assessment
- internal quality assurance procedures in place in relation to end-point assessment
- how you will implement and administer end-point assessments



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Questions to consider





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Feedback

Format for feedback:

1. Issue
2. Context
3. Knowns / Unknowns
4. Resolution?



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End-point assessment and employer choice

Interactive session



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Areas to discuss

- Promoting end-point assessment services
- Employer knowledge of end-point assessment
- Accessing the online Register
- Information for employers about the Register
- Future feedback on delivery of end-point assessment



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