



**GQA LEVEL 3 Award in End Point  
Assessment Practices**

**Qualification Number  
610/0264/1**

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# PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

UNITS OF COMPETENCE				ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
Unit Number	Mandatory Units	Level	Credit		
EPA1	Conducting End Point Assessments	3	8		
T/650/1094					
EPA2	Understand the Principles and Practice of End Point Assessment	3	4		
Y/650/1095					

RELIABLE EVIDENCE: The forms of evidence available include ( mark as appropriate)

Observation in the workplace   
 Records of prior experience   
 Audio and video recordings   
 Work records

Assessment of knowledge   
 Witness statement(s)   
 Photographic evidence

Passport Style  
Candidate Photo  
(Mandatory)

## COMPETENCE COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

# Introduction to the Qualification

## Who is this Qualification for?

This qualification is aimed those who carry out the End Point Assessment process for Apprentices who are going through the End Point Assessment section of the Apprenticeship programme. The qualification is suitable for End Point Assessment activity across all of the Apprenticeship programme. There are 2 mandatory units which make up this qualification which cover the knowledge of how to carry out the EPA process and also carrying out the EPA activity with Apprentices. It covers the planning of the EPA activity, carrying out the assessment, making a decision and recording the outcome of the assessment.

## What is required from candidates?

The candidate needs to complete both of the mandatory units to achieve the qualification.

The units are made up of the topics those working in these job roles need to know and the tasks they need to be able to do to carry out the work safely and correctly to the required standard. These are called Learning Outcomes, and all must be met to achieve the units.

Unit Ref	Title	Level	Credit
T/650/1094	Undertake End Point Assessments	3	8
EPA1			
Y/650/1095	Understanding the Principles and Practice of End Point Assessment	3	4
EPA2			

## Assessment guidance

Evidence should show that you can complete all of the learning outcomes for each unit being taken.

### Types of evidence:

Evidence of performance and knowledge is required. Evidence of performance should be demonstrated by activities and outcomes, and should be generated in the workplace only, unless indicated under potential sources of evidence (see below). Evidence of knowledge can be demonstrated through written or verbal questioning

### Quantity of evidence:

Evidence should show that you can meet the requirements of the units in a way that demonstrates that the standards can be achieved consistently over an appropriate period of time.

### Potential sources of evidence:

Depending on the contents of the unit the main source of evidence will be either observation of the candidate's performance or knowledge demonstrated during the completion of the unit. This can be supplemented by the following types of physical or documentary evidence:

- Workplace documentation
- Health and Safety Risk Assessments
- CPD Training plans and records
- Video records
- Job specifications and documentation
- Workplace policies and procedures
- Records of meetings
- Correspondence with other people
- Notes and memos
- Photo/video evidence
- Audio recordings

**Please Note that photocopied or downloaded documents such as, H&S policies, Risk Assessments etc, are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or Assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.**

# GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA qualifications and / or units of credit.

## 1. Equality of Opportunity

Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

## 2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

- plan evidence collection and opportunities for assessment
- collect evidence
- judge evidence
- determine whether sufficient evidence has been presented
- make an assessment decision and give feedback to the candidate

**NB Any deviation from the norm must be approved by a GQA EQA**

### 2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

Internal Verifiers are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the Internal Verifier national award. It is recommended that Internal Verifiers work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external quality assurance and hold the relevant national external quality assurance award. GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EQA's for review.

### 2.3 Centre Approval, Monitoring Reviews and Quality Assurance

The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different

locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

- a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
- an in-depth scrutiny of assessment plans, materials and records
- specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
- ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
- the identification and publication of good practice in centres

### **3. Qualification / Unit of Credit Candidates**

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:

- prove they can consistently meet all the qualification and / or unit of credit criteria
- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Verifier to audit/verify his/her decision.

### **4. Evidence**

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.

The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.

The evidence the candidate brings forward is primarily evidence of performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e. actually produced by the candidate
- meets the criteria
- relates as appropriate to a context defined within the qualification and / or unit of credit
- confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence, as a whole, covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance
- whether there is enough evidence on which to base an inference of competence

The answer can only be:

- yes (the candidate is competent)

- no (the candidate is not yet competent)
- there is insufficient evidence to make a decision

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

### Performance evidence

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence.

Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit?

Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:

- Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
- Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
- Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
- Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is acceptable as evidence of performance for this qualification in some circumstances where access to an apprenticeship is not allowed. Any simulation needs to be agreed with the centre's EQA, the simulation can be used for, the following activities:

- o The EPA planning meeting
- o The EPA Assessment covering observation or interviews with the candidate

**NB: It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.**

### Knowledge evidence

Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicates the knowledge each person should use if they are to perform competently.

It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing. When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances.

Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

**NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet**

# Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....

<b>EPA 1</b>	<b>Conducting End Point Assessments</b>	<b>Level 3</b>	<b>8 Credits</b>
<b>T/650/1094</b>			

The aim of this unit is to ensure the candidate has the knowledge, skills and understanding required to carry out End Point Assessments relating to apprenticeship standards in their occupational area. This unit covers the complete process required to be followed to complete an End Point Assessment with an apprentice, it covers all the relevant activities that need to be carried out at each part of the process. The assessor will need to demonstrate adherence to the relevant policies, procedures, regulations when carrying out End Point Assessments

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence. Ref. No		
1. Be able to review the Gateway Evidence to confirm the Apprentice is ready for End Point Assessment	1.1 Review the documentation and evidence provided to show the Apprentice has achieved the relevant Gateway criteria			
	1.2 Confirm whether the evidence provided by the Apprentice has or has not met the required Gateway requirements and standard			
	1.3 Communicate the outcome of the review of the evidence provided for the Apprentice's Gateway to the appropriate people			
2. Be able to plan and End Point Assessment activity with the relevant people	2.1 Organise a meeting to plan the End Point Assessment activity with the relevant people			
	2.2 Outline the key components and requirements for each part of the Gateway			
	2.3 Develop an End Point Assessment plan to meet the needs of all those involved in the End Point Assessment process			
	2.4 Minimise risk during the assessment planning process			
	2.5 Follow the EPAO process for carrying out End Point Assessment planning and share information and completed documentation with the relevant parties			
3. Be able to brief the Apprentice prior to carrying out the End Point Assessment	3.1 Brief the Apprentice on each of the End Point Assessment components and requirements			
	3.2 Follow EPAO policy and procedure for briefing the Apprentice ahead of carrying out the End Point Assessment activity			
	3.3 Ensure all EPAO requirements and conditions are met prior to starting the End Point Assessment activity.			
4. Be able to carry out the End Point Assessment process in own area of practice	4.1 Conduct health and safety risk assessments prior to, and during the End Point Assessment activity, record the findings, share information and take appropriate actions			
	4.2 Carry out the end point assessment activity to meet all EPAO and Assessment Plan requirements			
	4.3 Ensure all time constraints are met for each assessment component			
	4.4 Use neutral language when talking to the Apprentice during the assessment process			
	4.5 Use a range of question types that do not lead the Apprentice			

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence. Ref. No		
5. Be able to make a decision on the outcome of the End Point Assessment Activity	5.1 Make accurate, fair, valid, and safe assessment decisions on the evidence presented by the Apprentice			
	5.2 Judge whether the evidence supplied by the Apprentice is authentic, current, and sufficient			
	5.3 Justify how the assessment decisions satisfy the criteria stated in the standards and any grading levels that are met			
	5.4 Record the outcome of the assessment decision on relevant EPAO documentation to comply with set policies and procedures			
	5.5 Provide feedback to relevant people on the outcome of the assessment activity			
	5.6 Maintain appropriate levels of confidentiality on all information relating to the outcome of an assessment			
6. Be able to contribute to quality assurance processes	6.1 Take part in EPAO standardisation meetings			
	6.2 Respond to any feedback provided where improvements have been identified in own area of activity			
	6.3 Submit evidence for standardisation activity			
7. Be able to undertake Continuous Professional Development activities	7.1 Identify and plan to take part in Continuous Professional Development activities			
	7.2 Record the outcome of any Continuous Professional Development activity carried out			
	7.3 Critically reflect on own practice and identify areas of good practice and any areas where development has been identified			
	7.4 Identify opportunity to develop occupational and assessment competence in own area of practice			

**Assessor comments/feedback**

<b>EPA 2</b>	<b>Understand the Principles and Practice of End Point Assessment</b>	<b>Level 3</b>	<b>4 Credits</b>
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The aim of this unit is to ensure the Apprentice has the knowledge required to carry out their role as an End Point Assessment Assessor working with the Apprenticeship Standard. This unit covers the complete process required to be followed to complete an End Point Assessment with an Apprentice, the different types of assessment methods that can be used, how the Gateway works and the importance of following the assessment plan. It also covers the importance of effective communication with the Employer, Apprentice, and Training Provider before, during and after the EPA process. It also focuses on the relevant policies, procedures, and regulations to follow when carrying out End Point Assessments.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref. No		
1. Know about the principles and practice which relate to End Point Assessment activity relating to own area of practice	1.1 Explain the regulations and legislative requirements which are related to the End Point Assessment activity in own area of practice			
	1.2 Summarise how equality and diversity is central to the End Point Assessment process and how it impacts on own area of practice			
	1.3 Outline the main functions of the End Point Assessment process as part of an Apprenticeship Standard			
	1.4 Compare the differences between ongoing assessment and End Point Assessment activity			
	1.5 Explain the key processes and principles of End Point Assessment in own area of practice			
2. Know the roles and responsibilities of the End Point Assessor and other involved in the process	2.1 Describe the knowledge, experience and background required to deliver effective End Point Assessment			
	2.2 Outline the main roles of an End Point Assessment Assessor			
	2.3 Explain the main responsibilities of an End Point Assessment Assessor			
	2.4 Explain the roles and responsibilities of other people who may be involved in the End Point Assessment process			
3. Know and compare the different assessment methods used as part of the End Point Assessment	3.1 Explain the different assessment methods used in the End Point Assessment and described how they are used.			
	3.2 Compare the strengths and weaknesses of the range of assessment methods outlined in 3.1			
	3.3 Explain how the range of assessment methods outlined in 3.1 can be adapted to meet the needs of different Apprentices			
4. Know how to develop a plan for the End Point Assessment Process	4.1 State where to find the information required so an End Point Assessment plan can be developed and the requirements of the assessment plan			
	4.2 Explain who should be involved in the planning process			
	4.4 Explain how the planning process may need to be different for face to face and remote assessment			
	4.5 Outline how effective assessment planning can minimise potential risk in the End Point Assessment process			

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence Ref. No		
5. Know why effective communication during the End Point Assessment process is important	5.1 State who should be involved in pre-assessment briefings and outline why they should be included			
	5.2 Outline why it is important to have clear, accurate and consistent communication during the assessment process			
	5.3 Summarise why it is important to have different communication styles during the assessment process			
	5.4 Explain why it is important to build up a level of rapport with an apprentice during the assessment process			
	5.5 Outline why it is important to use industry specific terminology during the assessment process			
6. Know how to make accurate assessment decisions during the assessment process	6.1 Describe how to judge if evidence supplied by the apprentice is sufficient, current, relevant and authentic			
	6.2 Explain how to ensure that assessment decisions made are reliable, valid, fair, and assigned to assessment component criteria			
	6.3 Explain the procedure for grading evidence against the grading process outlined in the End Point Assessment Plan			
	6.4 Describe how an overall grade for the End Point Assessment is arrived at in the assessment process for the Apprentice being assessed			
7 Know how to record the outcome of assessment decisions made	7.1 Explain how to record the outcome of the End Point Assessment decision			
	7.2 Outline how to justify the end point assessment decisions and the grading applied to the assessment			
	7.3 Describe how to follow procedures to maintain the confidentiality of the evidence and information used			
	7.4 Explain how to follow policy and procedures in line with EPAO requirements when recording the outcome of an End Point Assessment			
	7.5 Explain how to provide the level and type of feedback provided to the relevant parties in the End Point Assessment Process			
8. Know the quality assurance process related to End Point Assessment	8.1 Explain the role of quality assurance in the End Point Assessment Process			
	8.2 Describe the EPAO's quality assurance processes for End Point Assessment			
	8.3 Describe the EPAO's appeals and complaints procedures			
9. Know the role Continuous Professional Development has for End Point Assessment Assessors	9.1 Explain the importance of planning and recording Continuous Professional Development for End Point Assessment assessors			
	9.2 Outline 3 Continuous Professional Development activities that an assessor can undertake			
	9.3 Evaluate the usefulness of the 3 Continuous Professional Development activities outlined in 9.2			

*Assessor comments/feedback*

## ***Notes***

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