



Validy Policy

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POLICY STATEMENT

1. This policy outlines the process of validity ensuring end point assessment measures what it claims to measure, the evidence match the competences, the skills, knowledge and expertise that are being demonstrated by the apprentice at the appropriate level

SCOPE

2. Smart Awards has identified the following principles which underpin all end point assessments (EPA):
 - Validity ensures EPA assessment measures what it claims to measure, the evidence match the competences, the skills, knowledge and expertise that are being demonstrated by the apprentice at the appropriate level
 - Reliability refers to the accuracy with which an EPA assessment is measured. A reliable EPA assessment consistently gives the same results under similar conditions ensuring different assessors place a similar value on the evidence provided and make similar judgments when confronted with the same evidence
 - A fair EPA assessment, in addition to being valid and reliable, provides equity of opportunity for apprentice in line with equality legislation
 - Quality is a key principle in ensuring the credibility and status of Smart Awards end point assessment
 - Sufficiency is the amount of EPA evidence to cover all the aspects of the required criteria
 - Authenticity refers to the ownership of the EPA evidence. Assessors need to be confident that the work submitted really is the result of the apprentice own effort and expertise
 - Currency refers to the date of the EPA evidence. Assessors must be sure that the EPA evidence submitted by the apprentice is recent enough to be considered a measure of the current levels of competence.

OFQUAL GENERAL CONDITIONS

3. 4.2 D.1 (b) any such qualification must, as far as possible, be Valid, Reliable, Comparable, Manageable and Minimise Bias
4. All awarding organisations who offer regulated qualifications must ensure that each qualification they make available is fit for purpose. Under Condition D1.2 a regulated qualification will only be fit for purpose if that qualification, as far as is possible, secures the requirements of Validity, Reliability, Comparability, Manageability and Minimising Bias.
5. D1.1: An awarding organisation must ensure that each qualification which it makes available is fit for purpose.
6. D1.2: A qualification will only be fit for purpose if that qualification, as far as possible, secures the requirements of – (a) Validity

SQA ACCREDITATION PRINCIPLES

7. Principle 9. The awarding body shall ensure that it has robust systems and processes for the identification, design, development, implementation and review of qualifications, which meet the needs of users.

RESPONSIBILITY

8. This is policy is for end point assessments offered by Smart Awards. This policy is for employers, training providers and apprentices accessing Smart Awards end point assessments and related services and all those involved with the development, delivery and quality assurance of Smart Awards end point assessments. Smart Awards has overall responsibility for ensuring this policy complies with our legal and ethical obligations, and that all those under our control comply with it. Smart Awards has the day-to-day responsibility for implementing this policy and for monitoring its use and effectiveness and dealing with any queries on its interpretation.

R	Responsibilities	The person who actually carries out the process or task. The person is responsible for action/implementation. Responsibilities can be shared											
A	Accountabilities	The person who is ultimately accountable for the process or task being completed and who has the authority to make decisions, yes or no authority and veto power. Responsible person (s) are accountable to this person. Only one A can be assigned to a task											
C	Consulted	The person to be consulted prior to a final decision or action (two-way communication). People who are not directly involved with carrying out the task but are consulted with.											
I	Informed	Anyone whose work depends on the process or task and who has to be updated about the progress after a decision or action has been taken (one-way communication).											
POLICY		BOARD	CEO	MD	OPS DIRECTOR	QUALITY PORTFOLIO MANAGER	STANDARDS COMPLIANCE OFFICER	QUAL ADMIN OFFICER	IT CONSULT	FINANCE AUDITOR	EQA	NOPS BOARD	EMPLOYER TRAINING PROVIDER
Validity		A	R	R	R	R	R	R	I	I	R	C	R
ASSOCIATED POLICIES													
Comparable of assessments													
Equality and diversity													
Fair access													
Reasonable adjustments													
Validity													
end point assessment development													
Holiday/Sickness Cover													
The MD, CEO and Operations Director cover holiday/sickness and absenteeism for areas where the person is responsible for action/implementation of a task. The MD, CEO and Operations Director hold company wide experience to be able to carry out these tasks and hold no conflicts of interest.													

9. Validity is the degree to which it is possible to measure what needs to be measured by implementing an assessment procedure. Our expectation is that independent assessors who work on behalf of Smart Awards should, in particular:
- Effectively test the knowledge, skills and behaviour as prescribed within the apprenticeship standard and assessment plan,
 - Enable results to be trusted as a measure of what an apprentice knows and can do,
 - Have a purpose and content that meets the needs of end users, i.e. the employers who will be employing apprentice
 - Be graded in line with clear and defensible prescriptions contained in the assessment plan
 - Keep under regular review

POLICY AND IMPLEMENTATION

10. This policy is structured around Smart Awards end point assessment principles and shows how they can be applied to ensure that end point assessments meet the apprenticeship standards and assessment plans.
11. The sections that follow focus mainly on validity and reliability, but you will see that the principles of equity, fairness and practicability are also addressed because they underpin all assessment issues.
12. Validity is a measure of the accuracy of an assessment. The end point assessment is valid when it:
 - Is appropriate for its purpose
 - Has been designed to allow apprentices to show that they have the required knowledge, understanding and skills to meet the standards of the apprenticeship
 - Allows all assessors to make reliable end point assessment decisions
 - Allows the interpretation and inferences which can be drawn from the assessment outcomes to be meaningful and justifiable
13. Validity has to be ensured at each stage of the end point assessment process. There are two key aspects of validity used by Smart Awards — content and construct.
14. Content validity is the measure of how closely the content of an end point assessment matches the content of the apprenticeship standard and assessment plan. It is concerned with the level of knowledge, understanding, skills and behaviours that is required to meet the standard of the apprenticeship.
15. Construct validity concerns the extent to which an assessment actually measures what the apprenticeship standard and assessment plan states it is intended to measure. For example, an end point assessment that asked an apprentice to write about a skill rather than demonstrate it would have low construct validity.
16. Both types of validity are achieved by technical assessors choosing appropriate assessment methods, developing the assessment, and evaluating it against the end point assessment outcomes.
17. The steps in the next section ensures that each end point assessment is appropriate for its purpose and has high content and construct validity.
18. The key steps in ensuring validity are:
 - Get to know the content of the apprenticeship standard and assessment plan
 - EPA assessors should take time to familiarise themselves with the apprenticeship standard and assessment plan and their specific requirements. This allows assessors to identify the knowledge, understanding, skills and behaviours which are to be assessed. An important element of valid assessment is to know what is required by the apprenticeship standard and assessment plan.

CREATE END POINT ASSESSMENT INSTRUMENTS

19. As assessment is the process of evaluating an apprentice end point assessment. Smart Awards develops assessment instruments with the support of technical assessors that aligns to the

apprenticeship standard and assessment outcomes with the learning process and the acquisition of knowledge, skills, understanding and behaviours indicating how and when the end point assessment will be assessed.

- Think about the apprentice as well as the assessment
- Does the end point assessment match the apprenticeship standard and assessment plan?
- Avoided over assessment
- Make use of using e-assessment
- Make available support and guidance materials
- Ensure the time required for end point assessment is realistic
- Ensure the end point assessment offer all apprentices an equal opportunity to demonstrate their attainment
- Ensure the scenarios or contexts in the end point assessment is open and comprehensible to all apprentices
- Ensure that end point assessment has no adverse impact on disabled apprentices or any other groups
- Ensures that illustrative material reflect an inclusive view of society which promotes equality
- Allows reasonable adjustments to be made

END POINT ASSESSMENT METHODS

20. End point assessment methods and the development of the assessment itself requires professional expertise and judgement. Familiarity with the apprenticeship standards and assessment plans allows Smart Awards to identify what apprentices must be able to demonstrate, and the knowledge and understanding that they need to attain. Assessment methods will be developed in line with the appropriate apprenticeship standard.

DEVELOPING THE END POINT ASSESSMENT

21. When development end point assessment Smart Awards will ensure that the choice of assessment method will:

- allow apprentices to produce sufficient evidence of the skills, knowledge and understanding specified in the apprenticeship standard to ensure coverage of the outcomes
- allow apprentices to produce evidence that can be measured against the standards
- be accessible to all apprentices who have the potential to achieve the standard, including disabled apprentices and/or those with additional support needs
- ensure end point assessments are carried out effectively and efficiently
- ensure that the end point assessment is fair for all apprentices
- ensure the end point assessment is it cost effective
- be free from bias

DEFINE ACCEPTABLE EVIDENCE FOR THE END POINT ASSESSMENT

22. In developing the end point assessment, it is important to think about what is accepted as evidence and how this will be marked or measured. Smart Awards develops testing instruments and mark schemes in line with the apprenticeship assessment plan. This will ensure that:

- The knowledge, product or performance evidence expected to receive from the apprentice will actually be generated by the end point assessment Smart Awards has developed.
- Assessment decisions will be consistent and will be compare the evidence from other apprentices to ensure that grading to all apprentices is in the same way.
- The assessment decisions of all assessors will be consistent. An assessment scheme helps to ensure that all assessors apply the same standards across all apprentices
- The assessment process is as efficient as possible. A clear assessment scheme helps the process to be completed in the timeframe allowed for the end point assessment
- The type of evidence generated by the end point assessment will; give a full range of skills expect to see demonstrated; the expected performance levels; the degree of technical tolerance that is acceptable.

REVIEW OF THIS POLICY

23. This policy is reviewed and revised annually in response to feedback, changes in legislation and guidance from the regulators, SQA Accreditation or Ofqual.