

Developed by Travel employers, supported by



Travel consultant standard: Assessment plan

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Supporting documents

On-programme progression template

Readiness for independent end assessment

Travel consultant assessment employer occupational brief

(All supporting documents are freely available at People1st.co.uk)

1. Introduction

This document sets out the requirements and process for independent end assessment of the travel consultant apprenticeship standard approved by the government Department for Business, Innovation & Skills (BIS). All apprenticeship standards must include independent assessment to check the apprentice's overall performance against the standard. It is designed for employers, apprentices, education and training providers and assessment organisations.

Independent end assessment occurs when the employer is satisfied that the apprentice is working consistently at or above the level set out in the travel consultant apprenticeship standard. The assessment period for the travel consultant standard can commence at any point once the apprentice is competent after the twelve-month minimum period of learning and development.

2. Apprentice's readiness for independent end assessment

i. Achieving full competence

The period of learning, development and continuous assessment is managed by the employer, in most cases with the service of an education or training provider. Although learning, development and on-programme assessment is flexible and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the standard:

Throughout the period of learning and development, and at least every two months, the apprentice should meet with the on-programme assessor to record their progress against the standard using the on-programme progression template (freely available at People1st.co.uk). 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 on-programme assessor and employer.

The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is ready for independent end assessment. The on-programme assessment log is NOT a portfolio of evidence, but a record of what the apprentice can do following periods of training, development and assessment. A minimum of six meetings and completed records are recommended, to show ongoing competence across the entire standard, over a minimum of a twelve-month period prior to the starting the independent end assessment.

Further guidance and support on planning and managing a travel consultant leader apprentice's training and development journey is available from the Travel Apprenticeship Board via People1st.co.uk.

ii. Readiness for end assessment

The independent end assessment is synoptic, which means it takes an overview of the apprentices' competence. The end assessment should only commence once the employer is 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 meetings and records. The independent end assessment ensures that all apprentices consistently achieve the industry set professional standard for a travel consultant. Prior to independent end assessment the English and maths components of the apprenticeship must be successfully completed.

A formal meeting will be held and must include the relevant people that have responsibility and accountability for the completion of the apprenticeship, such as: the line manager, on-programme assessor and /or a senior manager as appropriate to the business. It is recommended that the on-programme records, if utilised, are brought to this meeting. The outcomes of the meeting must be recorded on the readiness for independent end assessment record (freely available from People1st.co.uk) 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 second meeting must be held that includes an independent end assessor, who must be supplied with the completed 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 forthcoming assessment activities, but does not contribute to any assessment decisions.

The apprentice will be required to bring to this meeting their 'my journey' log. The independent end assessor will agree a plan and schedule for each assessment activity with the apprentice and employer representative to ensure all components can be completed within a three-month end assessment window. Assessment organisations must inform People 1st of the independent end assessments prior to commencement to ensure external quality assurance activity can be planned and implemented. 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.

3. Summary of independent end assessment process

The apprentice will be assessed to the apprenticeship standard using two complementary assessment methods. The assessment is synoptic, i.e. takes a view of the overall performance of the apprentice in their job. The assessment activities will be completed in the following order:

Knowledge test:

Multiple choice test, with both knowledge recall and scenario based questions, covering knowledge and analytical and technical skills in key elements of the standard such as geography

Externally set and marked automatically by the assessment organisation

Undertaken either on the employer's premises or off-site

Full details located in Annex A

Professional discussion:

1-2 hour structured meeting

Led by the independent end assessor, involving the apprentice and employer (e.g. line manager)

Referencing '**My Journey**'

Full details located in Annex B

Focusing on how they have performed during the apprenticeship and their overall achievement of the knowledge, skills and behaviours in the standard

Full details located in Annex C

Completion:

Independent end assessor confirms that each assessment element has been completed

The grade is determined by the independent end assessor on the overall performance of the apprentice across both assessment activities:

Pass / Merit / Distinction / Not achieved

A summary of the independent end assessment methods is given in the table below.

Assessment Component	Duration	Method	Weighting	Grading
<p>Knowledge test:</p> <p>A multiple choice knowledge test: a combination of knowledge recall and scenario based questions bringing together the identified key elements of the standard.</p>	2 hours	On-demand test externally set and marked, and undertaken in a controlled environment either on the employer's premises or off-site.	55%	Pass, merit or distinction
<p>My Journey:</p> <p>The apprentice prepares a range of evidence produced within normal work activities to demonstrate their application of the knowledge, skills and behaviours in the standard in relation to their job role. This is the apprentice's opportunity to demonstrate how they 'know it, show it and live it'. The independent end assessor will review 'My Journey' prior to conducting the professional discussion and will discuss the log with the apprentice to bring examples to life and clarify understanding.</p>	From commencement to independent end assessment	Preparation of a range of work products, such as bookings taken, which are referenced to the template My journey – preparation for professional discussion to demonstrate competence. This evidence can be cited from any period of the apprentice's journey to best showcase their performance.	0% My Journey is not assessed in its own right but is submitted to the independent end assessor to showcase competence in readiness for the professional discussion.	Successfully completed to be referenced throughout the professional discussion
<p>Professional discussion:</p> <p>The professional discussion is a structured discussion between the apprentice, employer and their independent end assessor, focusing on how they have performed during the apprenticeship and their overall achievement of the standard, based on the sections highlighted in the professional discussion specification that follows.</p>	Typical duration will be between one and two hours	Structured discussion between the apprentice, employer and independent end assessor in a suitable environment on the employer's premises or off-site.	45%	Pass, merit or distinction

The apprenticeship includes Pass, Merit and Distinction grades with the final grade based on performance across the knowledge test and professional discussion independent assessment activities. The apprentice must successfully complete 'My Journey' and achieve at least a pass in each of the two other independent end assessment components to successfully complete the Apprenticeship and will be awarded a final grade based on the weighted average of the knowledge test and professional discussion independent end assessment components. There is no maximum period for independent end assessment other than as prescribed by the validity of the apprenticeship standard approval.

4. Reliability, validity and consistency

Independent end 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 assessor approved and appointed by an assessment organisation, which is quality assured to ensure consistent, reliable and valid judgements.

In summary, the following controls must be adhered to:

- ✓ A formal structure to plan the end point assessment, allowing planning of internal and external quality assurance, including the use of the **readiness for independent end assessment record** (freely available from People1st.co.uk).
- ✓ A common approach to assessment tools and procedures for independent end assessment, which 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 travel consultant apprenticeship standard.
- ✓ The mandating of both technical and assessment competence and continuing professional development (CPD) for independent end assessors to ensure that they have not only the right tools, but the right qualifications, training and experience to make reliable judgements.
- ✓ An end point assessor from an independent assessment organisation, who has had no prior involvement with the apprentice, providing an objective independent view.
- ✓ The internal quality assurance of individuals conducting independent end assessments and of independent end assessment outcomes and results, by an SFA registered assessment organisation.
- ✓ Requirements for standardisation of independent end assessments across assessment organisations.
- ✓ The use of on-demand tests with automated marking ensuring a consistent approach regardless of the apprentice's workplace.
- ✓ Two complementary assessment methods that provide a clear structure for synoptic assessment across the standard.

5. Roles and responsibilities

Independent end assessor

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

The employer led approach to end assessment allows assessors to be sourced 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). During independent end assessment they are acting on behalf of, and are responsible to, the assessment organisation.

To ensure consistent and reliable judgements are made, independent end assessors will be subject to rigorous quality assurance and must take part in regular standardisation activities. The mandatory criteria for independent end assessors is set out below.

a) Occupational expertise of travel consultant independent end assessors

The requirements set out below relate to all travel consultant independent end assessors. Independent end assessors must:

- ✓ Have excellent knowledge and understanding of the apprenticeship standard as set out in the industry set Grading Criteria (Annex D).
- ✓ Hold a recognised current workplace assessment qualification. The list of approved qualifications will be published at www.people1st.co.uk and updated as new, appropriate qualifications are released.
- ✓ 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.
- ✓ Practice standardised assessment principles set out by the assessment organisation.
- ✓ Have sufficient resources to carry out the role of independent end assessor i.e. time and budget.

b) Continuous professional development for travel consultant independent end assessors

It is necessary for independent end assessors to maintain a record of evidence of their continuous professional development (CPD). This is necessary to 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.

Independent assessors should select CPD methods that are appropriate to meeting their development needs. Within a twelve-month period, an independent end assessor will be required to demonstrate they have gained practical experience in the travel industry which develops/up-dates their knowledge/skills. The following provides an example of a variety of methods that can be utilised for CPD purposes, a multiple of which need to be experienced/undertaken.

Updating occupational expertise

- ✓ Internal and external work placements to gain 'hands on' experience
- ✓ Work experience and shadowing
- ✓ External visits to other organisations
- ✓ Updated and new training and qualifications
- ✓ Training sessions to update skills, techniques and methods
- ✓ Visits to educational establishments
- ✓ Trade fairs

Keeping up to date with sector developments and new legislation

- ✓ Relevant sector websites and twitter feeds
- ✓ Membership of professional bodies and trade associations
- ✓ Papers and documents on legislative change
- ✓ Seminars, conferences, workshops, membership of committees/working parties
- ✓ Staff development days

Standardising and best practice in assessment

- ✓ Regular standardisation meetings with colleagues (see requirements for standardisation below)
- ✓ Sharing best practice through internal meetings, news-letters, email circulars, social media
- ✓ Comparison of assessment and verification in other sectors

Assessment organisations

Assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. It is essential that assessment organisations:

- ✓ Ensure independent end assessors are competent both occupationally and in assessment
- ✓ Approve and appoint independent end assessors*
- ✓ Ensure assessments are planned, communicated and executed fairly
- ✓ Quality assures independent end assessments
 - o With planned internal quality assurance activity
 - o Including both desk based and 'live' quality assurance activity
 - o 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
- ✓ Ensure on-demand tests are correctly invigilated (Annex A)
- ✓ Ensure standardisation of all assessors occurs on a regular basis, including but not limited to:
 - o Review of annual adherence to CPD requirements
 - o Regular standardisation meetings – usually quarterly but required frequency to depend on internal and external quality assurance outcomes of each assessment organisation
 - o Assessment and verification training sessions
 - o Shadowing and cross checking of other assessors

- ✓ Address poor performance from assessors to ensure high standards of end assessment
- ✓ Obtain and review feedback / satisfaction results from apprentices and employers, taking appropriate actions for improvement
- ✓ Address and administer any appeals and grievances fairly and in line with the consistent approach

Employers wishing to conduct end point assessment, either in their own organisation or for other organisations, must register as an assessment organisation on the Register of Apprentice Assessment Organisations in the same way any assessment organisation is required to do. 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. This exception to the standard constraints for end point assessment was granted by the Skills Minister for the travel standards in September 2015.

* Where independent end assessors are sourced from the employer's workforce they must be able to demonstrate independence from the apprentice and will act under the remit of the assessment organisation during the period of the assessment.

Assessment organisations will be subject to external quality assurance in order to deliver national consistency across the travel sector which is overseen by the Travel Apprenticeship Board and managed by People 1st.

6. External quality assurance (EQA) of the end point assessment for travel apprenticeship standards

All assessment organisations listed on the Register of Apprentice Assessment Organisations (RoAAO) must follow the external quality assurance process in this plan. The external quality assurance will be overseen by a Travel Apprenticeship Board and conducted and managed by People 1st on a non-profit making basis. Supporting information on the external quality assurance can be found at www.people1st.co.uk.

Travel Apprenticeship Board

Membership to the Board is via a fair and open public nomination and selection process, with input from key industry, education and training organisations. Membership is open to all types and sizes of businesses, including representation from SMEs and organisations that are new to the apprenticeship process. When a vacancy arises, travel employers are invited to apply for a seat on the board, demonstrating support from at least two industry and/or education and training organisations. Nominees will be judged on their experience, knowledge, qualifications and commitment to ensuring that apprentices consistently achieve the apprenticeship standard. Where a nominee does not immediately secure a place on the board, they will be retained on a list of prospective members for future vacancies.

A Board of six members:

- Represent the views of their business and industry networks
- Represent both corporate and leisure travel employers
- Are subject to re-election after a period of 2 years (requiring the support of two organisations). Re-election is not automatic in order to give opportunities for other employers to be part of the board
- Work openly, challenge, innovate and drive the industry's apprenticeship commitment to quality
- Contribute their specific experience and expertise
- Actively communicate and engage other employers and partners to achieve high quality apprenticeships

The Board also includes a nominated representative from a private training provider, a college and an assessment organisation, whose membership runs for a period of one year before re-election.

In relation to quality the responsibilities of the Board include:

- A full knowledge and understanding of the:
 - o content the retailer assessment plans
 - o external quality assurance arrangements and methodology
 - o infrastructure and processes used to manage and operate the external quality assurance
- Agreeing measures to benchmark external quality assurance results set by People 1st
- Overseeing external quality assurance results based on the provision of quarterly reports provided by People 1st and agreeing corrective action as necessary
- Working collaboratively with training providers and assessment organisations, to identify and address matters relating to the external quality assurance process and results
- Reviewing evaluation results to ensure that the relevant apprenticeships remain fit for purpose and advising on matters of maintenance which may impact on external quality assurance
- Reviewing and addressing complaints against relevant apprenticeship and external quality assurance results

Process for initiating external quality assurance

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 independent end assessment organisation (or initiate internally if the employer is also an independent end assessment organisation). In order to start the external quality assurance process, the assessment organisation will notify People 1st online at www.people1st.co.uk.

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 on-site visits to assessment organisations. External quality assurance will be conducted by occupationally competent persons.

External quality assurance activities

External quality assurance will focus on four defined areas to ensure compliance, including: 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.

- **Ensuring consistency of assessment materials**
 - Design of the assessment materials
 - Consistent application and internal quality assurance of assessment materials during end point assessments
- **Competence of staff – EQA activity will check**
 - Vocational competence of assessment and internal verification staff
 - That assessment and internal quality assurance staff have been trained on end point assessment for the retailer standard
 - That Continuous Professional Development of both vocational and assessment competence is occurring to the prescribed standard
- **Internal quality assurance – EQA activity will check**
 - Independent assessment organisations have implemented internal quality assurance procedures as set out in the assessment plan
- **Reporting and management of information – EQA activity will check**
 - Timely and accurate registration of the apprentice and notification of results
 - Accuracy of internal data against registrations in the People 1st system
 - Full, accurate and legible records

Sampling size and frequency

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 (should further travel standards be forthcoming in the future) 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 (face to face or via video link) between the external quality assurance personnel and apprentices, assessors and internal quality assurance staff.
- A desk review of assessment documentation, covering each assessment activity and usually covering a range of results from distinction through to 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 assessment organisation's evidence of satisfaction measures for apprentices and employers
- External quality assurance activity will normally include an opportunity to review part of a, professional discussion (such as via recording / transcript) or conduct of an examination (this should be assessment rather than examination as the rules are very different for examination versus assessment). Both forms of assessment will be sampled over time during the course of external quality assurance visits.

Reporting and recommendations

Typically, a verbal summary will be given at the end of an external quality assurance visit. Within five 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 five 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 publicly available, but redacted elements may be shared, in whole or in part, with the employers on the Travel Apprenticeship Board to inform evaluations and improvements. Identifying information will be removed so that board members cannot identify the assessment organisation or individual apprentice.

7. Grading

Graded assessment

The apprenticeship includes Pass, Merit and Distinction grades with the final grade based on performance in the knowledge test and professional discussion independent assessment activities. The apprentice must successfully complete 'My Journey' in order to commence the professional discussion and achieve the minimum pass threshold in each of the two independent end assessment components and will be awarded a final grade based on the weighted average of these two independent end assessment components. Please note that on-programme assessment does not contribute to the overall apprenticeship grade.

Points will then be multiplied by the weighting (test 55%, professional discussion 45%) as follows:

Points in the on demand test	X 0.55	= _____
		+
Points in the professional discussion	X 0.45	= _____
Total score		_____
Final grade:		

The final grade is calculated by comparing the final score to the table below:

Score*	Final grade
4	Pass
5.8	Merit
6.9	Distinction

*Indicative grade boundaries for illustrative purposes – full details are contained in the employer occupational brief.

The knowledge test will be marked with grade boundaries set by assessment organisations (e.g. out of 80 total marks available the grade boundaries may be 0-47 not achieved, 48-57 pass, 58-67 merit, 68-80 distinction). The professional discussion will be assessed against grade descriptors which will be based around the grade profile below. Further information around each assessment can be found in Annexes A and C.

Characteristics of a pass, merit and distinction apprentice:

A pass candidate will competently perform their role demonstrating application of the knowledge, skills and behaviours set in the standard in line with company and regulatory requirements and ensuring customer satisfaction.

A merit candidate, in addition to meeting the pass criteria, will demonstrate confidence and self-motivation in their role, will look for opportunities for self-development, deal with problems as they arise and seek to exceed customer expectations in line with business objectives.

A distinction candidate, in addition to meeting the pass and merit criteria, will consistently perform above the required level for the role, have excellent self and time management skills, seek and take opportunities to share knowledge and develop others when the opportunity arises and deliver excellent customer experiences within the confines of the travel consultancy.

Robust quality assurance of the assessment methodologies and outcomes, including the grades awarded by different independent end assessors will ensure that these are fair and comparable.

Candidates who fail any assessment activity can only obtain a pass overall when retaking.

8. Manageability / Feasibility

Management

The travel employers have consulted widely to ensure both the apprenticeship standard and this assessment plan are viable and appropriate for all travel businesses, whether large, small, independent or as part of a chain. Key features incorporated to ensure that the apprenticeship is manageable and feasible for all are:

- ✓ Extensive consultations with small and large, independent and chain travel employers
- ✓ A range of assessment activities which maximise a synoptic approach whilst utilising efficient assessment methods such as on-demand testing and the option to facilitate remote assessment, enhancing access to assessment from remote and cost restricted employers
- ✓ Assessment tools which will be developed by assessment organisations will be audited prior to use to ensure they are fit for purpose, facilitating standardised assessment approaches and opportunities for quality assurance
- ✓ Strict requirements for independent end assessors to ensure they are occupationally competent and appropriately qualified to assess

Affordability

It is anticipated that the end point assessment will cost approximately 10% of the total available funding (i.e. core government contribution plus employer co-investment amount) for the travel consultant standard, based on a 2016/17 cap 3 allocation.

Professional body recognition

The consultation relating to the standard established professional body recognition is not applicable at present.

Annex A: Knowledge test specification:

Assessment organisations need to design two knowledge tests, one for corporate travel consultants and one for leisure travel consultants. The common core of knowledge can be applied across both areas, but specific specialist input is required to accurately assess the depth of performance in the relevant specialism. Assessment organisations should produce a notification of results detailing whether the leisure or corporate test has been undertaken.

Further detail on what content should be covered in the knowledge exam, including the core and specialist content, is available in the employer occupational brief, available at **People1st.co.uk**

Assessment organisations will develop and pilot a bank of knowledge questions. This page specifies the requirements to which assessment organisations must comply when developing these tools. The questions will be a combination of knowledge recall and scenario based bringing together the following key elements of the standard:

Element of the standard	% of marks available in the test should be:
Geography – 40%	40
Travel Information – 15%	15
Legal and Compliance – 15%	15
Travel Options – 10%	10
Customer – 10%	10
Industry Practice – 5%	5
Combined content for: <ul style="list-style-type: none"> • Product and service • Business • Team and personal performance • Communication • Sustainability 	5

The assessment will be an objective knowledge test in multiple-choice format and pre-defined free text (right / wrong) input, ensuring validity and reliability, and which allows for consistent, efficient and timely allocation of marks / grades. The bank of questions will sample across the entire knowledge requirement in the standard and include multiple choice questions, requiring thought and reasoning to answer scenario based questions, leading to further synoptic assessment of appropriate analytical, technical, decision making and process driven skills and behaviours. The scenarios will require the apprentice to consider a course of action or solution to a situation / problem based on a 'real-life' workplace activity requiring application of knowledge, skills and behaviour requirements of the standard.

The Geography element of the standard will require approved materials to be brought to the exam, for example a world atlas. As part of the assessment mechanism development process assessment organisations must produce embedded reference materials resources for use both during the knowledge test and for the period of learning and development. These resources must, as far as possible, match industry standard resources.

Questions must be written using the language and tone expected for the level of standard. Assessment organisations will ensure the tests are developed, with a clear rationale for pass, merit and distinction grades, both in content and application.

The knowledge test will last for two hours. Apprentices will complete their knowledge tests on-screen unless individual assessment needs dictate a suitable alternative method, such as paper based, away from the day to day pressures of work and in a 'controlled' environment, which may be on or off the employers' premises. The definition of a 'controlled environment' will be clearly defined and explained by the independent end assessor prior to scheduling the test and will include environmental requirements such as lighting, space, privacy and the requirements for an invigilator.

Annex B: 'My Journey' specification:

The apprentice will demonstrate their competence in the workplace on a daily basis, covering a range of tasks and dealing with different client needs. From an assessment perspective this means that any given day or time will allow some observation; however, it is likely this will be a narrow window into the performance of the apprentice. In order to overcome this potential barrier, the apprentice will be required to produce 'My Journey', a collection of evidence which will showcase their competence over the range of the standard. My Journey is the apprentice's opportunity to demonstrate their best performance – showing that they really do know it, show it and live it!

Apprentices will use the template My journey – preparation for professional discussion, which will be developed and published as an annex to this plan as part of the implementation phase, to ensure they collect real work evidence to demonstrate their competence across the standard. This collection process should be learner led, but employer support is encouraged to assist the apprentice's understanding of requirements. Evidence should follow the synoptic approach, i.e. not concentrate on ticking individual boxes, but showing an overview of the process. My Journey will cover all elements of the standard.

Examples of work based evidence may include observation records, call recordings, copies of client briefs and bookings made, performance reviews and feedback. Candidates also have the opportunity to submit presentations, which may be pre-recorded, or suggest other imaginative methods of demonstrating their competence. Apprentices should ensure the template is fully completed to ensure competence across the standard. Evidence may be stored in electronic format and signposted as long as the independent end assessor has access to any and all of it prior to and during the professional discussion.

The work based evidence in the log may be compiled using any appropriate evidence which is generated at any point during the apprenticeship. Once submitted the independent end assessor will have the opportunity to discuss the log with the apprentice to ensure understanding and, where necessary, request additional evidence prior to the professional discussion.

Annex C: Professional discussion specification:

The professional discussion is a structured discussion between the apprentice, employer and their independent end assessor. It allows the independent end assessor to ask the apprentice questions in relation to:

- ✓ On-programme assessment evidence
- ✓ Coverage of the standard
- ✓ Personal development and reflection

The apprentice will be informed of the requirements prior to the discussion, and may bring materials to assist them to demonstrate their competence. The discussion must be learner led and appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The professional discussion will be conducted in a 'controlled environment' i.e. a quiet room, away from the normal place of work. Where the discussion is not face-to-face independent end assessors must ensure adequate controls are in place to maintain fair and accurate assessment. Assessment organisations must develop and use a standard template which can be contextualised to each apprentice's workplace, to ensure that standards are secure but interviewers are able to focus on key areas for confirmation of performance and effective appraisal of the evidence base. When planning the professional discussion, the assessor must reference the employer occupational brief to ensure the professional discussion covers the relevant content for either the business or leisure environment. This will ensure that consistent approaches are taken and that all key areas are appropriately explored. The professional discussion will be planned in advance to allow for quality assurance activity in line with sampling requirements and will cover a range of areas on the standard, clearly identified in the employer occupational brief.

The professional discussion will be assessed against grade descriptors set around the themes listed below, which will align with the grade descriptors on page 14. The grade descriptors will be prepared by the assessment organisation in line with the employer occupational brief, which will accurately describe whether the apprentice's performance should be awarded a pass, merit, distinction or not achieved.

Theme
Communication
Understanding (e.g. products, services and geography)
Skills (e.g. sales techniques, technology, own performance and development)
Working practices (e.g. team working, keeping up to date, sustainability)
Customer service

The professional discussion will be judged by both the employer and the independent assessor using the standard template, but the independent end assessor will make the final decision on the grade achieved for the outcome of the professional discussion.



If you would like to receive further information about our programmes and services, contact us:

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