Parenta Training Assessment Policy & Procedure 2026-27

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General Policy Statement

Parenta Training will ensure that all assessment decisions adhere to Awarding Body standards and requirements, and those laid down by other Regulatory Bodies. Parenta Training will ensure that a qualified member of staff countersigns all assessment decisions made by unqualified staff.

Management will ensure that all new tutors, both unqualified and newly-qualified, receive full induction, training, guidance and support throughout their training period, which includes shadowing another experienced, qualified tutor at the appropriate level. Monthly 1:1 meetings with their line manager to ensure swift interventions and support.

To ensure that the procedures for the assessment of our learners are carried out in accordance to the requirements of the Regulatory and Awarding Bodies and in line with recognised good practice. All tutors will:

- Hold a quantifiable Assessors qualification and take part in standardised updated e.g. D32/33 A1 or CAVA/TAQA qualification
- Maintain occupational competence for the award(s) they are designated as a tutor
- Carry out a comprehensive induction process with a Learner
- Maintain up-to-date and accurate records of assessment planning, progress, assessment decisions with Learners, Employers and Verifiers according to Awarding Body requirements and Parenta Training procedures
- Ensure that all evidence submitted by a learner is matched to the relevant standards
- Sign and date all evidence submitted by learners as confirmation they have checked for validity, authenticity, currency and sufficiency
- Attend regular staff meetings in addition to any meetings with Internal Verifier(s) and colleagues to share ideas and/or discuss relevant issues
- Comply with relevant legislation, local priorities and accepted good practice for Health & Safety, Data Protection, Safeguarding and Equal Opportunities, both at Parenta Training and in the Learner's workplace

In addition:

- All training and assessment material developed by tutors must be approved by Parenta Training, shared with others as appropriate and master copies held at Parenta Training
- Tutors will be given the opportunities to update their knowledge and skills by attending relevant internal and external forums and workshops
- All tutors will be regularly monitored to ensure they meet the standards of excellence by Parenta Training
- Develop and maintain evidence to show Continuing Professional Development
- Bring all concerns regarding Learner progress or assessment to the attention of the regional management team

- Attend all meetings, forums, workshops etc as deemed necessary in order to keep skills and knowledge updated and adopt recognised good practice
- Visit learner workplaces and carry out and/or ensure that the Health and Safety check has been completed, is up-to-date, and any action plans are addressed
- Utilise own transport or company transport for the efficient delivery of all diploma programmes, and maintain adequate and appropriate records to substantiate reimbursement of direct expenditure incurred
- Report directly to the designated Regional Training Manager any major complaint received.
- Act in the best interests of Parenta Training at all times
- Conduct all dealings with learners and employers in an ethical and courteous manner at all times, maintaining the principle that any information gained whilst working for Parenta Training is completely confidential and may not be discussed outside the offices of Parenta Training at any time

Background

All learners are inducted into the qualification and appropriate assessment procedure by their tutor at the first visit.

All assessments are carried out wherever possible in the workplace on an on-going basis.

Formative and Summative Assessment

All learners receive the offer of underpinning knowledge, advice and guidance throughout the programme. This allows the learners opportunities to practice areas of the criteria, as part of the course, to help them work towards becoming competent and to prepare them for summative assessments. All work undertaken is kept as evidence to show on-going progress. Assessments are holistic and cover a range of units, depending on the task being undertaken, so that learners become competent over a period of time, to show consistency.

Frequency and Planning of Assessments

All learners are visited either in the workplace or remotely approximately every 4 weeks. Planning is carried out during induction and regularly throughout the programme. All assessments must be clearly planned and have specific information for learners to understand what they are expected to achieve, SMART targets must be set for learners for all work that is required to be completed. These plans must be discussed, agreed and booked beforehand so that all persons involved (learner, tutor, supervisor and/or manager) are aware that assessments will be taking place. For a face to face visit/assessment, if an appointment is cancelled an urgent replacement date will be offered as soon as possible.

Types of Assessment

All assessments take place according to the procedures laid down in the relevant Awarding Body Standards/Guidelines, and in line with the latest regulatory updates and all tutors are issued with/have access to copies of these publications. To make sure the learning outcomes are completely covered and assessed, a range of assessment methods are used, which include:

- Direct observation of the learner by the tutor
- Professional discussions
- •Learner's own work products
- Learner's log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Recognition of Prior Learning (RPL)
- Reflection on own practice in real work environment (Reflective Account)
- Written or pictorial information
- Scenario or case study
- Task set by Awarding body (for knowledge learning outcomes)
- Oral questions and answers

Assessment and Feedback

Prior to assessment the tutor goes through a thorough briefing session with the learner on all units/learning outcomes/assessment criteria to be assessed. Tutors will maximise on unplanned opportunities during observations. All 'demonstrations' must be observed, unless agreed by the IQA for certain criteria. Parenta Training is keen to use the latest technology and therefore use dictaphones, where appropriate, to record evidence. Recordings are no longer than 20 minutes and added to each online eportfolio (OneFile) as evidence. Where it is inappropriate to use a dictaphone and with prior agreement with the IQA observations/discussions should be written directly onto observation paperwork, signed by the tutor and Learner at the time of the assessment and uploaded directly to the eportfolio. At the end of the assessment the tutor gives a thorough de-briefing, highlighting all the competent areas and discussing any areas for further assessment, training etc. As well as giving oral feedback through discussion, tutors also make a record of feedback given. The OneFile journal and assessment plans will be updated by the tutor regularly throughout the course to enable IQAs/ Management up to date information on the learner status.

All evidence must be uploaded to OneFile within 5 days of the assessment. All evidence must be marked by the time the learner is next seen.

Any communication to support progress must be logged within 5 days including communication with employers and/or parents. Information to be clear and detailed to ensure understanding.

All tutors are accompanied once a year by an Internal Quality Assurer who observes the tutor remotely – a formal report is completed, and feedback given privately to the tutor after the observation. If there is an area of development noted, the Internal Quality Assurer will implement any required training and will hold a follow-up quality assurance visit within a three month period. Portfolios are internally quality assured as per the quality assurance plan, and tutors receive feedback on their learner portfolios.

Monthly reporting 1:1 meetings will take place with the Regional Training Managers for each tutor. Tutors have access to reports detailing their learners, and progress will be discussed monthly to confirm learners at, below and above target.

All assessment planning, tutor feedback and internal quality assurance activities are recorded electronically according to the Awarding Body systems and procedures. This information is strictly confidential with specific levels of access according to status.

Continual professional development and training relating to assessment and procedure are offered at team meetings or via email and it is the responsibility of the tutor to log as evidence which is audited yearly.

Recording Outcomes

All assessment decisions are recorded electronically according to the Awarding Body systems and procedures. This information is strictly confidential, with specific levels of access according to status.

OneFile

All learners will be set up on the electronic eportfolio system, OneFile. This is where all evidence generated for the demonstration of competence will be collected. All learners will use this system to communicate with their tutors and vice versa.

OneFile must be used to ensure that learners are following the requirements of the standards in preparation for their end-point assessment. All information about the learners' programme must be completed correctly, this includes but is not exclusive of the following:

- Start and end dates
- Correct standard selected
- Functional skills
- Off-the-job contracted hours
- Tutor selected
- IQA selected
- EQA selected

OneFile must be used to track all activity with the learners, including emails, messages, cancelled visits, texts sent, and support provided that does not generate evidence. There must be a clear audit trail of what is being done with learners, and this must be documented clearly. All planning must be completed via the OneFile planning tab, all reviews must be completed electronically using the review tab, and all off-the-job training must be tracked through the journal and timesheet. The timesheet tab must be used to track all activity with the learner. Evidence must be uploaded and assessed in a timely manner, learners should be provided with feedback on all their work submitted, and this must be completed within 10 days of the learner submitting their work.

End Point Assessment

End-point assessment (EPA) is a holistic and independent assessment of the knowledge, skills, and behaviours which have been learnt throughout an apprenticeship standard. Parenta Training is committed to using one Awarding Organisation for each programme across its entire provision. Employers will, however, be given freedom of choice to select the desired End-Point Assessment Organisation (EPAO) that they wish to work with.

The requirements for apprenticeships 'standards' EPA must be set out by delivery teams in the assessment plan for each specific standard prior to teaching commencing. (Please note that frameworks have different assessment arrangements and do not require EPA.) Learners will not be able to achieve an apprenticeship standard without satisfying all the requirements of the assessment plan, including the EPA. A learner can only take the EPA once they have:

- met the minimum duration of their apprenticeship;
- satisfied the gateway requirements set out in its assessment plan; and
- their employer (in consultation with Parenta) is content they have attained sufficient knowledge, skills and behaviours to successfully complete the apprenticeship.

In the case of a learner being made redundant within 6 months of the final day of the practical period specified in the apprenticeship agreement, Parenta may act as a proxy employer for the purposes of providing any required employer competency statement. This does not mean that Parenta has to record itself as the employer in the ILR. Parenta will check that the learner is employed until the EPA (where applicable) is completed. The only exception is where the learner has been made redundant and the DfE is funding the apprenticeship to completion.

Before the learner reaches the gateway to moving onto EPA, the employer must:

- select an organisation from the Register of End-Point Assessment Organisations (RoEPAO) to deliver the endpoint assessment; and
- negotiate a price with this organisation for the end-point assessment. Only those organisations listed on the RoEPAO will be eligible to be funded.

Although Parenta Training will be involved in arrangements for EPA, the assessment itself must be independent. The EPA can only be taken after the minimum duration has been completed for the practical period.

Parenta - The Home of Early Years

Growing a setting and a great childcare team shouldn't be hard - Parenta makes it simple. We're the UK's leading specialist apprenticeship training provider for the early years sector - helping nurseries recruit, train, and retain brilliant practitioners,

And it doesn't stop there. From nursery management software, business support that actually makes a difference, and expert free sector resources, Parenta is the partner your setting didn't know it needed.

EARLY YEARS TRAINING

Boost your team's motivation and keep staff for longer by offering them childcare training – the ideal tool for you to develop and retain your staff.

TRAINING COURSES:

Government Funded:

- Level 2 Early Years Practitioner
- Level 3 Early Years Educator – now with a 'Fast Track' option – 52 weeks + EPA
- Level 5 Early Years Lead Practitioner

Qualification only courses:

- L3 SEND Coordinator
- L5 Diploma for Senior Early Years Practitioners

FREE RECRUITMENT

Our team of dedicated recruitment experts will help you find a suitable apprentice - **for free**. Once found, we will sign them up and get them started on their childcare course - providing one-to-one support throughout their training.

Book a call with us today and discover how we can grow your setting

NURSERY MANAGEMENT SOFTWARE – ABACUS ADVANTAGE

- **Abacus Advantage** helps nursery managers and owners understand their money simply and clearly
- It combines **easy-to-use software**, covering all aspects of your nursery business
- Practical guidance and hands-on support to show you exactly where your income comes from, where the pressure builds, and what to do about it

Book a free clarity call today

MARKETING SOLUTIONS

Parenta designs and builds childcare websites that attract parents, impress Ofsted, and turn visitors into enquiries.

- **Websites that work** - built by a team that knows childcare inside out.
- **Branding that means business** - from logos and prospectuses to newsletters and business cards, we create a look that makes your setting stand out and stick in people's minds.
- **Social media made simple** - we'll get you set up, show you what works, and help you build a visible, trusted presence that keeps your setting front of mind for local families.

Contact our marketing solutions team

FREE RESOURCES FOR ALL THOSE WHO WORK IN CHILDCARE

How To Guides
Covering the common challenges you face whilst working in childcare, both for childcare practitioners and business owners.

Free Webinars
Early years experts share their insights, best practices, and valuable experiences LINK

Parenta Blog
Over 3000 articles covering all things early years, written by sector experts LINK

Working together for our children

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