

Apprenticeship End-Point Assessment Policy

This policy covers the following:

Integrated and non-integrated End-Point Assessment (EPA)	End-point assessment (EPA) is the final stage of an apprenticeship. EPA is the independent test that an apprentice has gained occupational competence at the end of their apprenticeship. ¹ EPA can be fully integrated, where the assessment for the academic award is also the EPA and there is no additional assessment. It can be a final element that is integrated into the assessment for the award, or it can be fully independent of this process – i.e., non-integrated. The assessment plan of the Apprenticeship Standard makes clear which of these apply.
Appointment of EPAOs for Non-integrated EPAs	Responsibilities for appointment of End Point Assessment Organisations.
Application to join the Apprenticeship Provider and Assessment Register (APAR²)	Where the EPA on an apprenticeship is integrated, the University must, for each Apprenticeship Standard, register with the Department of Education (DfE) Apprenticeship Provider and Assessment Register (APAR) as part of the programme approval process. The School, with support from the Apprenticeship Office, is responsible for managing the application.
Management of integrated and fully integrated EPAs	For apprenticeships with integrated or fully integrated EPAs, the University is the EPAO. The School must make arrangements to manage the process so that the EPA is independent of the delivery of the apprenticeship and is carried out in adherence to established internal and external quality assurance principles and processes. For integrated EPA (not fully integrated EPA) this includes an internal 'readiness check' at least 16 weeks in advance of the first EPA cycle.

¹ Apprentices will be deemed to have gained occupational competence when they can demonstrate the knowledge, skills and behaviours required to be competent in the duties of that occupation.

² APAR replaces the former register of end-point assessment organisations (RoEAPo). Guidance on application to join the APAR is available at: <https://www.gov.uk/guidance/joining-the-apar-as-an-end-point-assessment-organisation>.

Appointment of Independent Assessors for integrated EPAs	Where the EPA is integrated, the School ensures it has suitable Independent Assessors (IAs). The IAs can be permanent University staff or individuals recruited by the University specifically as an IA. The School is required to ensure IAs keep their occupational expertise up to date, are trained, and have no conflicts of interest. Roles and responsibilities for ensuring compliance with these requirements are shared between Schools and the Apprenticeship Office and other central professional services.
EPA Gateway completion	Before an apprentice becomes eligible for the EPA, there are a number of checks referred to as the EPA Gateway. The School is required to manage the gateway process for all integrated and non-integrated apprenticeships. Details can be found in the relevant Apprenticeship Programme Specification and the EPA Assessment Plan.
EPA Assessment Boards	Processes for formal confirmation of the gateway process and of EPA outcomes are the responsibility of Subject Assessment Boards and Boards of Examiners.
EPA External Examiner	The role and responsibilities of External Examiners for Apprenticeship programmes with integrated EPAs is specified as part of the University's policy and procedures for External Examiners. This conforms with the Office for Students (OfS) requirements for external assessment of EPA.
EPA Annual Evaluation	Monitoring and review of the effectiveness of EPA processes on the basis of feedback from stakeholders, external assessment reports and Apprentice outcomes should take place annually at programme, School and institutional levels as part of the University's Annual Evaluation Review process.
External quality assessment of EPA	External quality assurance of EPA is carried out by the OfS. Any formal readiness or monitoring checks are co-ordinated by the Academic Quality Unit in association with the School and Apprenticeship Office.

1. Purpose and context of the policy

- 1.1 This policy sets out the University of Worcester's approach to managing End-Point Assessments (EPAs) for Higher and Degree Apprenticeships.
- 1.2 The Department for Education (DfE) is responsible for the oversight and requirements of external quality assurance, and it has a statutory duty to ensure that arrangements are made to evaluate the quality of EPA. DfE has set out, in its External Quality Assurance (EQA) framework and EQA manual, what constitutes effective EQA, to ensure reliable and valid EPA that complies with the apprenticeship assessment plan for the relevant apprenticeships. The OfS carries out external quality assurance for registered providers of integrated higher and degree apprenticeships. The DfE EQA framework and EQA manual, and the OfS Guidance for providers are important reference points to ensure the University meets the quality assurance requirements for EPA.³
- 1.3 External quality assessment provides a judgement about whether EPA is effective, valid and reliable. It uses DfE's current EQA framework and may inform judgements about the University's compliance with the OfS's condition of registration B4: Assessments and awards.⁴
- 1.4 Apprenticeship Standards generally require an independently assessed, synoptic end-point assessment, the details of which are set out in the relevant Apprenticeship Standard Assessment Plan. Successful completion of the end-point assessment leads to the awarding of the apprenticeship. The exception to this is where the EPA is integrated with the academic award outcomes.
- 1.5 The end point assessment may be:
 - **Non-integrated:** Non-integrated end-point assessments are conducted by a separate, independent Apprentice End Point Assessment Organisation, contracted by the University, and selected by the employer. The end-point assessor cannot be the University.
 - **Integrated:** The University conducts the end-point assessment as an integrated aspect of the academic award, ensuring that the assessment process is fully independent of the apprenticeship delivery process.
 - **Fully integrated:** This is where there is no requirement over and above completion of all the assessment requirements to achieve the academic award in order to gain the apprenticeship, as for example the Nursing Apprenticeship Standard.
- 1.6 The end-point assessment as set out in the Apprenticeship Standard tests that apprentices can fully demonstrate the knowledge, skills and behaviours specified in the Apprenticeship Standard, and are occupationally competent.

³ The EQA framework and manual are available at: <https://www.instituteforapprenticeships.org/quality/external-quality-assurance/>. The OfS Guidance for providers is available at <https://www.officeforstudents.org.uk/media/d4649bbf-f6d6-49d0-8a16-3e322ba7f9a5/eqa-of-apprenticeships-end-point-assessments-guidance.pdf>

⁴ The OfS conditions of registration are available at: www.officeforstudents.org.uk/advice-and-guidance/regulation/registration-with-the-ofs-a-guide/conditions-of-registration/.

- 1.7 The University must be registered on the Apprenticeship Providers and Assessment Register (the Register) for each Apprenticeship Standard where the EPA is integrated.
- 1.8 For an Apprenticeship with an integrated EPA, the Assessment Plan must be discussed at approval, and any changes to the EPA module or assessment strategy as a result of changes to the Assessment Plan are treated as a minor course amendment in line with the Course and Module Change policy.
- 1.9 Where a School starts delivering a new integrated apprenticeship, this may be subject to a desk-based assessment carried out by the OfS to ensure readiness to deliver the EPA for that Apprenticeship Standard. This is known as the EQA readiness check.
- 1.10 When an EPAO has completed at least one cycle of EPA it may be subject to a monitoring check carried out by the OfS. The OfS approach to EQA of EPA is risk-based and the OfS may not undertake an assessment of every Apprenticeship Standard being delivered by the University.
- 1.11 Schools should conduct their own internal readiness checks at least 16 weeks in advance of the first cycle for an integrated EPA, and report the readiness check to APSC. Further information about internal readiness checks is set out in [Appendix 1](#).
- 1.12 Prior to being eligible for the EPA, the apprentice will need to successfully meet the 'gateway' requirement as determined by the Apprenticeship Standard; this includes the employer's confirmation of readiness to progress to the EPA. The Apprenticeship Office is responsible for managing the gateway processes.
- 1.13 For non-integrated EPA the following apply:
- an apprentice must have passed the academic award and met all gateway requirements in order to be put forward for the EPA
 - successful completion of the award does not constitute completion of the apprenticeship; the apprenticeship is not achieved until both the academic award and the EPA have been achieved
 - the School is responsible for providing continuing support to the apprentice until the EPA has been successfully completed.
- 1.14 For integrated EPA, the following apply:
- the School is responsible for ensuring the apprentice has met the gateway requirements and for supporting the apprentice to complete both the award and the EPA
 - successful completion of the EPA is part of the requirements for passing the academic award – for example, via a project module
 - the University as the EPAO must ensure the independence and integrity of the EPA as required in the Apprenticeship Standard – this will require the School to appoint or designate and train independent assessors.
- 1.15 For all Apprenticeships, the alignment of the programme assessment strategy with the Apprenticeship Assessment Plan is essential. The programme assessment strategy should include formative and summative assessments which support both

achievement of the programme/module learning outcomes and development of professional competence to perform the job role, and ensure apprentices are prepared for the EPA.

- 1.16 Where an Apprenticeship is delivered by a partner organisation and the EPA is integrated, the University acts as the both the academic awarding body and the EPAO. The partner organisation is the main provider.

2. Appointment of EPAOs for Non-integrated EPAs

- 2.1 The University, as the training provider⁵, (in consultation with the employer) is responsible for engaging the EPAO. This can be at any time in the apprenticeship, but to ensure timely delivery of the end-point assessment the dialogue must commence at least 6 months before the planned end date of the apprenticeship. As part of this process all information required for the end-point assessment must be communicated to the employer, including when the gateway is due.
- 2.2 The process for appointment of a third party EPAO is set out in the guidance and process for the selection and appointment of EPAOs.

3. Applications to Join the Apprenticeship Providers and Assessment Register for Integrated EPA

- 3.1 For fully integrated and integrated EPA, under DfE rules, the School delivering the programme must make an application for the University to join the Apprenticeship Providers and Assessment Register; this should be clearly indicated on the APPG course proposal.
- 3.2 The School is responsible for completing the application with the support of the Apprenticeship Office and Academic Quality Unit (AQU), and this should normally be completed in parallel with the approval process.

4. Management of Integrated EPAs

- 4.1 Where an apprenticeship includes an integrated EPA, the School will ensure a specified module fulfils the requirements of the EPA for the Apprenticeship Standard and Assessment Plan in compliance with the University's normal quality standards and any PSRB requirements.
- 4.2 A clear specification and protocols setting out how the EPA will be delivered, including employer involvement, arrangements for retrieval of failure, standardisation and moderation, should be developed by the Course team and confirmed through the programme approval process. A summary must be provided in the Apprenticeship Programme Specification.
- 4.4 The independent nature of the EPA must be assured in both the delivery of the EPA, and confirmation of assessment decisions; this is normally through the appointment of one or more Independent Assessors and an independent External Examiner.

⁵ Guidance on application to join the APAR as a training provider is available at: <https://www.gov.uk/guidance/apply-to-the- apar- as-an-apprenticeship-training-provider>.

- 4.5 The University's normal provisions for inclusive assessment and reasonable adjustments apply to EPA, as do the University principles and processes of verification, standardisation and moderation; this includes the maintenance of records of meetings and discussions. University policy in relation to data retention also applies.
- 4.6 EPA assessment delivery arrangements are managed and administered by Schools.
- 4.7 Reassessments for EPA will normally be undertaken in line with University regulations except where the Assessment Plan sets out any specific arrangements or procedures. Normally there is one opportunity for reassessment; this is made explicit in the specification.
- 4.8 Schools must ensure the quality, validity, and reliability of integrated EPA in the following ways:
- recruitment, preparation and on-going training of appropriate Independent Assessors
 - consulting with industry/technical experts, employers and the External Examiner when developing relevant EPA assessment tasks to ensure there is comparability and consistency in terms of breadth and depth of assessment for the Standard and to ensure the assessment is reliable, valid and fair to all learners
 - internal and external verification of the EPA assessment materials, including assessment and grading criteria
 - holding regular standardisation meetings to ensure consistency of assessment and applying University policy on moderation to ensure the validity and reliability of marking practice
 - recording of any practical components of assessment for moderation and quality assurance processes
 - monitoring provisional assessment outcomes and agreed outcomes from Board of Examiners
 - using Independent Assessor feedback and External Examiner reports for development purposes feeding into the annual evaluation process
 - seeking feedback from apprentices on the assessment process, including the EPA process
 - ensuring currency and compliance with Apprenticeship Standards and assessment plans.

5. Appointment of Independent Assessors for Integrated EPAs

- 5.1 The responsibilities of an Independent Assessor (IA) include:
- Carrying out the EPA in accordance with the EPA Assessment Plan and protocols for the programme
 - Ensuring national comparability of academic standards, that the assessment processes are reliable, fair and transparent, and operate in line with University regulations, policies and procedures
 - Participating in annual assessment training and assessment standardisation

- events
 - Annually submitting evidence of CPD records within the agreed timescales
 - Annually reviewing their conflicts of interest declaration within the agreed timescale
 - Attending the Apprenticeship Examination Board and completing reports within University timescales.
- 5.2 The University appoints as IAs those who have appropriate qualifications and experience at the required level of the award, meet any PSRB requirements together with currency in practice as evidenced by CPD. In addition, they must meet criteria for independence and avoidance of conflicts of interest.
- 5.3 IAs may be existing staff members of the University (full-time, fractional or hourly paid ALs) **provided they have not been involved in any aspect of delivery or assessment of the Apprenticeship programme** (excepting the EPA). Alternatively, IAs can be appointed and employed specifically to carry out the EPA role. Regardless of their existing employment status with the University, the principles and processes to be followed for appointment will be the same.
- 5.4 The School is responsible for nominating the IAs for EPA at least 9 months in advance of the first students reaching the EPA gateway, using a standard nomination form. Normally there should be a pool of IAs to draw upon at any one time. Nominations must be accompanied by a CV and declaration of conflict-of-interest form. Where there is a large team of IAs, consideration should be given to the appointment of a Lead IA. Nominations are approved by the Head of School and Director of Apprenticeships and Employer Engagement.
- 5.5 The School is responsible for maintaining a register of Independent EPA Assessors for each Apprenticeship, and for recording and checking ongoing eligibility for the role.
- 5.6 The School is responsible for administration and communication with the IAs regarding the schedule of assessment activity and meetings for verification, standardisation and moderation, and the Assessment Board dates.
- 5.7 Assessment training for IAs is the responsibility of the relevant School.
- 5.8 Schools must ensure that there is evidence that IAs remain eligible and fulfill all responsibilities related to the EPA in a timely manner and to the required expectations. This includes:
- participation in required training
 - updating records of CPD and conflicts of interest annually
 - carrying out EPAs in line with expectations
 - providing written reports by the required deadline.
- 5.9 Where it is necessary to make an external appointment as an IA, the School should discuss how this will be managed with HR, the Apprenticeship Office and AQU.

6. EPA gateway and completion

- 6.1 All Apprenticeship programmes (whether with integrated or non-integrated EPAs) should identify a gateway module to ensure effective learner preparation and implement formal checks on readiness; this may be a zero-credit rated module.
- 6.2 Checks on apprentice readiness must demonstrate all EPA assessment gateway requirements as detailed in the EPA assessment plan.
- 6.3 It is the responsibility of the Apprenticeship Office, with the support of the School to liaise with the employer to determine whether the apprentice has met requirements, and the employer believes they are ready to complete the EPA, as well as to maintain records of completion against all requirements in the Apprenticeship Assessment Plan, as set out in the requirements for the gateway module.
- 6.4 The record of completion, as the outcome of the gateway module, must clearly set out all requirements for presentation to the Subject Assessment Board for formal confirmation of the gateway status of each apprentice (see section 7 below).
- 6.5 Schools must retain EPA assessment evidence, including apprentice assessments in accordance with the University's Data Retention Schedule. Normally such evidence is electronic and stored on the VLE. Evidence must be readily available for scrutiny externally.
- 6.6 For non-integrated EPA, the Apprenticeship Office, with support of the School is responsible for liaising with the EPAO to confirm completion of the gateway process for individual apprentices. The EPAO is responsible for informing the apprentice of the outcome and for claiming the Apprenticeship Certificate from DfE and forwarding it to the apprentice. The Apprenticeship Office is responsible for communicating EPA outcomes to employers.
- 6.7 For integrated EPA, the Apprenticeship Office, is responsible for communicating outcomes of the EPA to the apprentice and the employer. Registry Services is responsible for claiming the Apprenticeship Certificate from DfE and forwarding it to the apprentice.

7. EPA Assessment Boards

- 7.1 Subject Assessment Boards and Board of Examiners have responsibility for oversight of EPA delivery arrangements and processes and for confirmation of all decisions related to integrated EPA outcomes for individual apprentices. For non-integrated EPA, the Board is responsible for confirming the decisions regarding completion of the EPA gateway only.
- 7.2 Boards of Examiners may delegate specific responsibility for the Apprenticeship EPA to sub-groups of the Subject Assessment Board and Board of Examiners. In all cases, however, such sub-groups must be properly constituted to include independent assessors and external examiners, with a Registry Services Officer to maintain a record of the meeting.

- 7.3 The additional terms of reference for Subject Assessment Boards and Boards of Examiners related to Apprenticeships are:

Subject Assessment Boards

- To confirm individual apprentices have met the gateway requirements to progress to the EPA.
- To identify students who require additional support to achieve the gateway requirements and determine appropriate action.

Board of Examiners (for Integrated EPA)

- To review and confirm the EPA outcomes for each apprentice, including any grades.
- To confirm individual apprentices have successfully completed the EPA and/or to confirm arrangements for reassessment or retaking of the EPA.
- To ensure all decisions are consistent with University regulations and procedures for assessment and with the EPA Assessment Plan.
- To consider the effectiveness of the EPA process and make recommendations for improvement.

- 7.4 Normally it will be the Subject Assessment Board that confirms individual apprentices have met gateway requirements, and the Board of Examiners that confirms EPA outcomes.
- 7.5 A standing agenda for Subject Assessment Boards (Apprenticeship) and for Boards of Examiners (Apprenticeships) is available.

8. EPAO External Examiner

- 8.1 The University's normal external examining arrangements apply for the academic award associated with an apprenticeship, and where an apprenticeship programme has an integrated EPA, the External Examiner will also act as the External Examiner for the EPA. This should be made clear as part of the appointment process.
- 8.2 When seeking to appoint an external examiner for a course that has an apprenticeship with an integrated EPA, academic, relevant practice-based experience and CPD should be considered, together with experience of apprenticeship programmes and assessment.
- 8.3 All External Examiners who act as External Examiners for the EPA (and mentors if applicable) will be provided with guidance as part of the External Examiner induction and training process.
- 8.4 The responsibilities of the External Examiner in relation to EPA include:
- external verification of the EPA Assessment Plan, tasks and associated materials, including quality assurance documentation
 - external moderation of a sample of completed EPA assessments (including practical and/or live assessments)
 - review of internal standardisation and moderation records
 - attendance at the Subject and Progression and Award Boards (or relevant sub-groups)

- conducting a visit to the University for each cohort of apprentices completing EPA
- meeting with independent assessors and staff delivering and managing the apprenticeship
- review of feedback from apprentices and employers and/or direct meetings with apprentices and employers
- review of gateway and EPA outcomes
- submission of a report on the EPA process and outcomes.

8.5 The Apprenticeship Programme Lead in association with the relevant Head of Department must agree with the External Examiner a schedule of activity for the academic year including the schedule of assessment activity and meetings for verification, standardisation and moderation, and the Assessment Board dates.

8.6 The External Examiner with responsibility for oversight of the EPA will be asked to comment on the following as an addendum to their report:

- the EPA Assessment Plan and related assessment tasks and materials, and its relationship to external benchmarks, including the Assessment Plan for the Apprenticeship Standard
- delivery of the EPA in practice
- management of the gateway
- the processes for verification, standardisation and moderation
- confirmation that individual assessment instruments allow for consistent, valid and fair assessment of occupational competence
- confirmation that assessment has been managed securely and that assessment software has been tested
- confirmation that assessment evidence is valid, authentic, current, sufficient and reliable
- effectiveness of the IAs in applying consistent standards and feedback to learners
- inclusion and accessibility of the EPA and management of reasonable adjustments
- feedback from apprentices, employers and IAs
- reliability and comparability of the EPA outcomes and the fairness of the processes for managing the EPA process
- quality of off the job and on the job learning, support and assessment, and relationship to Apprenticeship Standards and requirements.

9. Internal Quality Monitoring of EPA

- 9.1 The University as an EPAO will undertake ongoing quality monitoring of EPA in line with the published assessment plan through the University's quality monitoring processes, including feedback from the EPA External Examiner.
- 9.2 The Apprenticeship Office collects feedback from employers on the EPA process and shares with Schools for the purposes of evaluation and continuous improvement.
- 9.3 The Apprenticeship Office should maintain oversight of all EPA outcomes, together with feedback from stakeholders and External Examiner and External EPAO reports to identify any common themes or matters for improvement and enhancement. This should feed into the Apprenticeship Annual Evaluation Review (AER).
- 9.4 Schools should use feedback and reports from all stakeholders, including apprentices, employers, internal assessors and external examiners to inform the development of integrated EPA processes and assessments. This should feed into the Apprenticeship Annual Evaluation Review (AER).
- 9.5 Specific reference to, and evaluation of, EPA processes should be made in the Apprenticeship AER. The outcomes of this internal quality monitoring should form the basis of the self-evaluation of EPA delivery required by any scheduled EQA monitoring check conducted by the OfS.

10. External Quality Assurance of EPA

- 10.1 The Academic Quality Unit is responsible for the coordination of OfS external quality assurance of EPA. Guidance on the OfS process can be found at: [EQA of apprenticeship end-point assessments](#). This document should be read in conjunction with DfE's EQA framework and EQA manual.⁶
- 10.2 Where the University has completed at least one cycle of EPA it may be required to undergo an EQA monitoring check by the OfS to test its compliance with DfE's EQA framework. The monitoring check is designed to ensure that the actual delivery of EPA provides a relevant, reliable and independent assessment of occupational competence.
- 10.3 Schools should be familiar with DfE and OfS expectations and guidance with regards to monitoring, and ensure robust self-evaluation as part of the AER process. The Academic Quality Unit will oversee Schools own risk assessment of the effectiveness of the EPA process. This will be based on stakeholder feedback, student outcomes, and the effectiveness of the AER process, as well as the Apprenticeship AER.

⁶ The EQA framework and manual are available at: <https://www.instituteforapprenticeships.org/quality/external-quality-assurance/>.

Appendix 1: Internal Readiness Checks

1. Where a School intends to deliver EPA for a new Apprenticeship Standard, the OfS **may** conduct a readiness check. A readiness check confirms whether the School is ready and able to ensure timely delivery of assessments for apprentices who have completed their training programme and are ready to take the EPA. The outcome of the readiness check will inform the OfS ongoing monitoring of the University and will be shared with DfE.
2. In preparation for EPA the School, through completing the tables below (which follow the guidance published by the OfS in relation to readiness checks), should conduct its own readiness check to assure itself that the School is ready and able to ensure timely delivery of end point assessments for apprentices who have completed their training programme and are ready to take EPA and that for each new Apprenticeship Standard it has in place:
 - appropriate and high quality assessment materials that are reliable and robust
 - assessment materials that meet the requirements set out in the published EPA assessment plan
 - appropriate systems, including the appropriate personnel.
3. As part of the internal readiness check the School should also
 - consider how it collects and evaluates feedback from apprentices, assessors and employers and ensures effective delivery
 - ensure that it has appropriate external examiner arrangements in place for the associated qualifications, including managing potential conflicts of interest and ensuring practice is current and consistent with the expectations of the sector.
4. The School internal readiness check should be completed 16 weeks in advance of the scheduled first cycle of EPA for the standard. The School should evidence readiness to meet the requirements. Please note that this is to check that high quality materials and plans are in place rather than generic policies or procedures. Evidence may include:
 - academic regulations and protocols
 - feedback from external examiners/advisors
 - assessment and support materials for apprentices
 - EPA delivery plans
 - materials relevant to assessor recruitment and training
 - policies and procedures, including internal quality assurance arrangements for assessment.
5. The completed form (with hyperlinked evidence) should be reviewed by the Head of Department, the School Quality Co-ordinator, the Director of Apprenticeships, and the College Director for LTQE. If appropriate a meeting can be held to discuss the completed forms. The outcomes of the readiness check should be reported to the Apprenticeship Programmes Sub-Committee

Table 1 Areas of assessment for internal readiness checks

Assessment materials	Evidence that demonstrates School is meeting the requirements for assessment materials
The assessment materials are appropriate to the occupational standard and level of apprenticeship.	
They are specific to the role and reflect recognised and current practice within the industry.	
Assessment materials allow for consistent, valid and fair assessment of occupational competence.	
They allow appropriate grading judgements to be made.	
They are managed securely and assessment software has been tested.	
Assessment materials are appropriately developed and used efficiently.	
Assessment materials are accessible to all apprentices, including when reasonable adjustments need to be made.	
Assessment materials take into account industry feedback.	

Support materials	Evidence that demonstrates School is meeting the requirements for assessment support materials
Support materials are appropriate to the occupational standard and level of the apprenticeship.	
They reflect current/standard industry practices and will be regularly reviewed and updated.	
They accurately describe and/or represent the assessment that an apprentice will undertake.	
They are accessible and clear.	
Support materials are tested, and feedback is sought.	

EPA delivery plans	Evidence that demonstrates School is meeting the requirements for effective delivery plans
EPA delivery plans deliver effective assessment. They are appropriate to delivering the assessment specified in the EPA plan.	
They will deliver reliable assessments over time and are suitable for all apprentices.	
They are realistic and appropriate for the volume.	
Training providers and employers understand what is required and support the process.	
The EPA delivery plans have been tested, with specific diversity checks built in and feedback has been sought.	

Assessor recruitment and training	Evidence that demonstrates the School is meeting the requirements for assessor recruitment and training
Assessors recruited have the appropriate and up-to-date occupational and assessment skills to undertake effective assessment, and meet the specific requirements as set out in the assessment plan.	
The School ensures that assessors are independent from apprentices, employers and training providers, for example through effective conflict of interest policies.	
There are a sufficient number of assessors to undertake the EPA.	
The assessors are credible, and processes are in place to promote and monitor assessor continuous professional development.	
Assessor training is in place for industry experts.	

Policies and procedures – internal quality assurance	Evidence that demonstrates the School is meeting the requirements for internal quality assurance of assessment
Internal policies and procedures result in continued effective assessment and are fit for purpose.	
Internal quality assurance arrangements are appropriate	
The School's data management processes meet the needs of the Apprenticeship Standards.	
The School engages with employers and providers to ensure that apprentices are prepared for EPA	

What evidence is there that the School collects and evaluates feedback from apprentices, assessors and employers.

Table 2: External Examiner Arrangements

School:			
Apprenticeship Standard*	Level*	Associated higher education qualification	Name of EPA External Examiner/s

* In line with [DfE's Apprenticeship Standards](#)

<p>What evidence does the School have that appropriate and effective conflict of interest policies are in place and applied across all Apprenticeship Standards, to ensure that the external examiner is or will be independent from apprentices, employers, assessors and training providers (and have complete independence from the delivery or assessment of the EPA)</p>

<p>What evidence does the School have that an external examiner taking on the role of EQA external examiner has appropriate and up-to-date occupational and assessment skills and is credible across the industry.</p>

Related Documentation

Guidance and process for the selection and appointment of EPAOs

[University Apprenticeship End-Point Assessment: Conflict of Interest Policy](#) (includes Conflict of Interest form)

Independent EPA Assessor nomination form

External Examiner (Apprenticeship EPA) Report Form Template

Approval/Review Table

Item	Notes
Version Number	v2.0
Date of Approval	
Approved by	Academic Board
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Policy Officer	Head of Academic Quality
Department	Academic Quality Unit
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Policy/procedure/guidance superseded by this version	v1.0
Equality Impact Assessment (EIA)	January 2023
Accessibility Checked	January 2023

Recent changes

Committee/Author	Date	Change
APSC	02.2024	Requirements for internal readiness checks
P Wright	05.2025	References to ESFA and IfATE supplanted with DfE across document