

# Quality Assurance Manual – Information for Providers and Employers

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## Section One

### Introduction

As an approved End-Point Assessment Organisation (EPAO), Professional Assessment Ltd (PAL) is required to meet the regulations and requirements of various, bodies, agencies and regulators, these include:

- Apprenticeship Standards Assessment Plans- approved by Institute for Apprentices and Technical Education (IfATE), advocated by Trailblazer groups.
- The Educations and Skills Funding Agency (ESFA) who approve EPAOs for delivery and set the funding and performance measures for apprenticeship programmes.
- Ofqual, who are a regulatory body for a diverse range of qualifications and to gain Ofqual recognition an EPAO has to demonstrate compliance to their General Conditions of Recognition (GCoR), and ensure others involved in the apprenticeship programme in relation to their function, comply with the same conditions.



PAL is an approved end-point assessment organisation EPAO0095 and is responsible for the end-point assessment apprentices registered with us by a range of providers, on behalf of the employers they contract and work with, in delivering apprenticeship programmes.

End-point assessment (EPA) is the final stage of an apprentice’s journey and a successful end-point assessment, will mean an End-point Assessment Organisation (EPAO), (PAL in this case) can request an apprenticeship certificate from the ESFA, on behalf of the apprentice and their employer.

**The rules surrounding apprenticeship programmes, require the on-programme delivery and end-point assessment to be undertaken by two different parties, thereby making the end-point assessment ‘independent’.**

**PAL must ensure all aspects of its end-point assessment activities are valid, reliable, safe, and robust and to support these goals we firstly ensure all PAL personnel are appropriately qualified and trained to design, develop, administer and deliver an efficient and effective assessment service.**

Our service and approach is underpinned by a series of policies, processes and systems which support a stringent and secure approach to all aspects of the assessment journey.

## **Centre Guidance from Ofqual- (Note PAL does not deploy centres in the EPA setting<sup>1</sup>)**

**This is for information only in most cases, please see the footnote.**

A centre is any organisation that delivers part of a qualification on behalf of an awarding organisation. In an EPA context an employer that delivers or marks an assessment or part of an assessment will meet the definition of a centre.

The General Conditions of Recognition (GCoR C2) applies only where a centre delivers part of a qualification on behalf of an awarding organisation. Usually this will be where a centre delivers assessments on behalf of an awarding organisation. A centre can be involved in the delivery of an assessment even where it does not mark that assessment.

For example, a centre will deliver an assessment where no person employed or contracted by the awarding (EPAO) organisation is present while the assessment is being taken. In such a case the centre would have responsibility for administering the assessment and would undertake some or all of the following tasks, as relevant:

- a) Taking delivery of written question papers in advance of the assessment,
- b) Handing out written question papers to learners,
- c) Setting up online assessments,
- d) Delivering instructions to learners before the assessment commences,
- e) Ensuring that the awarding organisation's rules in relation to the conditions under which the assessment is taken are adhered to, including Invigilation, and
- f) Collecting written responses to assessment and sending to the awarding organisation.

In those cases where a centre (for example an employer) does deliver part of an end-point assessment an awarding organisation/EPAO must comply with the requirements of Condition C2.

This will include where the relevant assessment plan allows for centre marking or in circumstances where an employer is the only person who could competently or safely assess the learner (apprentice).

By contrast, in some cases, no part of an EPA will be delivered by a centre as the awarding organisation will deliver the assessments itself. This includes where an assessment takes place on an employer's premises, but the employer takes no part in the delivery of the assessment. In such circumstances the employer will not meet the definition of a centre and Condition C2 will not apply (although Condition C1 will apply).<sup>2</sup>

<https://www.gov.uk/guidance/ofqual-handbook>

The conditions, mean that if a provider or employer wish to support (and in this context, support does not include any assessment activity) but may involve activities as described above, PAL needs to ensure the 'centre's' practice is congruent with the Ofqual conditions.

Where an employer or provider wishes to support test invigilation (subject to PAL approval and completion of a separate invigilation agreement), PAL must ensure they are compliant with the appropriate Ofqual conditions.

PAL also has a responsibility to monitor and risk assess the parties it works with and adherence to the requirements of this manual provides greater assurance that compliance is maintained through the service delivery chain.

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<sup>1</sup> PAL as a rule is the centre, in isolated cases PAL may grant centre status to a provider or employer

<sup>2</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729728/epa-qualification-level-guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729728/epa-qualification-level-guidance.pdf)

Our service level contracts detail PAL's EPA offer, terms and conditions and third party responsibilities and accountabilities.

Note in this manual we refer to employers and providers, and not centres, we do this, as the relationship we have with employers and providers, means this terminology is better understood than the term centre. However where the previously described definitions apply, an employer or provider is a centre and subject to an approval agreement.

This manual is also made available to third parties that is all employers and providers who work with us and have no active involvement in assessment, however PAL has expectations that programme delivery will be compliant with the requirements of a funded apprenticeship training programme, this includes compliance with the Education and Skills Funding Agency (ESFA) funding rules and the respective apprenticeship assessment plans as issued by IfATE. Good practice for providers notably will include having provisions for many of the areas listed in this manual.

We urge all employers and providers regardless of centre status to review this information in conjunction with Ofqual's General Conditions of Recognition. Training Providers should also be familiar with the OFSTED framework for effective delivery practice and be able to demonstrate appropriate knowledge of the apprenticeship standards they operate.

Employers should be familiar with the apprenticeship standard, off-job training requirements and the relevant apprenticeship standard assessment plan.

## Scope

This document should be viewed in conjunction with the following documents and/or policies:

- EPA Manual (This manual is available via the Online Padlet resources that all providers/employers and apprentices have access to.
- Essential policies, which include Complaints Policy; Conflict of Interest; Appeals and Enquiries; Maladministration and Malpractice and Invigilation policies available via PAL's website
- Service level contract (Issued by PAL's Business Operation Director).
- Assessment, Administration and Delivery procedure (available via PAL's website and Padlets). Policy- (available via PAL's website)
- Withdrawal Policy (available via PAL's website)



## Section Two

### *Contracting and Working with You*

We endeavour to strike a working relationship with employers and providers that is founded on a comprehensive and fair service level contract and makes clear the roles and responsibilities we all have to support an apprentice through their journey.

In designing, developing and delivering our EPAO offer, PAL looks to strike the balance of support and independence between all stakeholders, underpinned with reducing the requirement for excessive or unnecessary administration wherever possible.

**PAL does not get involved in the on-programme delivery of apprenticeship standards, however it is helpful for us to gauge an understanding and insight into the training provided by employers and providers, to this end we may ask to see curriculum outlines or schemes of work, as part of our centre approval process, where applicable, or general engagement activities, where providers and employers hold third party status.**

PAL's contracting process recognises that employers and providers (employer providers/independent training providers (ITPs)) are different in the respect of their core business and operating activities and as such PAL does not wish to place unnecessary burden on our clients.

The Quality Assurance Manual is a quality assurance guide and outlines good practice.

The signing of the service level contract with PAL, means you are accepting the information and amplification contained in our EPA Manual and this Quality Assurance Manual.

Approval agreements are in place for those organisations that meet the definition of a centre- as previously stated PAL does not operate a centre network as a general rule.

**If at any stages of the service level contract duration with a provider and employer, serious concerns are identified by PAL, PAL reserves its right to invoke its Withdrawal Policy and termination clause of its contract.**

**PAL expects apprentices to be registered with PAL in a timely manner and in accordance with PAL's service level contract requirements and the ESFA(DfE) apprenticeship funding and management rules and EPAO conditions and regulatory conditions.**

**PAL requires training providers and employers to make provisions for apprentice's to access any evidence they collect over the course of their programme in support of their EPA, such as access to certificates and portfolio evidence.**

**Providers and employers should ensure PAL has up to date details of contacts; sites; locations of apprentices, alongside accurate registration information.**

## Section Three

### *Policies Guidance for Providers and Employers*

**Note PAL requires providers and employers to comply with PAL's polices regarding EPA and access to end-point assessment.**

In the case of providers (ITP, Colleges, and employer providers), we would expect your organisational policies to be compatible with the relevant management and funding rules as dictated by the Department for Education (DfE), the ESFA and OFSTED.

It is the responsibility of the provider to establish the working practices of their employer partners data management and security; health and safety arrangements; equality, diversity, and inclusion practices.

PAL expects that apprentices have access to appropriate training, and are protected and safeguarded, alongside having accurate information regarding EPA, as made available by PAL, and distributed through third parties.

PAL would expect providers to have the following policies and whist it is accepted PAL as an EPAO has no specific jurisdiction to confirm, comment or qualify such policies and supporting procedures, we know from experience where there is a collective policy and procedure understanding, the relationship between the provider and EPAO is greatly enhanced.

Employers should have appropriate policies and procedures that comply with employment, health and safety and equalities, diversity and inclusion legislation, alongside being in the position to offer the apprentice access to the opportunities that will actively assist them in developing the necessary knowledge, skills and behaviours commensurate with the relevant assessment plan.

## Training Providers Policy Requirements

**Appeals and Enquiry Policy** – Providers should have their own Appeals and Enquiry Policy and a process through which an apprentice may challenge a formative assessment outcomes regulated qualifications required as part of the apprenticeship programme or assessment readiness. **For the purpose of challenging an assessment decision issued by PAL, PAL’s Appeal and Enquiry Policy and procedure will need to be followed.**

**Complaints Policy** – Providers should have a Complaints Policy and process which is made available to apprentices. **Complaints against PAL and EPA delivery must refer to PAL’s Complaint Policy and Procedure.**

**Malpractice, Maladministration and Plagiarism Policy** – PAL requires providers to have a comprehensive policy and procedure in relation to malpractice, maladministration, and plagiarism, that underpins on-programme delivery and is required to meet apprenticeship register requirements.

Any form of maladministration, malpractice or plagiarism or cheating, in connection with gateway and EPA activities as identified by the provider, employer or apprentice must be reported to PAL. **PAL will review any instance of maladministration or malpractice in accordance with our policies and notify the regulator where it is believed a potential or actual adverse effect has occurred.**



**Conflicts of Interest Policy** – PAL expects providers to maintain an up to date Conflicts of Interest Policy, which details the conflict and mitigation taken to manage conflicts. PAL will as part of its end-point assessment activities, request its own personnel to declare any conflicts of interest and where a provider undertakes any aspect of assessment (as previously detailed) we will ask for confirmation regarding conflict of interest.

**Contingency Plan** – PAL expects providers to have a documented contingency plan in place which identifies action that will be taken to safeguard the interests of registered apprentices should the provider no longer be able to maintain programme delivery to allow registered apprentices to reach gateway and pass through EPA. Such a situation may occur if a provider is to cease trading, or loses funding, for example. The provider should identify alternative arrangements where apprentices may be signposted to in such an event and it would be expected that the funding bodies would be involved in such a situation. PAL also requests that they are notified if such an event is deemed likely, as such changes can impact on our capacity to resource assessment.

**Data Protection Policy and Notice** – Centres and third parties (providers and employers) are required to comply with the Data Protection Act the General Data Protection Regulation (GDPR) 2018 and have a written policy so that apprentices are aware of how their data will be used.

PAL has its own policy and our data protection notice is in our EPA Manual and our service level contracts stipulate what data we will collect and for what purpose. **We expect providers and employers to comply with the service level contract and EPA Manual. The EPA Manual is reviewed on a regular basis.**

Data protection notices must allow personal data to be transferred to PAL for the following purposes:

- a) To undertake administration in relation to registering the apprentice with us
- b) To provide the ESFA with the correct information to claim the apprentice certificate and share assessment outcomes with the agency
- c) To provide the regulator, Ofqual with accurate information for technical evaluations, regulatory requests for information and data processing results and activities in line with Ofqual’s public interest commitments
- d) To contact the apprentice directly regarding assessment arrangements for the apprenticeship standard they are registered on, or for the purpose of investigations into suspected malpractice.
- e) To disclose to the relevant regulator or agency in the reporting of events.

- f) To administer requests for reasonable adjustments under the Access to Fair Assessment policy and arrangements and Special Considerations and Reasonable Adjustments policy.
- g) To carry out statistical analysis and monitor equal opportunities (anonymised).

**Equality, Diversity, and Inclusion (EDI) Policy** – Providers and employers should have an Equality of Opportunity and Diversity Policy that clearly details how apprentices are made aware and how the policy can be accessed. The policy needs to take account of the most current legislation in relation to access to fair assessment and equal opportunities.

**PAL's own policy and processes are designed to support fair and equitable access to assessment, and we want to be assured that an apprentice has had every opportunity to progress to the gateway review. In respect of EPA, PAL's EDI policy will apply.**

PAL expects **all providers and employers** to enable apprentices (learners) to have equal access **to training and access to gateway and end-point assessment for apprenticeship standards, (qualifications), irrespective of their sex, marital status, age, religion, race, nationality or ethnic origin or disability.**

Providers and employers are expected to have in place a policy to ensure that such discrimination does not occur either directly, indirectly, or as a result of pressure from another agencies or bodies. Such a policy should apply to all satellite units/teams/locations/brands and there should be arrangements in place to monitor its application and effectiveness within the organisation, this applies to organisations with centre status or third party status.

Apprentices (learners) are also advised at the assessment planning meeting with PAL, prior to assessments taking place of their right to appeal, which includes their right to appeal or complain in respect of the Equalities Act 2010.

**Health and Safety Policy** – Employers and providers must have a documented policy stating its commitment for the protection of health and safety of employees and apprentices. PAL expects the training provider has confirmed this with the employer.

**Internal Quality Assurance Policy/Strategy** – PAL expects providers to have a written policy which sets out its commitment and methodology regarding the Internal Quality Assurance provision regarding on-programme delivery. PAL undertakes assessment and quality assurance of the apprenticeship standards and we have our own policies, we believe it is important that all aspects of the apprenticeship programme and gateway requirements have been subject to appropriate checks and quality assurance throughout the apprenticeship programme supports such vigilance.

**Apprentice Identification Process** – Employers and providers must be assured that the person taking the assessment is who they say they are and as such, this requires a procedure in place for checking the apprentice's identification. PAL for the purpose of EPA assessment activities will undertake ID checks and apprentices should be advised of this, our resources and EPA information details what checks we undertake and what information we require.

**Access to Fair Assessment Process** – Fair assessment is the process by which the assessments and assessment methods used are designed to give all apprentices appropriate opportunities to demonstrate achievement, whilst considering any reasonable adjustments. The assessment plans determine the assessment methods and for the purpose of EPA, PAL will adhere to its Reasonable Adjustments and Special Consideration Policy and procedures.

Providers and employers must consider their access to fair assessment protocols when planning formative assessment tasks and preparing apprentices for gateway and EPA readiness by ensuring any such activities are relevant, and reflect the assessment plan and standard the apprentice is working to and positively support end-point assessment readiness.

In EPA, access to fair assessment, extends to the apprentice undertaking their assessment in a safe manner, with access to the appropriate resources, equipment, technology and PPE. It is the responsibility of the employer to ensure the end-point assessment requirements, agreed in the assessment planning/scheduling meeting are adhered to.

**Documentation Retention and Secure Storage Policy** – Providers and employers should have arrangements for secure documentation retention and storage. Secure storage not only relates to apprentice’s work such as portfolio evidence and records, that may underpin end-point assessment activities but to any assessment materials issued by PAL where the provider or employer has centre status. PAL will not issue any assessment materials to third parties. PAL Padlets offer guidance and amplification to help an apprentice prepare for assessment, as such they may include practice papers and exemplars specifically designed to support assessment readiness, but not actual assessment instruments. Arrangements should be agreed with the PAL EPA Team as to how work such as portfolios or projects required for submission as part of the EPA requirements are going to be shared by the provider. **PAL expects employers and providers to comply with the data arrangements as specified in our service level contracts and EPA Manual.**

**Invigilation Policy and Procedures**– All tests, examinations must be administered securely and in the majority of cases PAL will use our own invigilators to administer tests. There can be some circumstances where it is not possible for PAL to undertake test invigilation, in which case PAL’s EPA Team will look at alternative arrangements and PAL’s Quality Team will wish to check arrangements are in line with PAL’s Invigilation Policy and procedures.

PAL will provide training for invigilators and where a provider/employer has requested to invigilate, PAL will seek various assurances and issue a separate invigilation agreement that the provider/invigilator must adhere to, subject to a satisfactory outcome of checks. **PAL’s Invigilation Policy will apply.**

For all other assessment activities, PAL undertakes the assessments and PAL expects the employer and or provider to make provisions regarding, time, location, facilities, and resources for such assessments.

PAL may ask to see such policies, and PAL will as part of contract negotiation and account management activities, seek reassurance that such policies and procedures are in place. However it is not PAL’s place to make comment on any such policy or to influence any aspect of the in-programme delivery or make any judgement regarding the effectiveness of such policies and how either the employer or provider conducts their business to meet quality (AO) approval conditions; ICO requirements and compliance; ESFA funding requirements and apprenticeship management rules and where applicable OFSTED requirements.

## Section Four

### *Delivery Methodologies- Providers and Employers*

**PAL does not get involved in the on-programme delivery of apprenticeship standards, however it is helpful for us to gauge an understanding and insight into the training provided by employers and providers, to this end we may ask to see curriculum outlines or schemes of work.**

As the end-point assessment is about assessing competence across the knowledge skills and behaviours of specific standards, it is critical apprentices have access to good quality training interventions and resources that are compatible with the requisite assessment plan.

PAL does therefore seek to establish how both providers and employers, effectively support their apprentices, as part of our account management and customer relationship activities.

Providers and Employers are responsible for having the appropriate staffing and learning resources and materials and equipment to support the apprentice through their apprenticeship programme.

To gain a better understanding of programme delivery PAL will wish to confirm programme delivery mechanisms, to include use of learning platforms and e-portfolio systems. PAL will also inquire as to the access apprentices have to such systems. PAL does not make any judgement on our third parties selection of systems and evidence collection;



we ask about these matters so we can have a better understanding as to deliver the EPA experience that meets everyone's expectations.

Any provider/employer delivering apprenticeship provision should have appropriate quality systems in place to underpin that delivery. Systems will vary between providers and employers according to what is appropriate for the particular apprenticeship standard and workplace. Again, PAL makes no judgement on such systems, or relationships centres may have with other awarding organisations or EPAOs



Practices that work in with a large provider or employer organisation will not necessarily work in a small one and the context of, for example, an employer-based provider may mean that there are different requirements from that of a college. Whatever the situation there are three key points – there must be an appropriate system in place to deliver the programme of learning and support each individual apprentice, the system must take due regard of processes and procedures required in delivering apprenticeship programmes, with proper regard to funding requirements and the assessment plan and standard specification and there must be evidence that it is implemented effectively.

The expectations of providers and their training arrangements with their selected employers is that they are meeting the requirements of the approved apprenticeship register for providers and they work to the OFSTED framework and comply with any funding and contracting rules in place, as determined by the ESFA.

Guidance as issued by the various agencies that monitor the effectiveness of apprenticeship training typically expect as a minimum:

- The managing and retaining of a suitably qualified and competent workforce to deliver training and internal quality assurance.
- Ensuring that the workplace and apprentice's job role is aligned to the requirement of the relevant standard and that the apprentice has a reasonable opportunity to acquire the necessary knowledge, skills and behaviours (KSBs).
- Ensuring the provision of on and off-job training is effectively blended and delivered in a suitable and safe environment.
- Recording the apprentice's progress and monitoring performance through formative assessment.
- Ensuring work such as portfolios, projects, assignments, submitted as evidence for end-point assessment have been suitably checked and authenticated as the apprentice's work.
- Ensuring that where the conflict cannot be avoided the EPAO is informed (for example in a family run business the apprentice maybe directly managed and coached by a family member and this may have some bearing for certain assessments, dependent on the assessment plan).
- Ensuring gateway requirements are understood and applied by the employer and provider.

**Where PAL has evidenced concerns with the conduct of providers, employers or apprentices which could lead or cause a potential adverse effect at the gateway or EPA stage of the apprenticeship journey, PAL will review its**

service level contract with the relevant party and will refer to its Withdrawal Policy. Additionally PAL's Responsible Officer or Deputy Responsible Officer may refer such concerns to the relevant regulator.

## Section Five

### *Staff Requirements- Providers and Employers*

#### **Employers**

It is not PAL's place to advise or get involved in on-programme delivery, and the following points are drawn from guidance as made available by the various agencies and regulator who oversee training and teaching delivery.

There is no one-way to deliver an apprenticeship programme, however PAL's experience is where employers, providers and apprentices have a good relationship, and knowledge of the relevant apprenticeship assessment plan requirements, this assists the apprentice in their EPA performance.

Employers should ensure that apprentices receive appropriate supervision from their direct line report and that they have access to a mentor and are fully supported by the organisation's training and development policies and processes.

The apprenticeship programme should stretch and challenge the apprentice and provide genuine opportunities for learning. The employer should actively support the compilation of the apprentice's individual training plan and provide regular training, coaching and feedback to progress the apprentice.

Employers should ensure the safety and well-being of the apprentice and work with the provider to deliver an effective apprenticeship programme, which meets the standard requirements.

Employers should be familiar with the apprenticeship journey, including end-point assessment and the employer is responsible for making the selection of the EPAO.

#### **Providers**

Providers will typically have trainers/tutors/skills coaches who are responsible for programme delivery, some trainers and tutor may have a specialist training role such as the delivery of functional skills.

Providers are responsible for appointing appropriately qualified staff to carry out training and having in place an internal quality assurance system.

## Section Six

### *Quality Assurance Approach- Providers and Employers*

The vast majority of providers will have a recognised and robust quality assurance system that is recognised by other awarding organisations and cognisant with the General Conditions of Recognition (GCoR).



Internal quality assurance is a key factor in managing risk and it helps to ensure timely apprenticeship gateway meetings and supports the efficacy of the gateway review in accurately determining the apprentice's readiness. While the gateway outcome cannot provide absolute assurance of the EPA outcome, a robust formative assessment during the on-programme phase of the apprenticeship, should confer a collective agreement by the employer,

apprentice and provider, of the apprentice's competency and abilities.

Even in the context of apprenticeship standards the role of the provider, internal quality assurer and quality assurance processes to ensure that:

- Formative assessment is appropriate, consistent, fair and transparent and does not unintentionally discriminate against any apprentice.
- Tutors/assessors receive ongoing advice and support, for example in designing formative assessment activities, marking practice assessments, providing feedback etc.
- Tutors/assessors do not have any conflicts of interest.
- Apprentices clearly understand the apprenticeship requirements and are given opportunities to achieve their apprenticeship.
- Apprentices work such as portfolios or projects or logs, that underpin or form part of the end-point assessment, but are allowed (as stated in an assessment plan) to be compiled during the apprentice's programme is presented in a manner that meets the assessment plan requirements and allows for positive end-point assessment.
- Apprentice's gateway evidence is authentic, note as the appointed EPAO PAL will independently validate gateway evidence.
- Suspected or identified malpractice, maladministration or plagiarism associated with EPA, for example where an employer or provider is acting as an invigilator is reported to PAL.
- Provider staff and apprentices understand the implications and the required actions in the case of suspected or actual malpractice. PAL's policy makes clear the actions we will take and we will expect the support of the provider and/or employer and apprentice in any investigations PAL undertakes.

## Section Seven

### Resources to support EPA

PAL does not make any recommendations as to how best providers and/or employers deploy and evaluate their training activities, however our analysis of EPA results indicates where apprentices receive regular feedback and the opportunities to practice for their EPA, they are more confident about entering EPA.

Most assessment plans require an apprentice to undertake more than one form of assessment, research by the Association of Apprenticeships indicates apprentices are most nervous about tests and projects, where these form part of their EPA. It is unusual for any apprentice to feel equally comfortable and confident with all assessment forms, so it is worth practicing mini assessments in the form that will be used in the EPA.

**The PAL Padlets, provide lots of support materials to help apprentices get through their EPA. Please speak to a**

**member of the PAL team if you have issuing accessing these on-line resources, and if you need resources in a different format, please ask and PAL will do our best to provide resources in an alternative format.**

Andrea Bick • 17 Apr  
Commis Chef ST0228/AP04 Level 2 Documentation and Resources  
End-Point Assessment Information for Employers, Apprentices and Training/Employer Providers

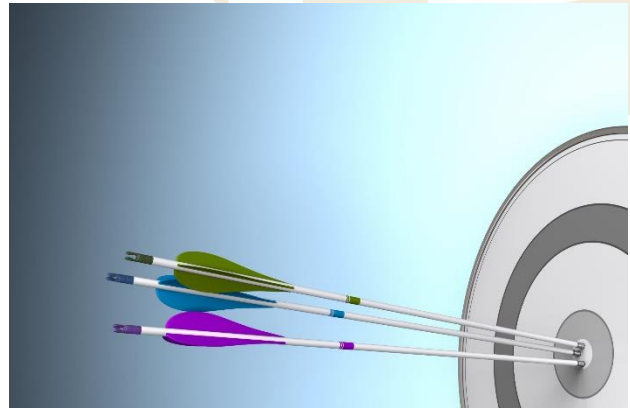
- 7. Gateway Review**  
Gateway Review Guidance  
The gateway review takes place prior to the end-point assessment and involves the apprentice, the training provider and the employer. The purpose of the meeting is to establish the apprentice's readiness for end-point assessment.  
Progress of the apprentice is reviewed and an agreement is made as to whether or not competency levels against the required standard have been achieved. All parties should...
- 8. End-Point Assessment Planning**  
Planning Meeting Guidance  
Following a successful gateway meeting, a PAL representative will contact you to arrange a planning meeting which can be carried out remotely or face-to-face.  
At this meeting, the relevant...
- 9. Knowledge Test**  
Test Key Facts  
The apprentice must undertake a multiple-choice test that lasts a maximum of 75 minutes and includes 50 questions.  
The pass mark for the test is 30/39 out of 50.
- 10. Practical Assessment with Questions**  
Practical Assessment Guidance  
The practical assessment with questions involves an independent assessor observing an apprentice undertaking a set task or a series of set tasks in a simulated environment and asking questions.
- 11. Professional Discussion**  
Professional Discussion underpinned by a Portfolio of Evidence Guidance  
The professional discussion is underpinned by a portfolio of evidence submitted to PAL at Gateway. Please refer to column 6 for portfolio guidance.

## Section Eight

### *Registration and Data Management and Results*

Please refer to the following documents:

- EPA Manual (Sections: Data Protection Notice; Data Requirements; Gateway; EPA Booking; Readiness; Results; Results Enquiry; Resits and Retakes).
- Service level contracts (Data Protection and Data Processing).
- EPAPro Employer Guide.
- EPAPro Provider Guide.
- Resit and Retake Policy.



## Section Nine

### *Malpractice and Maladministration*

Malpractice is a deliberate or reckless act of an individual or business to dishonestly influence an assessment outcome. Malpractice is an act that does not comply with PAL or regulatory authority's conditions and brings the authenticity, reliability and integrity of apprenticeship end-point assessments into question.

Although PAL conducts the majority of end-point assessment activities, you are required to read and understand and comply with PAL's:

- Maladministration and Malpractice policy
- Conflict of interest Policy
- Confidentiality Policy

PAL also requires you to read and understand PAL's:

- Sanctions Policy
- Withdrawal Policy

Providers we will expect you to have your own Malpractice and Whistleblowing Policies, which are fully implemented.

Employers we recognise you may not have a specific policy in respect of malpractice, however we would expect you to have procedures and processes for ensuring professional and reputable conduct.

Providers and employers are obliged to comply with any investigation where malpractice is alleged or identified.

## Section Ten

### *Withdrawal and Termination of Contracts*

Please refer to the termination clauses in the service level contract and the sanctions and withdrawal policies.

Centres additionally refer to the approval centre agreement.

### *Glossary*

Apprentice (learner) - we use the term apprentice, as an end-point assessment organisation we are assessing apprentices. Regulators will refer to apprentices as learners.

Apprenticeship Standard- Agreed set of knowledge skills and behaviours advocated and supported by employers and approved by IfATE.

Assessment Plan- The specification that supports the standard as describes how the apprentice should be assessed against the knowledge skills and behaviours of the requisite standard.

Centre- term applied to employers and providers who have learners (apprentices) on recognised funded apprenticeship training programmes.

End-Point Assessment (EPA).

End-Point Assessment Organisation (EPAO).

Educations Skills Funding Agency (ESFA).

General Conditions of Recognition (GCoR).

Institute for Apprentices and Technical Education (IfATE).

Knowledge Skills and Behaviours (KSBs).

Professional Assessment Ltd (PAL).

Qualification regulator - Ofqual (England).

