



Sheldrake Training

TOGETHER WE LEARN

Sheldrake Training Standing Operating Procedures

**End Point Assessment
October 2017**

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Introduction

1. With effect from May 2017 the government introduced a new apprenticeship programme across the United Kingdom. This programme was initially called “Trailblazers” and consisted of employers coming together to write new Apprenticeship Standards for learners within the UK.

Sheldrake Training was approved through RoATP to work within these new standards in April 2017, with the new Apprenticeship Standards being introduced following the withdrawal of Apprenticeship Frameworks over the coming months. These new standards are being developed by the industry with support from Awarding Organisations, training providers and the Department of Education.

As part of this new regime the government directed that the training should be provided by a training provider or the organisation itself and the assessment of achievement should be conducted by an Independent End Point Assessor. Another significant change with Apprenticeship Standards is the removal of the requirements for a qualification to be provided; the learners apprenticeship completion certificate would prove competence in the future.

Many of the qualifications carried out by apprentices within the Army are specific to the Army equipment and require different skills and capabilities to those used by apprentices who do not work on military equipment or within Army systems or procedures. As a result Sheldrake Training has set up an End Point Assessment (EPA) Department specifically for apprentices in Army trades.

These Standing Operating Procedures (SOP's) have been written to provide all those involved in the delivery of the End Point Assessment (EPA), on behalf of the Sheldrake Training Limited, to understand the policies and procedures required to comply with the new Apprenticeship Standards.

Sheldrake Training Ltd EPA Department

2. Sheldrake provides EPA for Army apprentices specialising in the specialised skills needed by Army apprenticeships. The EPA Department's role is to manage and deliver the End Point Assessment. The responsibilities of the EPA Department include:

- a. The management of learner information.
- b. The management of End Point Assessment.
- c. The training and management of their assessors.
- d. The development and implementation of Quality Assurance practices to comply with the Institute for Apprentices and Apprenticeship Standards.
- e. Requirements of the External Quality Assurance organisation.
- f. The provision of all necessary resources required to ensure the quality of the End Point Assessment.
- g. Contact details for the EPA Department as follows:

- | | | |
|-----|---------|---|
| (1) | Address | EPA Department, Sheldrake Training Limited,
Old Fire Station,
Salt Lane,
Salisbury
Wiltshire, SP1 1DU |
|-----|---------|---|

- (2) Telephone
 - (a) Direct Dialling 01980 845358
 - (b) Mobile 07761467108

- (3) Facsimile 01980 634019

- (4) Email
 - (a) EPA Programme Manager epa@sheldraketraining.co.uk

ESFA

3. The Education and Skills Funding Agency (ESFA) brings together the existing responsibilities of the Education Funding Agency (EFA) and Skills Funding Agency (SFA), creating a single funding agency accountable for funding education and training for children, young people and adults. The ESFA will:

- a. Be accountable for £61bn of funding for the education and training sector, providing assurance that public funds are properly spent, achieve value for money for the tax payer and deliver the policies and priorities set by the Secretary of State.
- b. Regulate academies, FE Colleges, employers and training providers, intervening where there is risk of failure or where there is evidence of mismanagement of public funds.
- c. Deliver major projects and operate key services in the education and skills sector, such as school capital programmes, the National Careers Service, the Digital Apprenticeship Service and National Apprenticeship Service.

Institute for Apprenticeships

4. The new Institute for Apprenticeships is independent from government and has been launched to ensure that all apprenticeships are top quality and deliver the skills that employers need. It will further support the government's commitment to deliver 3 million quality apprenticeships by 2020.

High-quality apprenticeships are an important part of the government's 'Plan for Britain' and the institute marks an important milestone in working with businesses to invest in the home grown-skills our country needs.

To ensure employers are at the heart of every decision, the institute has appointed leading figures in the business world to sit on its board. This will ensure that employers' needs are being met and they have the opportunity to review and challenge apprenticeship standards and how apprenticeships are assessed.

5. The end point assessment of all apprenticeships must be externally quality assured to ensure that they are meeting consistent outcomes. For Transport assessment, there is an employer-led process which is managed on behalf of industry apprenticeship boards by the Institute for Apprenticeships. The Institute for Apprenticeships has appointed Open Awards to deliver External Quality Assurance (EQA) of apprenticeship end-point-assessment on the Institute's behalf in 2018.

Apprenticeship Structure

Apprentice Achieving Full Competence

6. The period of learning, development and continuous assessment is managed by the employer, in this case the British Army who will work with a training provider to deliver appropriate apprenticeships for soldiers. Frequently throughout the period of learning and development, the apprentice should meet with the on-programme assessor to review and record their progress against the standard using a workbook and an on-programme progression template. At these reviews evidence should be discussed and recorded by the apprentice. Once the apprentice is deemed competent, the relevant section(s) of the standard should be signed off by the employer with the support of those involved in the learning and development.

Readiness for End Point Assessment

7. The independent end point assessment is synoptic, which means it takes an overview of the apprentices' competence and check that they understand all elements of the learning. Therefore it should only commence once the Army and their training provider are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard which, as a best practice recommendation, could be clearly evidenced by the on- programme progression review meetings and records. The independent end point assessment ensures that all apprentices consistently achieve the industry set professional standard. Prior to independent end point assessment the English and maths components of the apprenticeship must be successfully completed.

Prior to gateway a structured meeting will be held and must include the relevant people that have responsibility and accountability for the completion of the apprenticeship, such as: the apprentice, the Regimental Apprenticeship Trade Coordinator, on-programme assessor and an Army line manager. The apprenticeship workbook is to be brought to this meeting. The outcomes of the meeting must be recorded on the readiness for independent end point assessment record to ensure judgements are appropriate, consistent and fair.

Once the employer (supported by the on-programme assessor) is satisfied that the apprentice has achieved full competence, a further meeting must take place that includes an independent end assessor from Sheldrake Training, who must be provided with the completed readiness for independent end point assessment record at least one week in advance. This meeting may be conducted remotely – e.g. a virtual meeting using technology such as Skype, as its aim is to secure the plan for the assessment activities, but does not contribute to any assessment decisions. The independent end assessor will agree a plan and schedule for each assessment activity with the apprentice and regimental coordinator to ensure all components can be completed within a three month end assessment window. Recording documents for this meeting are contained at Annex A.

Assessment organisations must inform the relevant awarding organisation of the independent end point assessments prior to commencement to ensure external quality assurance activity can be planned and implemented. At this meeting, the apprentice must present their workbook which will be assessed prior to and discussed during the professional discussion. It should be noted that the on-programme assessor is not involved in this planning activity as this forms the next step of the apprenticeship journey, moving from the on-programme phase to the end point assessment.

Order and Timings of the End Point Assessment

8. Different standards have different assessment activities for the independent end point assessment. All assessment activities must be completed within three months of passing through gateway. It is a requirement that apprentices have adequate time to prepare for, and recuperate after each assessment activity, prior to commencing the next. Assessments may occur over a minimum of two days and a maximum of three months within the assessment window.

End Point Assessment

Rationale

9. Independent end point assessment is a culmination of a learning and development journey, resulting in external confirmation of an apprentice meeting the industry defined standard. The assessments are conducted by an independent end point assessment organisation (EPAO) who is approved by an awarding organisation and appointed by the training provider. The EPAO will have been quality assured to ensure that the judgements and assessments made on apprentices are consistent, reliable and valid.

It is important that during the end point assessment the following controls are adhered to:

- a. A formal structure must be in place to plan the end point assessment, allowing planning of internal and external quality assurance, including use of the readiness for independent end point assessment record.
- b. A common approach to assessment tools and procedures for independent end point assessment will be freely available. The common approach will help ensure that end assessment tools and procedures are consistent in meeting the requirements for fair, accurate and reliable assessment decisions, against the apprenticeship standards.
- c. The mandating of both technical and assessment competence and continuing professional development (CPD) for independent end assessors to ensure that they have the right tools, qualifications, training and experience to make reliable judgements.
- d. An end point assessor from an independent assessment organisation, who has had no prior involvement with the apprentice and therefore providing an objective, independent view.
- e. The internal quality assurance of individuals conducting independent end point assessments and of independent end point assessment outcomes and results, by an SFA registered assessment organisation.
- f. Requirements for standardisation of independent end point assessments across assessment organisations.
- g. The use of externally set and marked on demand tests ensuring a consistent approach, regardless of the apprentice's workplace.
- h. A number of complementary assessment methods to provide a clear structure for synoptic assessment across the standard.

Roles and Responsibilities

Independent End Point Assessor

10. An independent end point assessor must be someone who has nothing to gain from the outcome of the assessment and must not have been involved in training or line management of the apprentice. They must be approved and appointed by the assessment organisation, Sheldrake Training Ltd, to undertake the independent end point assessment of the apprentice.

The employer led approach to end assessment allows assessors to originate from the employer's workforce to assess apprentices in their own organisation as long as independence from the apprentice can be demonstrated (i.e. they must not have been involved in either the learning and development or line management of the apprentice.) Preferably the end point assessor is from a

different regiment to the apprentice. Any exception to this will be adjudicated by the EPA Programme Manager. During independent end point assessment an assessor is acting on behalf of, and responsible to, Sheldrake Training Ltd.

To ensure consistent and reliable judgements are made, independent end point assessors will be subject to rigorous quality assurance and must take part in regular standardisation activities.

Occupational Expertise

11. The mandatory criteria for Independent End Point Assessors include:
 - a. Have excellent knowledge and understanding of the apprenticeship standard as set out in the industry set Grading Criteria.
 - b. Hold a recognised current workplace assessment qualification. (EPA Programme Manager will ensure that all staff are appropriately qualified).
 - c. Have current, relevant occupational expertise and knowledge, at the relevant level of the occupational area(s) they are assessing, which has been gained through 'hands on' experience in the industry.
 - d. Have practised standardised assessment principles set out by the assessment organisation.
 - e. Have sufficient resources to carry out the role of independent end assessor, i.e. time and budget.

Continuous Professional Development for Independent End Point Assessors

12. Sheldrake is committed to continually improving their quality of assessment and continued professional development (CPD) is central to that. It is necessary for Independent End Point Assessors to maintain a record of evidence of their CPD. This will ensure currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review. The EPA Programme Manager will ensure that CPD is planned and maintained.

Independent assessors should select CPD methods that are appropriate to meeting their development needs. Within a twelve month period an Independent End Point Assessor will be required to demonstrate they have gained practical experience in the industry which develops/updates their knowledge/skills. The following paragraph provides examples of a variety of methods that can be utilised for CPD purposes, a number of which need to be experienced/adopted on an annual basis.

13. Updating occupational expertise is a requirement of all EPA assessors. The EPA Programme Manager will ensure that expertise is updated through:
 - a. Internal and external work placements to gain 'hands on' experience.
 - b. Work experience equipment familiarisation and shadowing.
 - c. External visits to other organisations.
 - d. Updated and new training and qualifications.
 - e. Training sessions to update skills, techniques and methods.
 - f. Visits to educational and military establishments.

- g. Trade fairs/ shows.
 - h. Keeping up to date with sector developments and new legislation using:
 - (1) Relevant sector websites and Twitter feeds / social media platforms.
 - (2) Membership of professional bodies and trade associations.
 - (3) Papers and documents on legislative change.
 - (4) Seminars, conferences, workshops, membership of committees/working parties.
 - (5) Development days.
14. Standardising and best practice in assessment includes:
- a. Regular standardisation meetings with colleagues.
 - b. Sharing best practice through internal meetings, news-letters, email circulars and social media.
 - c. Comparison of assessment and verification in other sectors.

Internal Quality Assurance

15. Sheldrake Training Ltd is responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. Assurance in the first instance is carried out by the EPA Programme Manager and it is essential that he is able to:

- a. Ensure independent end point assessors are competent in meeting both occupational and assessment criteria requirements,
- b. Approve and appoint independent end point assessors¹.
- c. Assessments are planned and executed fairly.
- d. Quality assure independent end point assessments:
 - (1) With planned internal quality assurance activity.
 - (2) Including both desk based and 'live' quality assurance activity.
 - (3) This must be performed on a risk basis, i.e. new or poorly performing assessors must have every element of every assessment quality assured, but established, high performing assessors can be quality assured on a sampling basis, with at least one assessment activity being subject to either desk based or live internal quality assurance activity.
- e. Ensures on-demand tests are correctly invigilated.
- f. Ensure standardisation of all assessors occurs on a regular basis, including but not limited to:

¹ * All Independent EPAs must have no involvement in the development, training or line management of the learner. When carrying out the responsibilities of an EPA or IQA individuals will be delivering on behalf of the Sheldrake Training Ltd. The EPA Programme Manager will manage this process to ensure that EPAs are completely independent from the learner.

- (1) Review of annual adherence to CPD requirements.
 - (2) Regular standardisation meetings – usually 6 monthly but frequency required dependent on internal and external quality assurance outcomes of each assessment organisation.
 - (3) Assessment and quality assurance of training sessions.
 - (4) Shadowing and cross checking of other assessors.
- g. Address poor performance from assessors to ensure high standards of end assessment.
 - h. Obtain and review feedback / satisfaction results from apprentices and employers, taking appropriate actions for improvement.
 - i. Address and administer any appeals and grievances fairly and in line with the consistent approach.

Quality Assurance Rationale

16. All assessment organisations are required to check the independence of the end point assessor from the apprentice, ensuring that the end point assessor has not been involved in the learning, development or line management of the apprentice. All assessment organisations are subject to external quality assurance in order to deliver national consistency across the sector.

The aim of this part of the SOP's is to outline the Quality Assurance (QA) Policy, the main components of this Policy are:

- a. QA rationale.
- b. A commitment to quality.
- c. A sound QA Infrastructure.
- d. A competent QA Team.
- e. Effective QA procedures.
- f. Providing effective communication channels between all involved in qualification activities, both internal and external.

Initially, all assessors will be observed carrying out assessment activities under the new EPA process. As experienced and good performing assessors develop this will change to a risk basis where sampling, by observation, will be conducted on at least one of the assessment activities. Poor performing assessors will continue to have 100% of assessment activities observed with support and mentoring provided by the Lead Assessor until performance improves.

Commitment to Quality Assurance

17. Sheldrake Training Ltd is committed to providing high quality assessment and quality assurance of apprenticeship standards. It is Sheldrake policy that personnel have access to the widest possible range of CPD, qualifications, accreditation and other forms of professional education. Sheldrake will also ensure that the military line management are aware of the additional training and qualifications that military assessors have accrued for their role as EPAs.

Quality Assurance Infrastructure

18. The QA infrastructure for the Sheldrake Training EPA is outlined diagrammatically at Annex B. It is designed to ensure that:

- a. Assessment, Internal Quality Assurance are properly monitored.
- b. Formal lines of communication are available.

Competence Required of the Sheldrake Training QA Team

19. All learners will be measured against the relevant apprenticeship standards of the programme on which they are enrolled. For the apprenticeships to be reliable it is essential that the QA Team:

- a. Are demonstrably competent in their roles.
- b. The IQA processes are of a high standard and are consistently applied.

In order to achieve the required quality of staff, Sheldrake Training Ltd conducts safer recruitment procedures. The EPA is to be DBS checked and he will implement further checks on additional staff if considered necessary. All EPAs and IQAs must be currently serving or have previously served in the military and as a result have the experience as well as the specific sector and equipment knowledge. Furthermore all end point assessors and IQAs will have completed the Aviation Operations on the Ground apprenticeship framework before studying CAVA and progressing to become assessors.

Qualifications Required for Sheldrake Training EPA Department

20. Given below are the qualification details for the Programme Manager and the assessment team. The requirements for each role and function in the Department, together with the level of technical or vocational competence needed are provided:

EPA Programme Manager

Function:

- Quality assurance of the Standards.
- End point assessment development.
- Equality of opportunity.
- Planning of CPD for EPA Department staff and Assessors.

Essential Skills:

- TAQA Level 3 & 4.
- Knowledge and experience in the sector.
- Participates in continuous professional development in order to update knowledge, skills and experience.
- DTLLS / Education & Training Level 5.

Desirable Skills:

- Hold QTLS status

End Point IQA and Assessors:**Function:**

- Conduct “Gateway” interview with the learners on-programme, End Point Assessors / Line Management.
- End point assess learners’ competence using the relevant synoptic testing regime for each apprenticeship Standard.
- Invigilate “On Demand” tests.

Essential Skills:

- TAQA Level 3 / 4.
- Conversant with the apprenticeship standards.
- Knowledge and experience of the sector.
- Vocationally competent.

Assessment Methods

21. Within the apprenticeship standards EPAs and IQA’s will be expected to use and be competent using the methods of assessment appropriate for their specific apprenticeship. The specific methods of assessment for each apprenticeship are detailed in Annex A. The complete range of assessments methods are:

- a. Observation of performance in the work environment by an End Point Assessor.
- b. Examining products of the learners own work.
- c. Questioning the learner.
- d. Discussions with the learner.
- e. Looking at learner’s statements.
- f. Oral and written questions.
- g. Assignments.
- h. Projects.
- i. Case studies.

Quality Assurance Procedures

22. Internal quality assurance will be conducted in the first instance by the EPA departmental IQAs. They will focus on the following areas:

- a. End point assessor competence.
- b. End point assessment planning.
- c. Observations of assessments.
- d. Record keeping.
- e. Standardisation

The EPA Programme Manager will instruct the IQAs to manage end point assessors on a risk basis. All new end point assessors will be quality assured on all aspects of the end point assessment. Experienced and high performing end point assessors will have at least one assessment activity observed by the IQA.

The IQA team will provide end point assessors with feedback on their activities and plan any further training as required.

Roles and responsibilities

Internal Quality Assurers

23. IQAs are responsible for ensuring the quality of the end point assessment carried out by EPAs for whom they are responsible. It is the EPA Programme Manager's responsibility, in conjunction with the Army, for them to have appropriate levels of skills and knowledge and experience of the apprenticeship Standards assessments which they are internally quality assuring. A thorough understanding of the standards concerned, the military equipment involved and of assessment methodology, is also absolutely essential.

Assessors

24. End point assessors are responsible to Sheldrake Training Ltd for the correct application of the assessment requirements of the apprenticeship Standards. It is the EPA Programme Manager's responsibility in conjunction with the Army for them to have appropriate levels of skills and knowledge and experience of, the apprenticeship Standards which they are to assess.

External Quality Assurance

25. The external quality assurance will be overseen by Open Awards on behalf of the Institute for Apprenticeships. Supporting information on the external quality assurance can be found on the Institute of Apprenticeships website.

Process for initiating external quality assurance

26. Once an employer is confident that an apprentice has consistently reached full competence against the knowledge, skills and behaviours in the apprenticeship standard, they will contact an assessment organisation to engage with an independent end point assessor. In order to start the external quality assurance process, the assessment organisation will notify Open Awards.

External quality assurance visits will be completed regularly on each assessment organisation, and may include more than one visit/activity where an assessment organisation operates in more than one region, or uses multiple assessment centres. External quality assurance will comprise a range of activities, examples of which are detailed below and will include onsite visits to assessment organisations.

External Quality Assurance Activities

27. The Institute for Apprenticeships has appointed Open Awards to deliver External Quality Assurance (EQA) of apprenticeship end point assessment on the Institute's behalf in 2017-18.

External quality assurance through Open Awards is likely to focus on four defined areas to ensure compliance. They will focus on consistency of assessment materials, competence and performance of staff, the internal quality assurance checks and the overall planning and reporting of the apprenticeship end point assessment process. In detail this will consist of:

- a. Ensuring consistency of assessment tools:
 - (1) Design of the assessment materials.
 - (2) Consistent application and internal quality assurance of assessment materials during end point assessments.
- b. Competence of staff – EQA activity will check:
 - (1) Occupational competence of assessment and internal verification staff.
 - (2) That assessment and internal quality assurance staff have been trained on end point assessment for the relevant standard.
 - (3) That continuous professional development of both occupational and assessment competence is occurring to the prescribed standard.
- c. Internal quality assurance – EQA activity will check that Independent assessment organisations have implemented internal quality assurance procedures as set out in the assessment plan.
- d. Reporting and management of information – EQA activity will check:
 - (1) Timely and accurate registration of the apprentice and notification of results.
 - (2) Accuracy of internal data against registrations to the Awarding Organisation.
 - (3) Full, accurate and legible records.

Sampling Size and Frequency

28. An assessment organisation's sample size will vary due to a number of considerations. Each assessment 'centre' (i.e. if an assessment organisation provides remote centres or operates multiple teams of assessors) will be sampled regularly. The baseline sample for the first external quality assurance visit will be 10%. At the end of each EQA visit the assessment organisation's performance will be graded (e.g. excellent, adequate, poor) and future EQA activity levels will be planned accordingly. Assessment organisations receiving excellent EQA results can expect future samples to be less than 10% and assessment organisations receiving poor EQA results can expect increased frequency of activity and size of EQA sample. At each EQA visit the sample required will include:

- Apprentices who are currently in the assessment window and those who have completed their end point assessment since the previous full external quality assurance visit

- Assessment centres conducting end point assessments on multiple linked standards may have external quality assurance activity combined for efficiency.

It is expected that EQA activity will typically occur every six months, but this frequency may be adjusted in accordance with the volume of apprentices completing end point assessment and the past performance of the assessment organisation.

Prior to an external quality assurance visit, assessment organisations will be contacted to provide and confirm relevant information regarding apprentices. From this information, a sample will be selected and names of apprentices for whom evidence and activity are to be quality assured will be notified to the assessment organisation prior to the visit.

Typically, an external quality assurance visit will involve:

- Meetings between the external quality assurance representatives and apprentices, assessors and internal quality assurance staff.
- A desk review of assessment documentation, covering each assessment activity and usually covering the range of results from distinction, pass and fail, validating the internal quality assurance activity.
- Review of records relating to the planning of internal quality assurance and feedback from end point assessments.
- Review of records relating to the multiple-choice test administration.
- Review of records relating to appeals and grievances.
- Review of competence and CPD for assessment and internal quality assurance staff.
- Review evidence of satisfaction measures for apprentices and employers.
- External quality assurance activity will normally include an opportunity to observe part of a practical assessment, professional discussion or conduct of an examination. All three forms of assessment will be observed over time during the course of external quality assurance visits.

Reporting and Recommendations

29. Within 15 working days after the visit a draft report will be supplied to the independent assessment organisation, including recommendations, actions and a provisional risk grading. The assessment organisation will be given a further 15 working days to provide any feedback, as necessary, after which the final edition of the report, including final grade, will be sent to them.

Subsequent external quality assurance activity will be appropriate to the findings, recommendations and actions and may include interim EQA activity prior to the next full visit. The EQA reports will not be made publically available, but may be shared, in whole or in part, with the employers to inform evaluations and improvements.

Policies and Procedures

Access to Assessment

30. The EPA Programme Manager, Internal Quality Assurers, and Assessors are jointly and individually responsible for ensuring that neither Assessors nor learners are disadvantaged by conditions or requirements that cannot be justified. Full information about the assessment requirements of the relevant Apprenticeship Standards and assessment criteria, and related

information will be made available to any learner or potential learner on request. They will also be available on the Sheldrake Training Ltd website.

Appeals Policy: learners and Assessors

31. a. By Learners. Any learner has the right to appeal against an assessment decision that they regard as unfair or inadequate. The line of communication for the Sheldrake Training Ltd appeals procedure is from learner to end point assessors, end point assessors to IQA, and IQA to EPA Programme Manager. Although all appeals will be processed within Sheldrake Training, the EQA, will be informed of the nature and outcome of every appeal reaching the EPA Programme Manager. Assessors are to ensure that all learners are aware of the Appeals Procedure.

b. By End Point Assessors or Internal Quality Assurers. End point assessors and IQAs have the right to appeal formally against the conduct or outcome of EQA visits involving them or their work, and may also comment more generally on the work of EQA, either on their own behalf or that of their Assessors. The formats for such formal appeals against the EQA policy documentation are at Annex C.

Invigilation Policy

32. The invigilator is the person in the assessment room responsible for conducting the “On Demand” test in the presence of the learners. Invigilators have a key role in upholding the integrity of the external assessment process.

The role of the invigilator is to ensure that the assessment is conducted according to these instructions in order to:

- Ensure all learners have an equal opportunity to demonstrate their knowledge.
- Ensure that the assessment environment is suitable for the conducting of an assessment in a controlled environment.
- Prevent possible learner malpractice.
- Prevent possible administrative failures.

A training session must be held for any new invigilators. Invigilators will be standardised periodically and advised of any changes in the policies as they occur.

The invigilator for the “On Demand” tests will be the End Point Assessor for the learner, or a nominated substitute allocated by the EPA Programme Manager, who is qualified and has been trained. The invigilator must not be the learners own on-programme assessor or anyone in their line management.

Invigilators must:

- Be familiar with these instructions.

- Give all their attention to conducting the assessment properly.
- Be able to observe each candidate in the assessment room at all times.
- Complete the invigilators declaration form to confirm all the necessary policies and procedures have been abided by.
- Report any or unusual occurrences that may affect the assessment.

Invigilators must not carry out any other task (for example, reading a book or marking) in the examination room.

The EPA Programme Manager will appoint invigilators to make sure that the assessment is conducted according to the following requirements:

- a. At least one invigilator must be present at all times.
- b. When one invigilator is present, he or she **must** be able to get help easily, without leaving the assessment room and without disturbing the learners.
- c. Make sure that all invigilators are suitably qualified and experienced.
- d. Make sure that invigilators are appropriately trained in their duties.

An invigilator must declare whether he/she has invigilated previously whether he/she has any current maladministration/malpractice sanctions applied to them. This will allow the EPA Programme Manager to be satisfied that the person is a competent invigilator of the “On demand” test.

Complaints Policy: Learners, Staff and Assessment Organisations

33. a. By Learners. Where a complaint relates specifically to the operation of the End Point Assessment, sponsored by the Sheldrake Training, the complete complaints process can be found in the Sheldrake Training Ltd Complaints Policy. Such complaints must be submitted in writing using the form at Annex C and forwarded to the Chief Operating Officer. Wherever possible, complaints will be actioned within 5 working days with the aim of resolving them within no more than 10 working days.
- b. By Assessors. Where a complaint relates specifically to the operation of the End Point Assessment, sponsored by Sheldrake Training, the end point assessors concerned should initially seek to resolve the matter with their IQA. Where the complaint remains unresolved it is to be submitted in writing to the Chief Operating Officer. Wherever possible, complaints will be actioned within 5 working days with the aim of resolving them within no more than 10 working days.
- c. By Assessment Organisations. Complaints about an external quality assurance organisation or its representatives are to be submitted to the EPA Programme Manager in accordance with the policies and procedures of the organisation concerned.

Equal Opportunities and Safeguarding and Prevent Policy

34. Due to the embedded nature of the End Point Assessment delivery model it has been deemed appropriate that all aspects of the MOD Equal Opportunities, Safeguarding and Prevent policies will be adopted by Sheldrake Training. Further, Sheldrake Training Ltd will operate in accordance with the equal opportunities and Safeguarding policies expressed in the following documents (or updates), as applicable:

- a. The Equal Opportunities Directive for the Army (Army General Administrative Instructions (AGAls)).
- b. Civilian Equal Opportunities in the MOD (Ministry of Defence (MOD) Booklet).
- c. Army Apprenticeship SOP's on Safeguarding of Learners.
- d. Army Prevent Policy.
- e. The Code of Practice for Instructors ARTD booklet.
- f. The current Sheldrake Training Equal Opportunities and Safeguarding and Prevent Policies.

Sheldrake Training further supports the Ministry of Defence (MOD) commitment to achieving equality of opportunity for all people who join and for those who work within MOD facilities and recognises the requirements under the Equality Act 2010.

Bullying and Harassment Policy

35. Due to the embedded nature of the end point assessment delivery model it has been deemed appropriate that all aspects of the MOD bullying and harassment policy will be adopted by Sheldrake Training. The MOD Harassment Complaints Procedure is contained in Joint Service Publication (JSP) 763.

The Army's policy on bullying and harassment rests on elements of Army Values and Standards, Ethos, Queen's Regulations for the Army, and Military Law. Every serving member of the Army has access to the documents relating to service complaints, which outlines the routes for complaint. Copies of this information should be obtained from the Chain of Command in the first instance and it can be viewed on Defence Intranet and ArmyNet. If learners are the subject of bullying or harassment, or have witnessed it, advice can be sought from one or more of the following: the Chain of Command, Unit Welfare Officer, Equal Opportunities Advisor, the Unit Safeguarding Officer, Chaplain or one of the Confidential Support Lines available.

Health and Safety Policy

36. Due to the embedded nature of the End Point Assessment delivery model within Sheldrake it has been deemed appropriate that all aspects of the MOD Health & Safety policy will be adopted. The attention of all concerned will be drawn to the following Health and Safety (H&S) documents, as applicable:

- a. Safety, Health and Environmental Protection in the Ministry of Defence Policy Statement or successor document.
- b. MOD Health and Safety Handbook (Joint Service Publication (JSP) 375).
- c. Current Unit Health, Safety, Environmental Protection Policies and Orders.

- d. Sheldrake Training Ltd Health and Safety Policy.

Further guidance on H&S matters are available from the Chief Operating Officer.

Disability Discrimination Policy

37. Due to the embedded nature of the End Point Assessment delivery model it has been deemed appropriate that all aspects of the MOD Disability discrimination policy will be adopted by the CPD Centre. Details of the Army's sub-ordinate equality and diversity policy are in AGAI Vol 2 Chapter 075 – Equality and Diversity Policy.

Data Protection Policy

38. Due to the embedded nature of the End Point Assessment delivery model it has been deemed appropriate that all aspects of the MOD Data Protection policy will be adopted by Sheldrake Training Ltd. However, Sheldrake complies with the Data Protection Act 1998, GDPR with effect from May 2018, and the Freedom of Information Act 2000. Sheldrake Training Ltd is registered with the Information Commissionaires Office (No ZA243851). Sheldrake Training Ltd may share information gathered on an individual with approved organisations such as the Education and Skills Funding Agency (ESFA) or the Department for Education (DfE), for administrative, statistical, health and safety and research purposes. The Data Protection Act gives individuals the right to request to see the information held about them. If an individual wishes to see the data held on them by Sheldrake a "subject access request" must be made in writing to the Chief Operating Officer at Sheldrake Training Ltd.

Document Retention Policy

39. All documents are to be retained for the appropriate period of time. In most cases, this will be dependent upon the requirements of both Internal and external stakeholders. The following table lists the 7 main categories of documents associated with the work of the Sheldrake Training Ltd and states the period for which each category is to be retained:

Subject Matter	Retention time
Employers Liability Insurance Certificates	Four to five years
Learner Records	Five Years
Staff Management Records	Three Years
Assessor & Quality Assurer Records	Three Years
Financial Records	Three Years
Self-Assessment Records	Three Years
General Administration including contracts (e.g. ESFA etc)	Three Years

Documents of a sensitive or confidential nature are to be stored securely. In order to save space, some categories of records will be archived electronically; the same retention periods will apply to these records. Where a stakeholder requires original paper records to be retained this will be complied with.

Plagiarism Policy

40. Sheldrake Training does not condone plagiarism and will take appropriate action (defined below) if detected in the work of a learner undertaking an End Point Assessment. Plagiarism will be defined as:

- Copying of other learner's work. All work submitted for a learner's qualification must be the learner's own, original work. Direct copying of one learner's work by another will not be tolerated.
- Copying directly from a text book or internet source. Learners are encouraged to use any sources of information that are of relevance to their study. However, if sections of text books or internet sources are reproduced without proper acknowledgement or referencing, this will be viewed as plagiarism.

It is the responsibility of all Assessors and Internal Quality Assurers to advise their learners on the plagiarism policy and resultant action that may be taken if plagiarism is suspected. Assessors and Internal Quality Assurers who mark or supervise work must ensure that the work submitted is the learner's own. Any Assessors or Internal Quality Assurers that suspects a learner of plagiarism should report the matter to the Lead Assessor, together with evidence of the learner's work which is under doubt .

It is the responsibility of the EPA Programme Manager, in collaboration with the learner's assessor to ascertain the exact nature of the alleged plagiarism. The learner will be interviewed at the earliest opportunity and details of their responses will be recorded in writing and should take the following form:

- a. A description of the nature of the alleged plagiarism and a summary of the evidence.
- b. Confirmation of the time, place of and persons present at the interview.

If, following the investigation, plagiarism has been proven, the following action will be taken:

- Minor Case – i.e. plagiarism of a small element of a piece of work only, or not the final draft. Sheldrake Training will inform the Regimental Apprenticeship Trade Coordinator, who will issue a written warning to the learner and will copy the letter to the learner's unit or Head of Department. The learner will be given a further opportunity to resubmit their work.
- Major Case – i.e. plagiarism of a significant portion of the final submission. Sheldrake Training in conjunction with the Regimental Apprenticeship Trade Coordinator will inform the learner in writing that their work cannot be submitted and that they will therefore fail the End Point Assessment. A copy of the letter will also be sent to the learner's assessor, Internal Quality Assurer and unit, who may decide to take further disciplinary action. A report to the External Quality Assurance organisation or Awarding Organisation will be made.

Sheldrake Training Conflict of Interest Policy

41. This policy applies to the Sheldrake Training Directors and all staff.

Why we have a Policy

Directors and all staff have a legal obligation to act in the best interests of Sheldrake Training and in accordance with all policies including avoidance of all situations where there may be a potential conflict of interest.

Conflicts of interests may arise where an individual's personal or family interests and/or loyalties conflict with those of the company. Such conflicts may create problems; they can:

- a. Inhibit free discussion within the company.
- b. Result in decisions or actions that are not in the interests of learners or of Sheldrake Training Ltd.
- c. Risk giving the impression that Sheldrake Training Ltd has acted improperly.

The aim of this policy is to protect both the organisation and the individuals involved from any appearance of impropriety.

The Declaration of Interests

Directors and all staff will be requested to declare their interests, and any gifts or hospitality offered and received in connection with their role in the Company. A declaration of interests form is provided for this purpose at Annex D, listing the types of interest that should be declared.

To be effective, the declaration of interests needs to be updated at least annually, and when any material changes occur.

If staff are unsure about what to declare, or whether/when the declaration needs to be updated, they should err on the side of caution. If staff would like to discuss this issue, they should contact the Chief Operating Officer for confidential guidance.

This register of interests shall be used to record all gifts of a value over £10 and hospitality over £30 received by the directors and staff.

Conflict of interest and data protection

42. The information provided will be processed in accordance with data protection principles as set out in the Data Protection Act 1998 and with effect from May 2018 in accordance with GDPR. Data will be processed only to ensure that all staff act in the best interests of the learner. The information provided will not be used for any other purpose.

If staff believe there is a perceived or real conflict of interest they should:

- a. Declare the interest at the earliest opportunity.
- b. Withdraw from discussions and decisions relating to the conflict.

The Sheldrake Training Ltd Chief Operating Officer should take special care to ensure that minutes or other documents relating to the item presenting a conflict are appropriately redacted, for the person facing the conflict. A balance needs to be made to ensure that the person still receives sufficient information without disclosing such sensitive information that could place the individual in an untenable position.

Anyone who is a user of the Sheldrake Training Ltd services, is related to someone who uses those services, has been involved with the training of someone who uses those services or the carer of someone who uses those services, they should not be involved in decisions that directly affect the service that they, their relative, trainee or the person they care for receive(s). They should declare their interest at the earliest opportunity and withdraw from any subsequent discussion, unless expressly invited to remain in order to provide information. In this case they may not participate in, or influence, the decision or any vote on the matter.

All payments or benefits in kind to staff will be reported in the annual report, with amounts for each staff member listed for the year in question. Where a member of staff is connected to a party involved in the supply of a service or product, this information will be fully disclosed in the annual report and accounts.

Independent external moderation will be used where conflicts cannot be resolved through the usual procedures.

Managing Contracts

43. If there is a conflict of interest, that person must not be involved in managing or monitoring a contract in which they have an interest. Monitoring arrangements for such contracts will include provisions for an independent challenge of bills and invoices and termination of the contract if the relationship is unsatisfactory

The 'Readiness for Independent Assessment Record'

Readiness documents will be mainly generic although there will be specific details for each apprenticeship referring to the areas assessed. Further appendices will be added to this annex as soon as new standards are developed.

Appendix 1- Aviation Ground Operative Level 2

Appendix 1- Aviation Ground Specialist Level 3

The Readiness for End Point Assessment for Aviation Ground Operative Level 2

Name of apprentice:		Name of on-programme assessor:	
		Name of line manager (or senior manager):	
Date of meeting:	Start time:	Finish time:	

Start date of apprenticeship
Factual desk-based summary of work undertaken during apprenticeship (e.g. area(s) of the aviation operations worked in, projects undertaken and focus of development)
Review of verbal summary given by the apprentice at the start of the meeting (<i>as to why they believe they are ready for the next stage of their apprenticeship i.e. the end point assessment</i>). The focus is on the content with the expectation that the delivery will be clear. It is not an assessment of 'presentation skills'.
Please give evidence of the extent to which the apprentice was:
<ul style="list-style-type: none">• well prepared• well informed• professional

If the summary was competent but improvements could be made in the future, when the apprentice prepares for their professional discussion, please provide feedback below:

If the summary was not competent please detail below where improvements could have been made:

Competency-based questioning and discussion against the aviation ground operative standard

It is important that the line manager and the on-programme assessor have read the already completed 'on programme documentation', in advance of the meeting, and prepared questions as per the following matrix. (A template for the 'on programme document' is to be available on the Open Awards website). The 'Aviation work book log' should also be provided by the apprentice as evidence of their progress.

A copy of the Standard needs to be available at the meeting. During the meeting additional questions will arise and need, therefore, to be documented in the matrix. The purpose of this discussion is to focus on:

- any areas of the Standard which it is considered are not fully covered in the 'on programme documentation' in order to enable the apprentice to add information
- any areas of the Standard for which evidence is not sufficient or not available
- Confirmation/identification of the areas of the Standard the apprentice appears to have excelled in if any

	Question(s)	Answer(s)	Comment(s) and initials
UAS – Core Skills			
Health & Safety regulations and legislation in an aviation environment			
Procedures and requirements to ensure security of self, others and systems			
Knowledge of compliance & legislation of military aviation authority rules and regulations			
Able to communicate effectively and transfer relevant information to people whilst selecting the most appropriate method			
Interpersonal Skills			
Identify key aviation systems used in own role			
Disruption Incident & Emergencies – knows and understands emergency procedures			
Knows and understands how to effectively handle dangerous goods			
UAS – Specialist Function			
Understands how to Support Aviation Operations through the collection and dissemination of information			
Knows and understands how to operate specialist aviation equipment			
Knows how to ensure a hazard free airside environment through the reduction of risks relating to the operating of airside aircraft and vehicles			
Knows how to operate aviation IT equipment and the associated protocols			

Review of the questioning and discussion session

Has the apprentice achieved competence in each area of the Standard? Are they able to demonstrate appropriate knowledge and is there evidence they can demonstrate the skills required.

Yes

No

- In which areas (if any) has the apprentice demonstrated excellence
- In which areas (if any) has the apprentice more work to do to achieve competence
- What support could be given to help the apprentice improve?
- What is the target date for completion?

Outcome of meeting

Taking into consideration the summary provided by the apprentice at the start of the meeting and the discussion based on in-depth questioning is the apprentice ready to progress to independent end point assessment?

Yes No

(The apprentice is required to provide a competent summary and satisfy the line manager and on programme assessor, through questioning, that they have met the requirements of the Standard.)

Signature of line manager (or senior manager)

Signature of on-programme assessor

Supplementary space

Use this space to record any additional information not contained elsewhere in the form

The Readiness for End Point Assessment Record for Aviation Ground Specialist Level 3

Name of apprentice:		Name of on-programme assessor:	
		Name of line manager (or senior manager):	
Date of meeting	Start time:	Finish time:	

Start date of apprenticeship
Factual desk-based summary of work undertaken during apprenticeship (e.g. area(s) of the aviation operations worked in, projects undertaken and focus of development)
Review of verbal summary given by the apprentice at the start of the meeting (<i>as to why they believe they are ready for the next stage of their apprenticeship i.e. the end point assessment</i>). The focus is on the content with the expectation that the delivery will be clear. It is not an assessment of 'presentation skills'.
<p>Please give evidence of the extent to which the apprentice was:</p> <ul style="list-style-type: none"> • well prepared • well informed • professional

If the summary was competent but improvements could be made in the future, when the apprentice prepares for their professional discussion, please provide feedback below:

If the summary was not competent please detail below where improvements could have been made:

Competency-based questioning and discussion against the aviation operations ground specialist standard

It is important that the line manager and the on-programme assessor have read the already completed 'on programme documentation', in advance of the meeting, and prepared questions as per the following matrix. (A template for the 'on programme document' is available on the Open Awards website).

A copy of the Standard needs to be available at the meeting. During the meeting additional questions will arise and need, therefore, to be documented in the matrix. The purpose of this discussion is to focus on:

- any areas of the Standard which it is considered are not fully covered in the 'on programme documentation' in order to enable the apprentice to add information
- any areas of the Standard for which evidence is not sufficient or not available
- confirmation/identification of the areas of the Standard the apprentice appears to have excelled in if any

	Question(s)	Answer(s)	Comment(s) and initials
UAS – Core Skills			
Health & Safety regulations and legislation in an aviation environment and how to monitor it.			
Procedures and requirements to ensure security in own area of responsibility and what action to take in the event of a breach in security			
Knowledge of compliance & legislation of military aviation authority rules and regulations and able to monitor procedures in area of own responsibility			
Able to communicate effectively and transfer relevant information to people whilst selecting the most appropriate method and format			
Interpersonal Skills including how to embrace equality and inclusivity in the workplace			
Identify key aviation systems used in own role. Able to identify faults or errors and understands what remedial action needs to take place.			
Disruption Incident & Emergencies – knows and understands emergency procedures and the range of potential incidents and disruptions that could take place.			
Knows and understands how to effectively handle dangerous goods within areas of own responsibility			
Understands key timelines for aviation operations performance and the consequences of not meeting them			
UAS – Specialist Function			
Understands the role of a specialist in supporting flight operations and operating conditions. Knows how to devise and implement procedures in the event of an aviation emergency.			
Knows and understands the procedure to obtain weather forecasts and their key features and can explain what the data means for flight operations.			
Knows how to apply procedures for identifying, reporting and reducing aviation hazards, and the process for distributing pertinent information on aviation rules.			
Knows how to resolve and identify aviation issues and the different choices to resolve them. This should include how to implement the most appropriate solution, determining when the situation has been resolved satisfactorily, and what action to take if it has not.			

Review of the questioning and discussion session

Has the apprentice achieved competence in each area of the standard? Has the apprentice achieved competence in each area of the standard? Are they able to demonstrate appropriate knowledge and is there evidence they can demonstrate the skills required.

Yes

No

- In which areas (if any) has the apprentice demonstrated excellence?
- In which areas (if any) has the apprentice more work to do to achieve competence?
- What support could be given to help the apprentice improve?
- What is the target date for completion?

Outcome of meeting

Taking into consideration the summary provided by the apprentice at the start of the meeting and the discussion based on in-depth questioning is the apprentice ready to progress to independent end point assessment?

Yes No

(The apprentice is required to provide a competent summary and satisfy the line manager and on programme assessor, through questioning, that they have met the requirements of the Standard.)

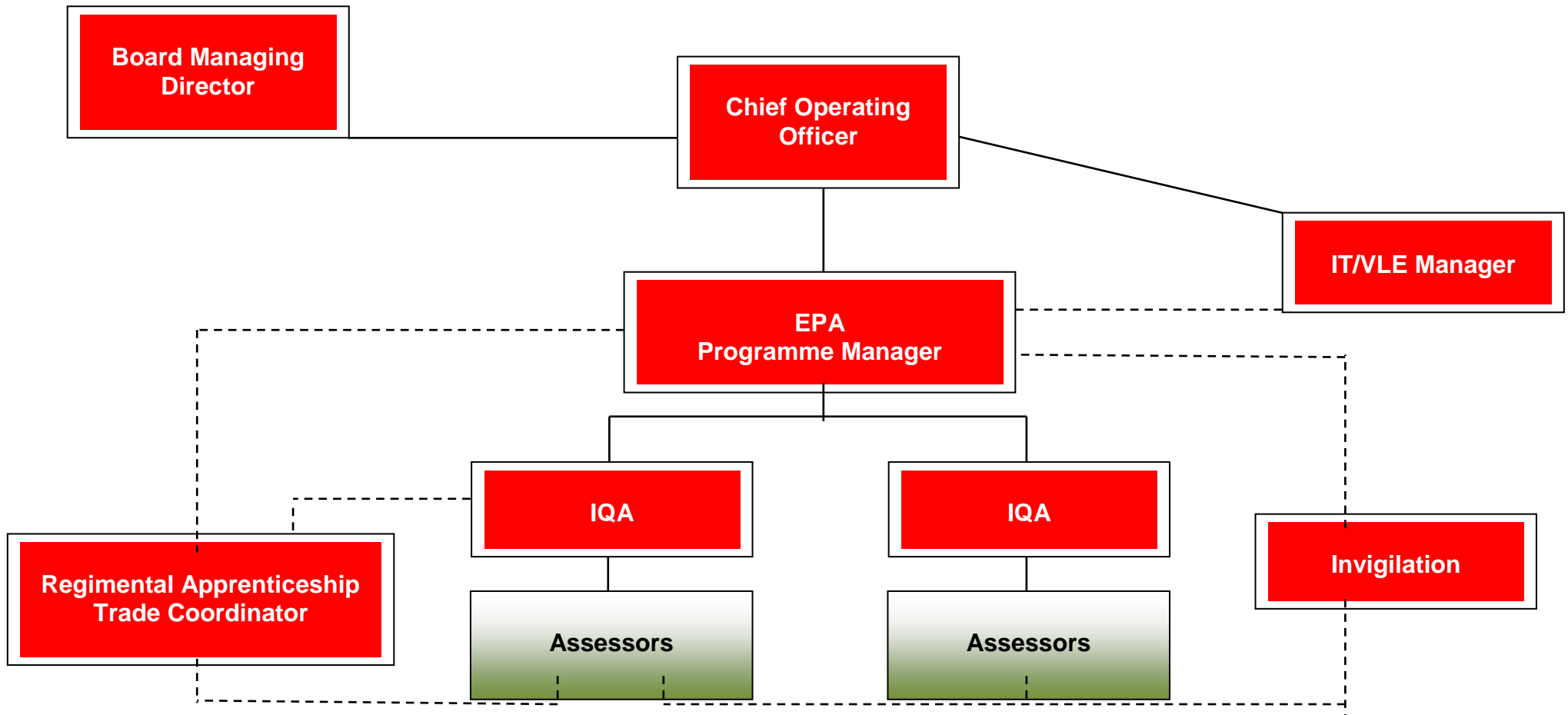
Signature of line manager (or senior manager)

Signature of on-programme assessor

Supplementary space

Use this space to record any additional information not contained elsewhere in the form

STRUCTURE OF QA IN SHELDRAKE TRAINING LTD



EVALUATION / COMPLAINT OF EXTERNAL QUALITY ASSURER AFTER QA VISIT

UKPRN: 10061404

Notes for Guidance: This form is for the use of any EPA or IQA wishing to comment on the performance of the External Quality Assurer (EQA) in terms of compliance with the requirements of the National Standards for Internal and External Quality Assurance. The submission of this form is not compulsory and neither replaces nor prevents an official appeal against the content of the EQA's report. Each completed form is to be submitted by the Internal Quality Assurer to the Chief Operating Officer.

Section A – For Completion by the IQA

1. Insert your personal details below:

Full Name.....

Current Role.....

Date of Assessment **Author of Report**.....

2. **Comments on External Quality Assurer Visit (Delete Boxes as Applicable)**

Question	Response		Comment
Were the assessment arrangements agreed and confirmed to everyone's satisfaction?	Yes	No	
Did the EQA follow a logical sequence in relation to the quality assurance of the End Point Assessment?	Yes	No	
Did the staff involved in the assessment get accurate advice, relevant support and encouragement to take the action recommended by the EQA?	Yes	No	
Did the EQA follow the requirements for Internal \ External Quality Assurance?	Yes	No	
Was the EQA quality assurance practice conducted professionally and courteously?	Yes	No	
Was the content of the EQA written report consistent with the feedback given orally following the assessment?	Yes	No	
Is there a good working relationship with your EQA?	Yes	No	

How would you rate the EQA after this visit? (*tick any that apply*)

<input type="checkbox"/>	Excellent	<input type="checkbox"/>	Good	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Poor
<input type="checkbox"/>	Helpful	<input type="checkbox"/>	Understanding	<input type="checkbox"/>	Friendly	<input type="checkbox"/>	Supportive
<input type="checkbox"/>	Courteous	<input type="checkbox"/>	Dictatorial	<input type="checkbox"/>	Too rigorous	<input type="checkbox"/>	Unprofessional
<input type="checkbox"/>	Unreasonable	<input type="checkbox"/>	Unsupportive	<input type="checkbox"/>	Inconsistent	<input type="checkbox"/>	Intimidating

Please add any further comments that you have on the professionalism and/or general conduct of the EQA:

Section B – External Quality Assurance organisation to complete if required

Date received evaluation	
Comments, recommendations and actions taken	
EQA organisation name and signature	Date

CONFLICT OF INTEREST DECLARATION

I as employee of the Sheldrake Training Ltd have set out below my interests in accordance with the organisation's conflicts of interest policy.

Category	Please give details of the interest and whether it applies to you or, where appropriate, a member of your immediate family, connected persons or some other close personal connection
Current employment and any previous employment in which you continue to have a financial interest	
Appointments (voluntary or otherwise) e.g. trusteeships, directorships, local authority membership, tribunals etc.	
Membership of any professional bodies, special interest groups or mutual support organisations.	
Investments in unlisted companies, partnerships and other forms of business, major shareholdings [charities may set a figure here, e.g. more than 1% or 5% of issued capital] and beneficial interests	
Gifts or hospitality offered to you by external bodies and whether this was declined or accepted in the last twelve months	
Do you use, or care for a user of the organisation's services?	
Do you have any contractual relationship with the Company	
Any other conflicts that are not covered by the above	

To the best of my knowledge, the above information is complete and correct. I undertake to update as necessary the information provided, and to review the accuracy of the information on an annual basis. I give my consent for it to be used for the purposes described in the conflicts of interest policy and for no other purpose.

Signed:

Position:

Date: