



Training Qualifications UK

APPRENTICE PACK

Assessor Coach

ST0146/AP01



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This Apprentice Pack is for your own use.

You are not required to submit it to Training Qualifications UK

Flowchart



Gateway is a meeting between you, your Employer and your On-Programme Assessor during which you will collectively discuss, and if appropriate, agree on your EPA readiness.

You will be assigned an End-Point Assessor who will contact you to book the Assessment Planning Meeting.

During this meeting between you, your End-Point Assessor, your Employer and your On-Programme Assessor, you will schedule your assessments and can ask questions about the EPA process.

During the Assessment Planning Meeting, you will discuss with your Employer and Assessor your normal work pattern to determine a suitable date and time for Observation to take place.

Your Training Provider will submit your Showcase at Gateway. Your End-Point Assessor will then prepare questions for the Professional Discussion






To allow for the internal quality assurance process to take place, you will be provided with your grades within ten working days. If you fail the EPA, you may be eligible for a resit or retake.

If there is no appeal of the process, we will claim your certificate from the ESFA two weeks after issuing your grade.

Gateway

Gateway Requirements

Before you can start your EPA, your Training Provider is required to upload the following evidence:

	Photo ID
	Gateway Meeting Record/Gateway Declaration
	Functional Skills - English, Maths and ICT at Level 2
	Level 1 Safeguarding
	Showcase and Mapping and Tracking Form

Assessment Methods

This End-Point Assessment (EPA) consists of two assessment methods:



Observations followed by Questions and Answers



Professional Discussion informed by the Showcase

Assessment Order

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

EPA Window

Your End-Point Assessment must be complete within eight weeks of you being accepted through Gateway.

Observations

Observations

End point assessment will reflect your normal working practice with your learners. If you undertake remote coaching/assessing sessions with your learners then this is how your End Point Assessment will be conducted and your End Point Assessor will join the remote meeting. If you conduct your coaching/assessing sessions face to face then the End Point Assessment will take place face to face with the End Point Assessor visiting you on site to observe.

Your allocated End-Point Assessor will observe you in your normal place of work performing your usual role as Assessor Coach in **two coaching/assessing sessions**. Each Observation will last **60 minutes**, for a total of **120 minutes observed** (+10% variance). If your End-Point Assessor is not an expert in the subject which you coach/assess, a Subject Advisor will also be present.

The Observations must involve **a minimum of two different learners** taking part in genuine coaching/assessing sessions. The observed sessions will usually be one-to-one, but group coaching/mentoring may also be observed. Simulation or role-playing is **not** permitted. Other Apprentices must not be present during the observations.

The Observations will be marked according to the [grading criteria](#). Any criteria which do not occur naturally during the observations will be tested during the question and answer session.

Question and Answer Session

The Observations will be followed by a question and answer session lasting no more than **12 minutes**, in addition to the time allocated to the Observations. This part of the assessment must take place in a controlled environment.

During the Question and Answer Session, your End-Point Assessor may ask about situations which did not occur naturally during the Observations. To test criteria not observed you may be asked questions such as “What would you have done if there was a safety issue here?”

Your End-Point Assessor may also ask questions to clarify practice they did observe or any sector-specific or specialist practice, e.g. “Why did you take that approach?”

For more information on answering questions and controlled environments, see the [Apprentice Handbook](#).

Grading

This assessment is graded Distinction, Pass or Fail according to the [Assessment Criteria](#).

The Assessor Coach Observations are scored out of a possible 42 points, with a **weighting of x2** added. Therefore, this assessment represents 70% of the End-Point Assessment activities.

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

To achieve a Pass:

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

To achieve a Distinction:

- all of the criteria must be allocated at least one point;
- at least 15 of the criteria must be allocated 2 points; and
- you must achieve a minimum score of 72 (after x2 weighting).

Point Allocation		
0 Points	Not demonstrated	The relevant skills, knowledge and behaviours are not fully evident in the observed practice or explained partially in subsequent questioning.
1 Point	Partially demonstrated	Relevant skills and behaviours have been observed or partially explained through questioning. Questioning, however, reveals only a superficial understanding of the knowledge requirements.
2 Points	Well demonstrated	All relevant skills, knowledge and behaviours have been demonstrated effectively and/or comprehensively explained or justified in subsequent questioning

Apprentices will be deemed to have failed if zero points '0' (not demonstrated), is allocated in any of the Knowledge, Skills and Behaviour (K, S & B) criteria, listed in the table below.

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

Observation - Assessment Criteria

The Assessor-Coach will be able to - Skills
Plan coaching and assessment
S1 facilitate access to relevant, current information advice and guidance (IAG)
S2 apply or reference relevant initial and diagnostic assessment
S3 agree a programme of development and assessment, setting realistic but challenging goals that meet learners' and employers' needs
S4 liaise with employers, colleagues and others to support learners' development
Deliver coaching support
S5 anticipate and overcome barriers to progress and inspire achievement, ensuring that learning is inclusive and supports diversity
S7 give timely feedback on progress towards mastery of relevant skills and knowledge
S8 provide access to pastoral support and guidance
S9 promote the safe and effective use of digital and mobile technologies to support learners and the Assessor-Coach role
S10 agree and record targets and progress, complying with quality, confidentiality and data protection requirements
Assess learners
S11 use effective listening, assertiveness and questioning to support learners' to engage with their learning plans and with assessment criteria and processes
S12 comply with awarding organisation requirements and local quality and safety guidelines
Support quality improvement
S13 support peer review and quality assurance procedures
S14 report concerns about quality and safeguarding through appropriate channels
S15 maintain the currency of their own knowledge and skills, with reference to workplace practice and feedback from others
Professional behaviours. The Assessor-Coach will:
a Inspires, motivates and raises learners' aspirations through their passion for the sector
b Operates at all times to ethical and legal standard and within professional boundaries
c Models and encourages mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies
d Is resilient and adaptable when dealing with challenge and change and maintaining focus and self-control
e Values the importance of mathematics, English and ICT in learners' future economic and social well being motivate and raise learners' aspirations through their passion for the sector
f Evaluates and improves their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training sector



Showcase

Overview

To support the Professional Discussion you must produce a Showcase.

While there is no restriction on the number of pieces of evidence that may be submitted in your Showcase Portfolio, it is expected that you select **the best evidence** to showcase your ability. The focus should be on the quality of the evidence, rather than the quantity.

One piece of evidence may be mapped to multiple criteria. Equally, more than one piece of evidence may be required to adequately meet a criterion. Whilst there is no limit on the number of pieces of evidence that can be submitted, it is expected that only your best evidence is used.

Evidence includes, but is not limited to:

- A. Formative observations of your sessions, carried out on different occasions by experienced Assessors/Coaches; the Training Provider; a line manager; etc. The documentation from these observations is a key part of your portfolio.
- B. A reflective log and development plan taking account of 3600 feedback (e.g. from peers, learners, experienced coaches, employers, etc.) updated at regular intervals to reflect your ongoing development. This would focus on the development of your life skills and the cultivation of the professional behaviours of an Assessor/Coach. Towards the end of your Apprenticeship, it would help to carry out a retrospective review of personal development and include it in your Portfolio Showcase.
- C. Examples of quarterly reviews/appraisals. You will find it useful to self-assess your own progress against the criteria within the six thematic/synoptic areas, to ensure there is applicable evidence for each one.

The Showcase Portfolio is not directly assessed. However, your End-Point Assessor will review the evidence within it before they write questions to prepare for the Professional Discussion. You will be able to draw upon evidence from your Showcase during the Professional Discussion

The [Showcase Mapping and Tracking Form](#) allows you to identify which piece of evidence meets each KSB.

You must provide evidence for all the KSBs. Incomplete Portfolios will be rejected at the Gateway stage.



Professional Discussion

Overview

The Professional Discussion can take place face to face or remotely. Whichever method is chosen, it must take place in a controlled environment.

Your Training Provider will submit your [Showcase](#) at Gateway. Your End-Point Assessor will then prepare questions for the Professional Discussion based on the contents of your Showcase and relevant to the [KSBs](#) assigned to this assessment.

The Professional Discussion will last **60 minutes**. A 10% variance is permitted at your End-Point Assessor's discretion to allow you to finish your final answer or point. No new questions will be asked after the time limit has been reached.

During the Professional Discussion, you should have access to your Showcase and to notes to support you in proving examples and to enhance your answers.

For further guidance on controlled environments, answering questions in Professional Discussions and the notes you are permitted to bring, please see the [Apprentice Handbook](#).

Grading

This assessment is graded as Distinction, Pass or Fail according to the [grading criteria](#).

The Professional Discussion is scored out of a maximum of 36 points and represents 30% of the End-Point Assessment activities.

In order to achieve a Pass for this assessment:

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

In order to achieve a Distinction for this assessment:

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

If any of the thematic/synoptic areas are marked as a fail for authenticity or are awarded zero points in any other criteria, this assessment will be graded as a Fail.

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

Professional Discussion - Point Allocation

PD = Professional Discussion AC = Assessor Coach

Assessment Criterion		Points Allocated	
a. Authenticity	is there evidence to clearly demonstrate that this is the apprentice's own work?	Fail A Fail for Authenticity renders the evidence for this area unreliable leading to a 'Fail' overall.	
If passed			
The Assessment Criterion from the table below, are allocated points for Relevance, Effectiveness and Understanding as follows:			
0 Points = Not Demonstrated 1 Point = Partially Demonstrated 2 Points = Well Demonstrated			
Assessment Criterion	Not Demonstrated (0 Points)	Partially Demonstrated (1 Point)	Well Demonstrated (2 Points)
b. Relevance	Relevant criteria or behaviour have not been addressed or the evidence presented is not relevant.	Some relevant evidence has been presented but other evidence lacks relevance.	All the Showcase evidence presented during the PD is well focussed and relevant to the related criteria/behaviours
c. Effectiveness	During the PD the advice and support given by the AC, to learners. is incorrect or outdated, or fails to address current, accepted effective practice	During the PD the advice and support given by the AC addresses some aspects of effective practice but could usefully address other areas, or be more up-to-date.	During the PD the AC's advice and support addresses essential and important aspects of relevant, up-to-date industry and/or specialist practice
d. Understanding	During the PD the AC apprentice has failed to demonstrate an understanding of the importance or impact of the relevant assessment theme.	During the PD the AC has demonstrated a basic understanding of the relevant theme but their awareness of its wider impact is limited.	During the PD the AC is fully able to explain the value and impact of the assessment theme, in respect of all stakeholders.

Professional Discussion - Assessment Criteria

Thematic/Synoptic Assessment Area	Assessment Criteria
I.	Liaising with colleagues and relevant stakeholders to: <ul style="list-style-type: none"> • ensure access to valid, current IAG; • identify and support additional English and maths learning needs; • identify other specialist support needs, provided by relevant professionals; • suggest adjustments to planned 'off-job' training; • suggest adjustments to planned work experience (via the employer).
Skills	Knowledge
S1 facilitate access to relevant, current information advice and guidance (IAG)	K1 sources of and how to access up-to-date and valid IAG
S3 agree a programme of development and assessment, setting realistic but challenging goals that meet learners' and employers' needs	K3 how to agree individual programmes that inspire and challenge learners to achieve current work-related knowledge and skills
S4 liaise with employers, colleagues and others to support learners' development	K4 additional support for learners available through workplace and provider-based colleague
S6 highlight learners' mathematics and English needs, and signposts to appropriate support	K6 maths and English underpinning vocational skills and how to access additional support

Thematic/Synoptic Assessment Area		Assessment Criteria
II.		Coaching to provide pastoral support and facilitate progress: <ul style="list-style-type: none"> use appropriate interpersonal skills to facilitate a 'learner-centred' approach to supporting learners. Relevant skills include 'active listening', 'motivational dialogue', structured coaching approaches (such as GROW) and effective action planning and review.
Skills		Knowledge
S5 anticipate and overcome barriers to progress and inspire achievement, ensuring that learning is inclusive and supports diversity		K5 strategies for inspiring learners, increasing their resilience in overcoming barriers and obstacles, and in raising concerns
S8 provide access to pastoral support and guidance		K8 ways of supporting the learner's well-being
S11 use effective listening, assertiveness and questioning to support learners' to engage with their learning plans and with assessment criteria and processes		K11 the effective use of active listening, assertiveness and questioning skills to support retention, progress and achievement
Thematic/Synoptic Assessment Area		Assessment Criteria
III.		Using digital and mobile technologies effectively, efficiently and safely to: <ul style="list-style-type: none"> communicate with learners and stakeholders; support assessment processes; maintaining secure but easily accessible records.
Skills		Knowledge
S9 promote the safe and effective use of digital and mobile technologies to support learners and the Assessor-Coach role		K9 current and emerging technologies that could safely and effectively support learner autonomy and the Assessor-Coach role
S10 agree and record targets and progress, complying with quality, confidentiality and data protection requirements		K10 administrative procedures for recording, storing and sharing information that is legally compliant

Thematic/Synoptic Assessment Area	Assessment Criteria	
IV.	Assessing learners and providing feedback by: <ul style="list-style-type: none"> • facilitating Assessment for Learning (formative assessment) – an ongoing process of monitoring, evaluation and review of learning, ensuring that learners are learning the right things in the right way; • summatively assessing achievement of learning milestones and/or standards. 	
Skills	Knowledge	
S2 apply or reference relevant initial and diagnostic assessment	K2 relevant forms of assessment to identify individual needs	
S7 give timely feedback on progress towards mastery of relevant skills and knowledge	K7 effective practice in giving feedback to guide progress and achievement	
S11 use effective listening, assertiveness and questioning to support learners' to engage with their learning plans and with assessment criteria and processes	K11 the effective use of active listening, assertiveness and questioning skills to support retention, progress and achievement	
Thematic/Synoptic Assessment Area	Assessment Criteria	
V.	Maintaining the quality and safety of provision <ul style="list-style-type: none"> • maintaining the quality and currency of own professional skills and knowledge; • supporting quality improvement; • ensuring learners' safety and safeguarding requirements; • complying with relevant organisational guidelines and legislation. 	
Skills	Knowledge	
S12 comply with awarding organisation requirements and local quality and safety guidelines	K12 the quality and safety requirements of assessment and procedures for reporting concern	
S13 support peer review and quality assurance procedures	K13 Internal and External quality procedures and the role of peer review	
S14 report concerns about quality and safeguarding through appropriate channels	K14 organisational and legislative requirements for reporting concerns about quality and safeguarding	
S15 maintain the currency of their own knowledge and skills, with reference to workplace practice and feedback from others	K15 how to maintain occupational currency and ways to improve coaching	

Thematic/Synoptic Assessment Area	Assessment Criteria
VI.	Understanding and demonstrating professionalism in all aspects of the role. Professional Behaviours (a) to (f)
a Inspires, motivates and raises learners' aspirations through their passion for the sector	
b Operates at all times to ethical and legal standard and within professional boundaries	
c Models and encourages mutual respect, displaying a deep understanding of equality and diversity, with and between learners, colleagues and appropriate agencies	
d Is resilient and adaptable when dealing with challenge and change and maintaining focus and self-control	
e Values the importance of mathematics, English and ICT in learners' future economic and social well being	
f Evaluates and improves their own professional practice in relation to the Professional Standards for Teachers and Educators in the Education and Training sector	

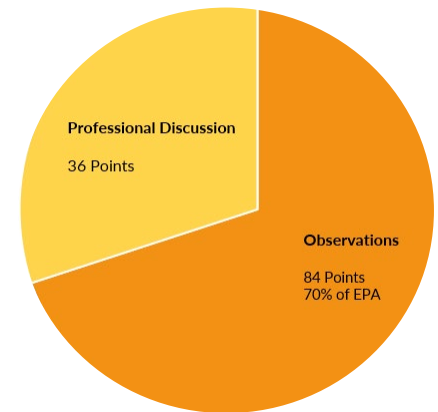
Overall Grading

This Standard is graded Distinction, Pass or Fail.

Each assessment method is graded individually. Once you have completed all assessment methods, the weighted scores for each assessment are added together to determine your overall grade, using the table below.

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

A Fail in either assessment method will result in a Fail overall.



Resits and Retakes

If you fail either of the assessment methods, you may be eligible for a resit or retake. You may attempt a **maximum of two resits or retakes** in the **six-month period** following the initial assessment date.

Appeals

An Apprentice cannot directly make an Appeal to Training Qualifications UK, however, their Training Provider may appeal their Result/Grade if there is genuine cause to believe Training Qualifications UK has:

- Made an administrative error;
- Made an unreasonable exercise of academic judgement;
- Failed to consistently apply its procedures.

Training Qualifications UK's Appeals Policy, including time frames, can be found [here](#).



GOOD LUCK!

