

Role Profile

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| Job title: | Independent Assessor for Apprenticeships End Point Assessment |
| Responsible to: | Principal Lecturer |
| Job purpose: | To work as part of a national team of assessors to undertake End Point Assessments (EPAs) of apprentices who are studying on range of programmes. |
| Main duties and key responsibilities: | |
| Undertaking End Point Assessments | <ul style="list-style-type: none"> To liaise with the apprentice and their supervisor in arranging the assessment. Review documentation prior to undertaking the EPA To review the apprentice's clinical portfolio to assess if the apprentice has achieved the relevant standard knowledge, skills and behaviours. |
| Quality Assurance | <ul style="list-style-type: none"> To engage with internal quality assurance processes e.g. meetings to ensure parity of practice and to review & design assessment questions. To engage with external quality assurance activities as required e.g OfSTED or other external audits. |
| Communication | <ul style="list-style-type: none"> Deal with routine communication using a range of media Communicate complex information, orally, in writing and electronically Communicate material of a specialist or technical nature related to the performance of the apprentice |
| Liaison and networking | <ul style="list-style-type: none"> Liaise with the university academic team and apprentices undertaking end point assessments as well as their employers. Liaise with own professional bodies for personal and professional development. |
| Teamwork | <ul style="list-style-type: none"> Collaborate with colleagues on assessment development, operation and apprenticeship standards. Attend and contribute to meetings according to an agreed schedule Collaborate with colleagues to identify and respond to needs of stakeholders Participate in a peer review process |
| Initiative, problem solving and decision making | <ul style="list-style-type: none"> Develop initiative, creativity and judgement in applying appropriate approaches to assessment activities. Contribute to collaborative decision making with colleagues on the assessment content in relation to published national apprenticeship standards Plan the most effective and efficient methods of traveling to undertake the assessments. |
| Planning and managing resources | <ul style="list-style-type: none"> Use university resources and facilities as appropriate Plan and manage assessments within the timescales agreed with the programme leader |
| Sensory, physical and emotional demands | <ul style="list-style-type: none"> Sensory and physical demands will be relatively light and will involve carrying out tasks that require the learning of certain skills Balance the competing pressures of employer service workloads, exam board deadlines, administrative demands and travel requirements. |

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| Work environment | <ul style="list-style-type: none"> • Is required to be aware of the risks in the work assessment environment and their potential impact on their own work and that of others |
| Expertise | <ul style="list-style-type: none"> • Possess sufficient breadth or depth of specialist knowledge in the discipline to undertake the assessments for this programme • Engage in continuous professional development • To have experience in assessing healthcare students in a clinical/academic environment • Understand equal opportunity issues as they may impact on the assessment process and issues relating to student need |

Other Information:

An acceptable Disclosure via the Disclosure and Barring Service is required prior to confirmation of appointment offer (successful candidates only).

On occasions and in line with operational needs you will be required to:

- work different hours including at weekends/evenings;
- travel to university campuses and sites as necessary.

In addition to the main duties listed above, you will be required to perform other duties, which are assigned from time to time. However, such other duties will be reasonable and in relation to the grade.

It is the University’s intention that this job description is seen as a guide to the major areas and duties for which the post holder is accountable. However, the business will change and your obligations will vary and develop. This job description should be seen as a guide and not as a permanent, definitive and exhaustive statement.

Our Values:

At the University of Cumbria, our values shape the way we work, our culture and environment.

We are PERSONAL

Individuals are at the heart of what we do, and our culture of belonging recognises and supports every person. As an institution, we have mutual respect for those we work with and for and we care about understanding each other’s challenges and helping one another to thrive.

We are PROGRESSIVE

As a university we have a determination to deliver our mission, which keeps us open to opportunities in front of us. We encourage thoughtful and inspirational ideas, and we tackle problems proactively, with optimism, creativity and courage.

We are ENGAGED

As stewards of knowledge and place, it is our privilege to champion the region and advocate for the value of education. The University of Cumbria is welcoming to different perspectives, expertise and experiences and we are committed to building and nurturing strong links with our communities.

Providing an Inclusive Environment:

The University of Cumbria is committed to providing an inclusive environment, where staff, students and visitors are encouraged to be their true self, in order to enhance the individual and collective experience. As a university community, we share the social responsibility of enabling this inclusive environment by valuing, respecting and celebrating differences, to ensure that we generate a sense of understanding and belonging.

The university recognises that our differences are our strength, seeking and valuing different perspectives and ideas, in an environment that is without prejudice and bias.

We are committed to embracing our responsibility as a facilitator of change and continue to develop our equality agenda in line with and, where appropriate, beyond the Equality Act 2010. We do not tolerate discrimination, bullying or harassment in any form on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

Health & Safety Statement

All employees at the University of Cumbria are required to ensure that all duties and responsibilities are discharged in accordance with the University's Health and Safety at Work policy. They should take reasonable care for their own health and safety and that of others who may be affected by what they do or do not do. Employees should correctly use work items provided by the University, including personal protective equipment in accordance with training or instructions.

| PERSON SPECIFICATION | | |
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| Criteria | Essential/ Desirable | To be identified by: |
| Qualifications | | |
| Honours Degree (or equivalent) in a related area. | Essential | Application Form/Preliminary Question |
| Possession of a qualification or training related to the assessment of students. | Desirable | CV/Application |
| Experience & Expertise | | |
| Possess sufficient breadth or depth of specialist knowledge in the discipline to be able to undertake assessments effectively. | Essential | CV/ Interview |
| Commitment to engage in continuing professional development and advanced scholarly activity in order to develop area of practice through critical engagement with relevant professional body and apprenticeship standards | Essential | CV /Interview |
| Ability to care for the pastoral needs of students during the assessment process. | Essential | CV /Interview |
| To possess experience in the supervision and assessment of healthcare students in a healthcare and to provide written reports related to the performance of a student during an assessment | Essential | CV /Interview |
| Ability to work effectively as part of a team or self-directed. | Essential | Interview |
| Extensive experience of working within the UK based medical imaging service sector. | Essential | Interview |
| Experience of supporting apprenticeships | Desirable | Interview |
| Ability to manage variable and complex workloads with competing priorities. | Desirable | CV /Interview |
| Other | | |
| Commitment to the strategic plan and values of the University especially in relation to equality of opportunity at work, a healthy and safe working environment and the expected behaviours of an effective leader. | Essential | Interview |

Further details of the EPA assessment requirements.

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the Knowledge Skills & Behaviors (KSBs) that will be assessed by this assessment method. It will typically contain 14 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- Expert witness testimonials
- Written report of a case-based discussion
- Written report of supporting an intervention
- Teaching or advice and guidance resource developed by the apprentice
- Clinical supervision reflection
- Work-based observation
- Evidence of ongoing professional development
- Mapping document showing how the evidence provided meets the KSBs

This is not a definitive list; other evidence sources are possible. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the KSBs mapped to this method.

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The portfolio should not include reflective accounts or any methods of self-assessment except where evidencing relevant standards.

Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions

The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this

The portfolio of evidence must be submitted to the End Point Assessment Organisation (EPAO i.e. the University) at the gateway

Apprentices must submit any policies and procedures as requested by the EPAO.

The EPA period starts when the EPAO confirms all gateway requirements have been met.

Observation of Practice

The observation of practice must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The independent assessor must only observe one apprentice to ensure quality and rigour and they must be as unobtrusive as possible.

The EPAO must give an apprentice 2 weeks' notice of the observation.

The observation must take 2 hours and 15 minutes

Component 1: live observation 90 minutes

Component 2: question and answer session 45 minutes

The independent assessor can increase the time of the observation by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary. The observation and questioning must allow the apprentice the opportunity to demonstrate the KSBs at the highest possible grade.

The observation may be split into discrete sections held on the same working day.

EPAOs must manage invigilation of apprentices at all times to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the observation before it begins. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:

- Working as part of the healthcare team to assess and provide care to individuals
- Communicating in a way that facilitates understanding
- Maintaining the health and safety of the workplace, individuals, colleagues and themselves through safe work practices
- Adhering to protocols relevant to their role, the service or intervention they are providing and the organisation they are working in

These activities provide the apprentice with the opportunity to demonstrate the KSBs as shown in the mapping.

Questions must be asked after the observation. The total duration of the observation assessment method is 2 hours and 15 minutes and the time for questioning is included in the overall assessment time is 45 minutes. The total time for the observation element is 90 minutes. The independent assessor must ask at least 5 questions. Follow-up questions are allowed. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation. The independent assessor can also ask questions to clarify answers given by the apprentice.

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The independent assessor conducts and assesses the observation of practice. They must record the KSBs observed, KSBs demonstrated in answers to questions and the grade achieved. The apprentice's answers to questions must also be recorded.

The independent assessor makes all grading decisions.