



www.highfieldabc.com

## Qualification Specification

### Highfield Level 3 Award in Undertaking End-Point Assessment (RQF)

Qualification Number: 603/1618/4

Version 1.3 November 2017

## Contents

Introduction.....	3
Qualification regulation and support .....	3
Key facts .....	3
Qualification overview and objective.....	3
Entry requirements .....	4
Geographical coverage.....	4
Centre requirements .....	4
Assessor requirements .....	5
Internal quality assurance (IQA) requirements .....	5
Countersigning strategy .....	6
Reasonable adjustments and special considerations.....	6
ID requirements.....	6
Progression opportunities .....	6
Useful websites .....	7
Appendix 2: Qualification content .....	9
Appendix 3: Sample assessment material.....	13

## Highfield Level 3 Award in Undertaking End-Point Assessment (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

### Qualification regulation and support

The Highfield Level 3 Award in Undertaking End-Point Assessment (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual.

### Key facts

<b>Qualification number:</b>	603/1618/4
<b>Learning aim reference:</b>	60316184
<b>Credit value:</b>	6
<b>Assessment method:</b>	Portfolio of evidence
<b>Guided learning hours (GLH):</b>	24
<b>Total qualification time (TQT):</b>	60

### Qualification overview and objective

The objective of this qualification is to support a role in the workplace as it will provide specific knowledge and skills for those who plan to undertake end-point assessment processes and practices. It is designed to support those who have sector competence within the areas of approved apprenticeship standards and who would like to gain a more specialised understanding of end-point assessments processes and practices.

This qualification has been designed to cover assessment methods that are used in the majority of assessment plans for approved apprenticeship standards. The following standards all use a combination of knowledge tests, professional discussions, practical observations and work projects:

- Customer Service Practitioner Standard
- Team Leader/Supervisor Standard
- Operations/Departmental Manager Standard
- Adult Care Worker Standard
- Lead Adult Care Worker Standard
- Large Goods Vehicle (LGV) Driver Standard
- Supply Chain Operator Standard
- Supply Chain Warehouse Operative Standard
- Retailer Standard
- Retail Team Leader Standard
- Retail Manager Standard
- Commis Chef Standard
- Hospitality Supervisor Standard
- Hospitality Team Member Standard

**Please note:** the above list is not exhaustive.

## Entry requirements

To register for this qualification, learners are required to meet the following entry requirements:

- be 18 years of age or above.
- proven experience in the sector area that the learner plans to conduct end-point assessments within.

As well as the above, it is a recommendation (but not a requirement) that learners have achieved a Literacy and numeracy qualification at Level 2.

---

## Geographical coverage

This qualification is suitable for delivery in England.

---

## Centre requirements

To effectively deliver and assess this qualification, centres must have the following resources in place:

- suitable training environment
  - high-quality teaching and learning resources
  - access to apprenticeships standards and assessment plans
  - ability to conduct exemplar/mock end-point assessments in a workplace or simulated environment
- 

## Guidance on delivery

The total qualification time for this qualification is 60 hours and of this 24 hours are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

The course delivery is likely to be delivered in a classroom-based or tutor-led environment, however, practical elements of the course will need to be delivered and assessed in a work place or simulated environment.

---

## Guidance on assessment

This qualification is assessed by a portfolio of evidence which must cover all assessment criteria.

Evidence for learning outcomes 1, 2, 3 and 5 will be gathered through the completion of an open response assessment pack which is available from Highfield Qualifications. Evidence for learning outcome 4 will be gathered from carrying out practice end-point assessments in a work environment or within a simulated environment. There must be performance evidence for the following assessment methods:

- observation of performance in the work/simulated environment
  - examining products of work such as: a portfolio/work project/ learner showcase etc
  - questioning through professional discussion
  - Invigilated tests
-

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Please note: Assessment material is available in the members area of the Highfield website. However, before delivering the qualification, centres must provide Highfield with a proposed delivery plan and examples of any assessment materials which they plan to use in addition to any Highfield assessment material.

---

### Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes.

---

### Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

---

### Assessor requirements

Highfield Qualifications requires nominated assessors for this qualification to meet the following:

- have proven experience of assessing competency based qualifications
- hold a recognised assessor qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment;
  - Level 3 Certificate in Assessing Vocational Achievement;
  - A1 Assess candidate performance using a range of methods;
  - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence
- have a clear understanding of end-point assessment requirements, processes and practices
- maintain appropriate continued professional development.

---

### Internal quality assurance (IQA) requirements

Highfield Qualifications requires internal quality assurers for this qualification to meet the following:

- have proven experience of quality assuring competency based qualifications
- hold a recognised assessor qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment;
  - Level 3 Certificate in Assessing Vocational Achievement;
  - A1 Assess candidate performance using a range of methods;
  - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence

- hold a recognised Internal Quality Assurance qualification, which include any of the following:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice;
  - V1 Conduct internal quality assurance of the assessment process;
  - D34 Internally verify the assessment process
- have a clear understanding of end-point assessment requirements, processes and practices
- maintain appropriate continued professional development.

---

### Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

---

### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

---

### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

---

### Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 3 Award in Assessing Competence in the Work Environment
- Highfield Level 3 Award in Assessing Vocationally Related Achievement

- Highfield Level 3 Certificate in Assessing Vocational Achievement (RQF)
- Highfield Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Highfield Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Highfield Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice (RQF)

---

### Useful websites

- Gov.uk: Apprenticeship standards -  
<https://www.gov.uk/government/collections/apprenticeship-standards>

## Appendix 1: Qualification structure

To complete the **Highfield Level 3 Award in Undertaking End-Point Assessment (RQF)**, learners must complete the following mandatory unit:

Unit reference	Unit title	Level	GLH	Credit
K/615/7552	The Principles and Practices of End-Point Assessment	3	24	6



## Appendix 2: Qualification content

### Unit 1: The Principles and Practices of End-Point Assessment

Unit number: K/615/7552

Credit: 6

GLH: 24

Level: 3

#### Unit Introduction

The aim of this unit is to enable the learner to understand and use end-point assessment principles and practices, in either a work environment or simulated environment, to assess an apprentice against an apprenticeship standard. Learners will understand the different types of end-point assessment, and the role of the end-point assessor. They will demonstrate assessment skills by making, recording and justifying assessment decisions against apprenticeship standards.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the principles and practices of end-point assessment as part of an apprenticeship standard.	1.1 Explain the role and responsibilities of an End-Point Assessor.
	1.2 Explain the function of end-point assessment as part of an apprenticeship standard.
	1.3 Summarise the <b>requirements</b> of apprenticeship standards and end-point assessments.
	1.4 Outline the difference between <b>ongoing assessments</b> and end-point assessments.
	1.5 Explain the grading requirements of end-point assessments and the differences between each grade.
2. Understand different types and methods of end-point assessment.	2.1 Explain the different types and methods of end-point assessments that form part of apprenticeship standards.
	2.2 Compare the strengths and limitations of a range of end-point assessment types and methods.
3. Know how to plan end-point assessments in line with the apprenticeship standard and assessment plan.	3.1 Explain key factors to consider when planning end-point assessments.
	3.2 Summarise risks that may be involved in conducting end-point assessments within own area of responsibility.
	3.3 Plan how to conduct end-point assessments in line with the <b>requirements</b> of an apprenticeship standard and assessment plan.
	3.4 Communicate planned end-point assessments to relevant stakeholders.
4. Be able to make end-point assessment decisions.	4.1 <b>Assess</b> the vocational knowledge, skills and behaviours of an apprentice to meet <b>end-point assessment requirements</b> .

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 Record the end-point assessment decision.
	4.3 <b>Justify</b> end-point assessment and grading decisions in line with the apprenticeship requirements.
	4.4 Follow procedures to maintain the confidentiality of end-point assessment information.
	4.5 Follow relevant <b>policies, procedures and legislation</b> when conducting, recording and reporting end-point assessments.
	4.6 Provide end-point assessment feedback to stakeholders.
5. Understand quality assurance of the end-point assessment process.	5.1 Summarise <b>quality assurance and standardisation</b> policies and procedures that apply to end-point assessments.
	5.2 Summarise the procedures to follow when there are disputes concerning end-point assessments decisions.
	5.3 Plan and log <b>professional development</b> opportunities relevant to own role.

Amplification
<p><b>1.3 requirements</b> – include requirements set by the Approved Apprenticeship Assessment Organisation, on programme requirements, the gateway requirements (including achievement of a qualification - if stipulated), end-point assessment requirements, grading and QA requirements outlined in the assessment plan, and any specific requirements set by the regulator who will be responsible for quality assuring the end-point assessments.</p> <p><b>1.4 ongoing assessments</b> – include reference to ongoing assessment principles – formative, summative and holistic assessment. Formal and informal assessments. Ongoing assessments do not form part of end-point assessments, so it is important for learners to recognise the difference between ongoing assessment and end-point assessment.</p> <p><b>3.3 requirements</b> – include synoptic/holistic approach to end-point assessments, end-point assessment types/methods, timescales and order of assessments, grading requirements and/or pass marks, and achievement of English and Maths and other gateway prerequisites.</p> <p><b>4.1 Assess</b> – Assessors must ensure that assessment decisions are relevant to assessment criteria and end-point assessment method that has been determined in the standard/assessment plan (covering the necessary knowledge, skills or behaviour).</p> <p><b>4.1 End-point assessment requirements</b> – assessors should demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Mark and grade a portfolio of evidence/work project/case study/showcase project</li> <li>• Conduct a professional discussion</li> </ul>

- Carry out a practical observation
- Invigilate an exam
- Carry out any other end-point assessment method stipulated in an end-point assessment plan relevant to their subject specialism.

**4.3 Justify** - Assessor to express and evidence how assessment decisions are accurate, current, unbiased and independent, and reflective of grading criteria.

**4.5 policies, procedures and legislation** - including health and safety, apprentice welfare, confidentiality, equality and diversity, appeals procedures, reasonable adjustments and special considerations, grievance procedures. Assessors should also consider any professional body and employer requirements.

**5.1 quality assurance and standardisation** – internal quality assurance requirements, moderation activities, standardisation meetings, work sampling, observations of assessments. External quality assurance arrangements – Ofqual, professional bodies, employer groups, Institute for Apprenticeships.

**5.3 professional development** – can include development of occupational competence and expertise as well as assessment and quality assurance development which would further support ability to confidently undertake end-point assessments in area of expertise or various sectors.

### Additional unit guidance

Evidence for learning outcomes 1, 2, 3 and 5 will be gathered through the completion of an open response assessment pack which is available from Highfield. Evidence for learning outcome 4 will be gathered from carrying out practice end-point assessments in a work environment or within a simulated environment. There must be performance evidence for the following assessment methods:

- observation of performance in the work/simulated environment
- examining products of work such as: a portfolio/work project/ learner showcase etc
- questioning through professional discussion
- Invigilated tests


### Glossary of key terms:

- **Apprenticeship standard** - This document is produced by an employer group to outline the knowledge, skills and behaviours that an apprentice must learn and demonstrate in order to successfully achieve their apprenticeship. This is usually a two-page document and contains an overview of the apprentice’s occupation and any entry requirements of the apprenticeship programme. It will also contain information about the level of the apprenticeship standard and the duration.
- **Assessment plan** – This document is also usually produced by the employer group. The aim of the assessment plan is to provide more detail to apprentices’, employers’ and approved

apprenticeship assessment organisations with regards to how the apprenticeship programme should be delivered and how the end-point assessments should be assessed, graded and quality assured.

- **Employer Occupational Briefs** – Some employer groups also provide Employer Occupational Briefs to support the assessment plan. These employer briefs provide more detail as to what a learner will be assessed on during end-point assessments. It may also contain more detailed grading information.
- **On-programme training** – The apprentice will complete on-programme learning/training of the knowledge, skills and behaviours outlined in the apprenticeship standard. This on-programme training is supported by the employer, usually in partnership with a training provider. This will involve on-the-job training and some off-the-job training which may take place in a classroom environment.
- **Gateway** – This stage of the apprenticeship follows on from the on-programme training. ‘Gateway’ is normally conducted via a meeting that would be attended by the apprentice and relevant people that have worked with the apprentice on-programme, such as the line manager/employer mentor, on-programme trainer/training provider and/or a senior manager (as appropriate to the business). During the meeting the apprentice, employer and training provider would discuss the apprentices progress to date and confirm if the apprentice has met the full apprenticeship standards during their on-programme training. If they agree that this is the case, then the employer will put the apprentice forward for end-point assessment by an approved apprenticeship assessment organisation.
- **Synoptic assessment** – This type of assessment allows learners to combine their knowledge and skills from different parts of a learning programme or subject area, and shows their overarching understanding of a whole topic or subject area.

## Appendix 3: Sample assessment material



**Learner Pack**  
**Highfield Level 3 Award in Undertaking End Point Assessment (RQF)**

---

Qualification Number: TBC

Learner Name: <input style="width: 90%;" type="text"/>	
Date of Birth: <input style="width: 20%;" type="text"/>	Learner ID: <input style="width: 20%;" type="text"/>
Centre Name: <input style="width: 60%;" type="text"/>	Centre no: <input style="width: 20%;" type="text"/>
IQA Name: <input style="width: 90%;" type="text"/>	
Assessor Name: <input style="width: 90%;" type="text"/>	
Assessment Date: <input style="width: 20%;" type="text"/>	Course ID: <input style="width: 20%;" type="text"/>

**Assessment Summary (for tutor/assessor use only)**  
 In order for learners to be assessed as successful, they are required to achieve the minimum standard for each learning outcome below:


- Understand the Principles and Practices of End Point Assessment as part of an apprenticeship standard;
- Understand different types and methods of End Point Assessment;
- Know how to plan End Point Assessments in line with the apprenticeship standard and assessment plan;
- Understand quality assurance of the end point assessment process.

**Please note:** The following learning outcome must be assessed via performance evidence, and therefore, activities for this outcome are not included within this assessment pack. However, a form is included to log the overall assessment decisions:

- Be able to make End Point Assessment decisions.

QUALIFICATION RESULT	
PASS	REFER

Highfield Level 3 Award in Undertaking End Point Assessment (RQF) v1.0 Page | 1



**Declarations**

**Learner:** I confirm that the work contained in this assessment pack is my own.

**Assessor:** I confirm I have read and abided by the assessment requirements of this qualification when assessing the learner's work and have checked the learner's identification.

Learner signature: <input style="width: 80%;" type="text"/>	Date: <input style="width: 20%;" type="text"/>
Tutor/Assessor signature: <input style="width: 80%;" type="text"/>	Date: <input style="width: 20%;" type="text"/>
IQA signature: <input style="width: 80%;" type="text"/>	Date: <input style="width: 20%;" type="text"/>

**Learning outcome 1: Understand the Principles and Practices of End Point Assessment as part of an apprenticeship standard.**

1. Explain the role and responsibilities of an End Point Assessor.	AC (1.1) Outcome

Highfield Level 3 Award in Undertaking End Point Assessment (RQF) v1.0 Page | 2