

Higher and Degree Apprenticeships End-Point Assessment Policy and Procedure

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Education Committee	December 2025	September 2028

Policy and procedure statement

This document outlines the University's approach to the Higher and Degree Apprenticeships End-Point Assessment.

Who needs to know about the policy and procedure?

- Deans of School and School Executive Teams
- Course Directors
- Teaching Staff responsible for apprenticeship courses
- Managers, supervisors, professional and technical staff
- Apprentices as applicants and students
- External Examiners for Apprenticeship courses
- Independent Assessors for Apprenticeship courses
- Employers
- External regulatory bodies

Purpose of the policy and procedure

This policy and procedure identify the different types of End-Point Assessment and provides guidance on their management and quality assurance.

Contacts

The University UK Partnerships and Apprenticeships Unit (UKPAU) is responsible for:

- Providing advice and assistance
- Guidance and templates
- Accessing training

The team can be contacted by emailing apprenticeships@canterbury.ac.uk

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1. Summary of what this policy covers

- 1.1. **End-Point Assessment (EPA) responsibilities:** This policy sets out the University's approach to delivering and managing the quality of EPAs for Higher and Degree Apprenticeships (HDAs). Higher and Degree apprenticeships are those leading to qualifications at HE levels 4 to 7. It ensures compliance with the Department for Education (DfE) and Skills England's policies and regulations. It clarifies roles and responsibilities in relation to EPAs.
- 1.2. **Apprenticeship Provider and Assessment Register (APAR):** The UK Partnerships and Apprenticeships Unit (UKPAU) is responsible for the University's registration on the DfE's APAR. This is an institutional-level status and a one-off application.
- 1.3. **Apprenticeship Assessment Service:** The University requires a registration with the DfE's Apprenticeship Assessment Service for each Apprenticeship Standard where the University is to be the main provider and the End-Point Assessment Organisation. This must be in place before final course approval. UKPAU is responsible for handling the Apprenticeship Assessment Service application on behalf of the School.
- 1.4. **Supporting employers seeking an End-Point Assessment Organisation (EPAO):** Where the University is to be the main provider, UKPAU has contracts with EPAOs and can recommend an EPAO to an employer. An employer may opt to choose their own EPAO. An EPAO must be in place as part of the onboarding of an employer. The University, as the main provider, (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 EPA 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 EPA must be communicated to the employer, including when the Gateway is due.
- 1.5. **Recruiting and maintaining records of Independent Assessors:** Where the University is to be the main provider and is the EPAO, the University ensures that appropriate Independent Assessors (IAs) are appointed for integrated EPA. The IAs are individuals recruited by the University specifically as an IA. The policy explains the process for recruiting IAs.
- 1.6. **Training and ensuring the CPD of Independent Assessors:** For integrated EPAs, where the University is the main provider and is the EPAO, the University is required to ensure Independent Assessors (IAs) keep their occupational expertise up to date. This is built into the IA contract and amendment, and IA annual report processes. Schools are responsible for ensuring their IAs understand the specific requirements of the EPA and that evidence of this is logged with the IA records maintained by Quality Assurance and Enhancement (QAE).
- 1.7. **Ensuring potential conflicts of interest are identified and managed:** EPAs must be conducted impartially with a clear separation between the teaching on the course and those carrying out the EPA. This policy explains how any potential or real conflict of interest in the delivery of EPAs is mitigated and managed.

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1.8. **Conducting EPAs and applying for Completion Certificates:** The University carries out EPAs ensuring adherence to internal and external quality assurance requirements. This policy addresses the issues that arise due to some EPAs being slightly different to the University's more traditional assessments.

1.9. The Glossary contains information about definitions and abbreviations.

2. Purpose

2.1. This document sets out the University's approach to managing End-Point Assessment (EPA) for Higher and Degree and Apprenticeships. Higher and Degree apprenticeships are those leading to qualifications at HE levels 4 to 7, where there is either an award or the qualification is non-credit bearing.

2.2. Apprenticeships standards require an independently assessed EPA. EPA is the final stage of an apprenticeship and is undertaken by all apprentices. EPA is an impartial assessment of whether the apprentice has developed the Knowledge, Skills and Behaviours (KSB) that have been learnt throughout the apprenticeship.

2.3. EPAs can be integrated or non-integrated.

2.4. An integrated EPA is incorporated into the University qualification.

2.5. A non-integrated EPA is a separate assessment carried out by a third-party organisation after the apprentice has completed the University qualification.

2.6. This document outlines the process for EPAs for integrated and non-integrated degree apprenticeships.

2.7. This EPA procedure safeguards the relevance and reliability of our EPA, in accordance with:

2.7.1. The Apprenticeship Standard End-Point Assessment Plan (EPAP)¹

2.7.2. Skills England's regulations and policies.

2.8. This document should be read in conjunction with the following University policies and procedures

- [The University's Higher and Degree Apprenticeships Framework](#)
- [Procedures for External Examination](#)
- [The Regulations for Taught Awards](#)
- [The University's Quality Manual](#)

¹ Skills England [Apprenticeship Standards](#) and [EPA guidance](#)

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3. Scope

- 3.1. This policy covers apprenticeships offered through the University such as:
 - 3.1.1. Apprentices employed by other organisations using Canterbury Christ Church University as a main provider.
 - 3.1.2. Apprentices employed by the University on an apprenticeship either delivered by the University or by another provider, with a non-integrated EPA.
 - 3.1.3. The policy does not cover the scenario whereby a School wishes to act as a third-party EPAO for other institutions or where CCCU is not the main provider. The University Senior Management Team considers the business case for any proposals for such activity on a case-by-case basis.

4. Principles for End-Point Assessment (EPA)

- 4.1. The EPA tests that apprentices can fully demonstrate the Knowledge, Skills and Behaviours (KSB) specified in the Apprenticeship Standard, and are occupationally competent.
- 4.2. 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.
- 4.3. For all apprenticeships, the alignment of the course assessment strategy with the Apprenticeship Standard's End-Point Assessment Plan is essential. The course assessment strategy should include formative and summative assessments which support both achievement of the course/module learning outcomes and development of professional competence to perform the job role, and ensure apprentices are prepared for the EPA.

5. Process for Integrated EPA

- 5.1. There are two types of integrated EPA, and the assessment takes into consideration the context.
 - 5.1.1. **Integrated Apprenticeship (non-statutory regulated)** – CCCU conducts the EPA as an integrated aspect of the course. The EPA process must operate in accordance with the principles set out by Skills England and meet the typical requirements of EPAs and must be independent of the apprenticeship teaching delivery process.
 - 5.1.2. **Fully / Statutory Integrated Apprenticeship:** This type of apprenticeship covers occupations that are regulated by law or regulatory body. Statutory regulators usually prescribe how new entrants to the occupation should be assessed. They will set out the level of competence needed to be able to practice the occupation. The assessment prescribed by a statutory regulator can constitute the apprenticeship's EPA. Thus, achieving the apprenticeship leads to attainment of the regulator's requirements. The apprenticeship is

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then referred to as being a 'statutory integrated apprenticeship' or 'fully integrated apprenticeship'.

5.2. The following must be in place for effective management of integrated EPA:

- 5.2.1. The End-Point Assessment Plan must be planned for and embedded in the course during the design and development. The Plan must be approved when the course is approved, and any changes to the Plan must be treated as a minor course modification in line with the University's policy for changes to courses.
- 5.2.2. Successful completion of the EPA must be part of the requirements for passing the academic award.
- 5.2.3. Where an apprenticeship with an integrated EPA is led by a partner organisation, the University acts as the academic awarding body. The partner organisation is the main provider and either also the EPAO or responsible for identifying the EPAO.
- 5.2.4. Where the University is to be the main provider and the EPAO a registration is required for the University with the DfE's Apprenticeship Assessment Service for the Apprenticeship Standard to be delivered. The registration must be completed before the final course approval. The academic unit must liaise with UKPAU who will apply on the academic unit's behalf.²
- 5.2.5. Evidence from the academic unit to support the application to the Apprenticeship Assessment Service must include the following:
 - Evidence of the mapping of the apprenticeship Knowledge, Skills and Behaviours (KSBs) to the University course and the delivery method.
 - Evidence of support for the learner through the apprenticeship leading to the EPA.
 - Explanation of how the course team, in collaboration with the employers, will confirm that apprentices can enter the Gateway to EPA.
 - Explanation of how the elements of the EPA will be assessed and graded in line with the EPA for the Apprenticeship Standard.
 - Plans for how each EPA assessment will be moderated.
 - Explanation of the processes that will be used by the University to document and store assessment records.
 - Evidence that any Independent Assessors (IAs) have the occupational competence, experience and assessment expertise for the relevant Apprenticeship Standard.
 - Draft Job Descriptions and Person Specifications for IAs that will be recruited specifically for the role.

² The academic unit is the course team or other organisational entity at Canterbury Christ Church University with lead responsibility for an apprenticeship

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- Information about how IAs will be adequately briefed and trained.
- Confirmation of how the University will comply with the external quality assurance arrangements set out in the End-Point Assessment Plan for the Apprenticeship Standard and in accordance with the external quality assurance option for EPA, or example where applicable, Office for Students, Ofqual, professional body, employer-led or Skills England.
- To ensure oversight across University EPA activity, UKPAU maintains records for six years (or longer if required by the University's Data Retention Schedule) of, all Apprenticeship Assessment Service applications and schedules of annual reconfirmation to the Apprenticeship Assessment Service of our provision.

5.2.6. As an EPAO, the University must ensure there are robust procedures in place for checking and managing any actual or potential conflicts of interest in the EPA process.

5.2.7. The academic unit is responsible for ensuring the apprentice has met the Gateway requirements and for supporting the apprentice to complete both the award and the EPA.

5.2.8. The University as the EPAO must ensure the independence and integrity of the EPA as required by the Apprenticeship Standard, therefore, the academic unit will have to appoint and train IAs.

5.3. The principles and processes to guide the management of integrated EPAs are as follows:

5.3.1. As the EPAO, the academic unit will ensure the requirements of the EPA for the Apprenticeship Standard and End-Point Assessment Plan are met in compliance with the University's normal quality standards and, where applicable, any PSRB requirements. This can either be done via a specified module or across the course in its entirety.

5.3.2. An End-Point Assessment Handbook must be developed and used as a resource for apprentices, employers, IAs and internal staff (the handbook may be embedded in the course/module handbook).

5.3.3. There must be 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 academic unit and confirmed through the course approval process. A summary of these must be provided in the Apprenticeship Programme Specification.

5.3.4. Changes to the Apprenticeship End-Point Assessment Plan are treated as a minor course modification and treated in accordance with the University changes to course policy.

5.3.5. IAs must be appointed to confirm the assessment decisions and ensure independence of the EPA.

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- 5.3.6. 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.
- 5.3.7. EPA assessment delivery arrangements are managed and administered according to the University assessment processes.
- 5.3.8. Reassessments for EPA will normally be undertaken in line with University regulations except where the End-Point Assessment Plan sets out any specific arrangements or procedures. There may be a need to liaise with the employer to secure agreement for a reassessment.
- 5.3.9. The academic unit must ensure the quality, validity, and reliability of integrated EPA in the following ways:
- recruitment, preparation and on-going training of appropriate IAs.
 - consulting with industry/technical experts, employers, External Advisors, and External Examiners 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 IA 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 End-Point Assessment Plans.

6. External Examination

- 6.1. External Examination will be in accordance with the University process. The University follows best practice by appointing separate EE and IA.

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7. Independent Assessor

7.1. Independent Assessors (IA) will be nominated, appointed and contracts will be terminated in accordance with the University External Examiner Policy and Procedure ([CCCUC External Examiner system](#)). The University adopts best practice by appointing separate IA and EE.

7.2. The University appoints IAs who demonstrate appropriate evidence of the following:

- Knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards, assurance and enhancement of quality.
- Competence and experience in the fields covered by the apprenticeship.
- Relevant academic and/or professional qualifications to at least the level of the qualification being examined, and/or extensive practitioner experience, where appropriate.
- Competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures.
- Sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic and, where appropriate, professional peers.
- Familiarity with the EPA performance expected of apprentices to achieve the award being assessed.
- Fluency in English.
- Meeting applicable criteria set by Professional, Statutory and Regulatory Bodies, where applicable.
- Understanding of skills assessment either through a minimum of one year work-based assessment experience or through an appropriate assessor or teaching qualification.
- Appropriate and up to date occupational and assessment skills and any specific requirements as set out in the End-Point Assessment Plan.
- Awareness of the standard to be expected of apprentices to achieve the award that is to be assessed and have the capability to assess the apprentice at this level.
- An awareness of current industry standards, developments and practice and the design and delivery of relevant curricula.

7.3. The length of an IA appointment will vary in accordance with the needs of the course and will normally be for an initial period of four years and three months, with an exceptional extension of one year to ensure continuity. The total number of IAs for any EPA must be enough to cover the number of EPAs expected. Case-by-case basis advice is provided by QAE.

7.4. All IAs are required to undertake training to ensure consistency of approach and an in-depth understanding of the Apprenticeship Standard/s and EPA relevant to them. This will include:

- At induction, and in ongoing training, the University ensures that all IAs are informed about relevant institutional procedures, practices and regulations, including prevent, accessibility duty requirements and safeguarding, and the expectations of the IA role and the apprenticeships to which they are appointed.

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- Ongoing training is provided jointly by schools and QAE, with input from UKPAU as needed, to ensure that all requirements are met and to ensure that all assessments conducted are valid, fair and reliable and in line with the relevant End-Point Assessment Plan.
- All IAs are expected to participate in briefings, verification, standardisation, moderation and calibration activity as directed by the School. These events are to ensure the fair, consistent and reliable grading of all assessments. They also allow the School to update the IAs on any changes to the apprenticeship or Apprenticeship Standard. Course teams are expected to communicate with IAs during the year and provide updates as appropriate.

7.5. The IA will:

- Carry out the EPA as set out in the End-Point Assessment Plan for the course. This involves 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
 - UK Quality Code for Higher Education
 - OfS guidance on the external quality assurance of EPA
 - Characteristic Statement for Apprenticeships
 - DfE rules
 - PSRB requirements, where applicable
- Understand the End-Point Assessment Plan for the relevant Apprenticeship Standard
- Evaluate and comment on the apprentice's readiness for Gateway and the quality and standards of the EPA

7.6. Provide assurance of implementation of EPA in alignment with the conditions of APAR membership obligations

- Provide assurance and recommendations on whether the EPA meet the standards set within the specific End-Point Assessment Plan (EPAP).
- Provide informative comment and recommendations upon whether the assessment process measures student achievement rigorously and fairly against the intended outcomes of the End-Point Assessment Plan and is conducted in line with the relevant policies and regulations,
- Provide informative comment on whether the academic standards and achievements of students undertaking the EPA are reliable and comparable to EPA across different EPAOs, employers, places, and times
- Attend Exam Boards in person (physically and/ or virtually) at award boards as required.

7.7. The IA role will additionally require the IA to undertake the following:

- Participate in induction and training as required, including assessment standardisation events.
- Submit their IA reports within University timescales.

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- Annually review their conflict-of-interest declaration within the agreed timescales and declaring any actual or potential conflicts of interests to the Examination Board.
- Annually confirm their Professional or Occupational Competency or Accreditation, and confirm the activities undertaken to retain occupational competency in the Apprenticeship Standard(s) being assessed.
- Provide on request and within the agreed timescales an updated version of their CV and evidence of any CPD undertaken to QAE to meet audit requirements.

8. Conflict of interest

8.1. Addressing conflict of interest is important in assessment of EPA and this is addressed at different levels.

8.2. To ensure IAs are impartial in judgement and “do not personally benefit from any student outcomes, nor have any connection to any student being assessed”³, the University avoids appointing more than one IA from the same department of the same higher education or apprenticeship provider. Additionally, the University does not appoint as IAs any individuals in the following categories or circumstances on the apprenticeship in question:

- Current or recent members of CCCU staff or students, in line with the University External Examiner Policy and Procedure
- Anyone with a close professional, contractual or personal relationship with an apprentice
- Anyone with a close personal relationship with a member of staff
- Anyone required to assess colleagues who are recruited as apprentices
- Anyone who is, or knows they will be, in a position to significantly influence the future of apprentices
- Anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment
- Anyone involved in a reciprocal arrangement involving cognate programmes at another higher education provider.

8.3. During their nomination, all IAs are required to declare any actual or potential conflicts of interest.

- Approximately three months prior to the EPA, the academic unit will provide the IA with a list of the names of apprentices (and their employers) that they are due to assess, and the IA must declare any real or potential conflict of interest, providing details in the template (see Appendix 1).
- If any conflicts of interest are declared and cannot be resolved, the School, with advice from the QAE Collaborative Partnerships team, will decide how they should be dealt with. In some situations, it may be appropriate to appoint a different IA. Schools provide copies of the conflicts of interest declarations to UKPAU for the records.

³ UK Quality Code for HE, Advice and Guidance: [External Expertise](#)

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- As part of the Gateway process, the apprentice completes the conflict-of-interest form (see Appendix 1).

9. Integrated EPA Gateway process and completion

- 9.1. The University as the End-Point Assessment Organisation (EPAO) has the responsibility to verify that the apprentice has completed any prerequisites to EPA, including any mandatory qualifications. This is referred to as EPA Gateway.
- 9.2. The Gateway may be assessed through a module to ensure effective learner preparation and formal checks on readiness.
- 9.3. The academic unit and UKPAU through the Gateway review, determine whether the apprentice has met the Gateway requirements ensuring completion of mandated aspects of the standard, PSRB requirements (where applicable), and that the employer believes an apprentice has achieved occupational competence in line with the KSBs at the point they enter the Gateway. The employer and the apprentice complete and sign the End-Point Assessment and Gateway Declaration form.
- 9.4. UKPAU and the academic unit must ensure that apprentices have appropriate learner status with the University during the Gateway period and EPA. The academic unit has responsibility to keep the employer and UKPAU informed of attempts and outcomes in respect of each EPA.
- 9.5. The academic unit will have to ensure that the Gateway is considered with the course during the module ratification process and approved. The relevant school carries out Internal Quality Assurance checks on EPA Gateway documents.
- 9.6. The record of completion, as the outcome of the EPA, must clearly set out all requirements for presentation to the Exam Board for formal confirmation of the Gateway status of each apprentice.
- 9.7. Where the University is the main provider and the EPAO, it must retain EPA assessment evidence, including apprenticeship assessments, for six years or in accordance with the University Data Retention Schedule.
- 9.8. The academic unit carries out internal quality assurance checks on EPA Gateway documents.

10. Conclusion of integrated EPAs and applying for completion certificates

- 10.1. Records of EPA are retained for six years or according to the University's Data Retention Schedule.
- 10.2. Verification and moderation are undertaken in line with the University's Assessment Procedure⁴.

⁴ CCCU: [Assessment Procedure](#)

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- 10.3. Reassessments and re-takes are undertaken in line with the University's [Regulations for Taught Awards](#), the [marking procedures](#) and any Additional Course Regulations, except where the Apprenticeship End-Point Assessment plan sets out specific procedures, in which case the Plan takes precedence.
- 10.4. Each apprenticeship End-Point Assessment Plan stipulates the procedure to be followed where an apprentice fails the EPA. The academic unit must keep UKPAU and apprentice's employers, informed of attempts and outcomes in respect of each EPA.
- 10.5. Apprentices are issued with a transcript of their performance in line with standard University procedures.
- 10.6. UKPAU is responsible for claiming the apprenticeship certificate from the Government Apprenticeship Service within 20 days of the apprentice's grade being confirmed by the University.

11. EPA for non-integrated apprenticeships

- 11.1. Non-integrated apprenticeships are based on courses that already meet the knowledge requirements of an occupation. However, the award is combined with additional workplace training to meet the Apprenticeship Standards.
- 11.2. The EPA is separate (or independent) to the assessment of the award. To successfully complete the apprenticeship, apprentices need to complete the standard award requirements as well as a separate EPA. Successful completion of the University award does not denote completion of the apprenticeship.
- 11.3. An apprentice must have passed the academic award and met all Gateway requirements to be put forward for the EPA.
- 11.4. The arrangements for Gateway follow those described above for integrated apprenticeships with the additional requirement that UKPAU in liaison with the academic unit will gather Gateway evidence for each individual apprentice to submit to the EPAO to confirm the EPA can go ahead for the individual apprentice.
- 11.5. The academic unit is responsible for providing continuing support to the apprentice until the EPA has been successfully completed.
- 11.6. As part of the approval process for a non-integrated degree apprenticeship course, the proposers will:
- Provide evidence of how the degree course will prepare an apprentice for the completion of the EPA.
 - Provide mapping of the course (new or existing courses) to the Apprenticeship Standard.
 - Provide evidence that the identified EPAO is either on the Apprenticeship Provider and Assessment Register (APAR) for the relevant standard and meets the conditions for being on the register as defined by the UK Government.

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- Provide evidence that the identified EPAO has a registration for the relevant Apprenticeship Standard with the Apprenticeship Assessment Service.
- Explain how the apprentices will be supported in the preparation for the EPA.
- Identify any risk involved to apprentices if they do not pass the EPA and the impact this may have on the apprentice and University, explaining how the risks will be addressed.
- Confirm that appropriate due diligence checks are carried out and that the University will be enabled to conduct effective monitoring and performance review procedures to oversee the contract workplace visiting/work tutors/practice tutors' requirements (the pastoral care coming under student support).
- Explain the delivery and timetabling of the course, particularly if it is a new, in terms of scheduling and the relationship to the off-the-job training requirement as detailed in the Apprenticeship Standard.
- Explain contracting requirements (particularly if the University is operating as a sub-contractor) as this feeds into the resources required to manage the course.
- Explain the agreed application process, and what steps will be taken to ensure intake quality.
- Provide evidence of staffing and resource requirements, particularly around the completion of Individualised Learner Records (ILRs) and the expertise and ability to understand the funding rules.
- eLearning input, including portfolio system, if required, and a method for recording of the off-the-job training and work-based mentor involvement.

11.7. The external examining process for the course component will be in accordance with the [University process for External Examiners](#).

12. EPAO for non-integrated apprenticeships where the University is the main provider

12.1. The EPA as a separate assessment is conducted by a third-party organisation after the apprentice has completed the University course.

12.2. The apprentice's employer decides which EPAO they wish to use.

12.3. Where the University, as a training provider, has knowledge of End-Point Assessment Organisations (EPAO) and the quality of their EPA delivery, the University may suggest these EPAOs to the employers.

12.4. Where possible, the choice of EPAO is included in the initial contract with employers. This may not be possible at the point of agreeing the initial contract as there might not be appropriate EPAO on the Apprenticeship Provider and Apprenticeship Assessment Service register. In such cases the University liaises with employers to ensure that they appoint the EPAO as soon as practicable, so as not to delay the EPA being delivered to apprentices.

12.5. UKPAU and the academic unit will initiate and manage the contracting process with the EPAO working with the University's Governance and Legal Services team.

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12.6. All contracts are monitored by UKPAU in liaison with other relevant professional services, Schools, and employers. If concerns are raised, UKPAU liaises with the third-party EPAO. If concerns persist, the University may terminate the contract with the EPAO. In such cases, UKPAU, employer, and School will develop and implement continuity arrangements to transfer the EPA to another organisation and to support apprentice learners.

13. EPAO for non-integrated apprenticeships where the University is not the main provider

13.1. The main provider has responsibility to take the steps outlined in section 12: EPAO for non-integrated apprenticeships where the University is the main provider.

14. Conclusion of non-integrated EPAs and applying for completion certificates

14.1. EPA may be assessed at any point after the course is completed and the Gateway documents submitted to the EPAO. There is guidance on the timeframe within the End-Point Assessment Plan.

14.2. Each apprenticeship End-Point Assessment Plan stipulates the procedure to be followed where an apprentice fails the End-Point Assessment. Schools/ Institutions must keep UKPAU, and the apprentice's employer, informed of attempts and outcomes in respect of each EPA.

14.3. Reassessments and re-takes of the EPA are undertaken in line with EPAO's regulations and policies, except where the Apprenticeship End-Point Assessment Plan sets out specific procedures, in which case the Plan takes precedence.

14.4. It is a course-level decision, articulated in the course approval document, whether the award achieved by completing the qualification is awarded prior to, or after, the outcome of the EPA is known.

14.5. The EPAO is responsible for claiming the apprenticeship certificate from the Government Apprenticeship Service within 20 days of the apprentice's grade being confirmed by the University-

15. Quality monitoring and enhancement

15.1. Annual monitoring

15.1.1. The University has a responsibility to have in place a rigorous quality assurance processes to ensure the integrity of EPA. Operational oversight of EPA delivery across the University by the PSRB and Apprenticeship Monitoring & Compliance Sub-committee.

15.1.2. To develop the University's understanding of the experience of EPAs from a range of perspectives and use this information to improve provision of services, UKPAU will coordinate a confidential post-EPA survey, where appropriate for that standard, to capture feedback from the apprentice and their employer.

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- 15.1.3. UKPAU undertakes compliance checks prior to Gateway on Level 2 qualifications and off-the-job hours completed.
- 15.1.4. Academic level verification, standardisation, and moderation of EPA results to ensure all learners are assessed accurately, fairly, and consistently.
- 15.1.5. Academic unit level oversight of individual programme EPA processes and documentation, to ensure that EPA is delivered in line with Skills England and OfS requirements and University policies
- 15.1.6. UKPAU collects feedback from apprentices and employers on both integrated and non-integrated EPA apprenticeships and shares with the academic unit for the purposes of evaluation and continuous improvement
- 15.1.7. The academic unit should use feedback and reports from all stakeholders, including apprentices, employers, External Examiners and IAs to inform the enhancement of EPA processes and assessments.
- 15.1.8. UKPAU should maintain oversight of all EPA outcomes, together with feedback from stakeholders and External Examiner and IA reports to identify any common themes or matters for improvement and enhancement.

15.2. Equality and Diversity

- 15.2.1. The appointment of IAs is monitored in relation to protected characteristics and reported annually as part of the Apprenticeships Annual Report to the Education Committee and PSRB and Apprenticeship Monitoring and Compliance Sub-committee.
- 15.2.2. The University ensures that apprentices with protected characteristics or learning support needs are neither advantaged nor disadvantaged in EPAs, in order that all achievements in EPAs are fair. Data in relation to the outcomes of EPAs and apprentices with protected characteristics will be monitored by the academic unit and reported upon in the annual course review.

16. External Quality Assurance for End-Point Assessment

- 16.1. External Quality Assurance for integrated apprenticeship programmes is undertaken by the Office for Students.
- 16.2. External Quality Assurance for non-integrated EPA apprenticeship programmes is normally undertaken by Ofqual.

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17. Appendix 1: Conflict of Interest Declaration Template

- 17.1. This template is used for apprenticeships delivered by Canterbury Christ Church University with integrated End-Point Assessment (EPA). The form is completed by each Apprentice and by the Independent Assessor (IA) approximately three months before the planned EPA date.
- 17.2. Schools are responsible for ensuring the form is completed by all parties prior to the EPA taking place. Completed forms are reported to and retained by UKPAU for 6 years after the EPA takes place.
- 17.3. The University's Apprenticeship End-Point Assessment Policy and Procedure recognises the importance of managing and assuring independence and preventing conflicts of interest in accordance with DfE funding rules and the End-Point Assessment Plan for each Apprenticeship Standard.

Part A: Completed by Canterbury Christ Church University	
Apprenticeship standard	
University award	
Date of the End-Point assessment	
Assessor Organisation	Canterbury Christ Church University
Planned date first End Point Assessment	
Details of Independent Assessors (IA) <i>Provide first and last name and details of their employer(s)</i>	
Part B: Completed by the Apprentice	
Apprentice first name	
Apprentice second name	
Apprentice CCCU Student id	
Apprentices should select either Option 1 or Option 2	
Option 1: 'To the best of my knowledge I confirm there are no known potential or actual conflicts of interest between me, the Apprentice, and the Independent Assessor named above	
Apprentice Signature	
Date	
Option 2: 'I wish to raise a concern that there may be a conflict of interest between me, the Apprentice, and the Independent Assessor named above	
Description of Relationship	
Apprentice Signature	
Date	
Part C: Completed by the Independent Assessor	
First name	
Second name	
Independent Assessors should select either Option 1 or Option 2	

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Option 1: 'To the best of my knowledge I confirm there are no known potential or actual conflicts of interest between me, the Independent Assessor and the Apprentice, named above'	
Independent Assessor Signature	
Date	
Option 2: 'I wish to raise a concern that there may be a conflict of interest between me, the Independent Assessor and the Apprentice, named above'	
Description of Relationship	
Independent Assessor Signature	
Date	
Part D: Office Use	
Notes:	

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18. Appendix 2: Apprentice Withdrawal or Break-in-Learning survey

Demographic		
1	Your full name (first name and last name)	Free text
2	Your email address	Free text
3	Your CCCU student id number	Free text
4	Your employer's name	Free text
5	The course you studied	Select from list
6	The cohort(s) you were with e.g. S24 for September 2024	Free text
7	Which Campus did you study at?	Select from list (Canterbury, Medway, other)
Questions		
8	Have you taken a Break-in-Learning (BiL)?	Yes / No
9	If yes, what was the reason for your Break-in-Learning (BiL)?	1) Personal problems, such as family, health, or financial hardship 2) Feeling overwhelmed by your workload 3) Maternity/paternity/adoption leave 4) Other reason
10	If you have taken a Break-in-Learning (BiL), please give some details for your Break-in-Learning reason selection. If you would prefer not to respond, please type "n/a"	Free text
11	Are there any other comments you would like to make about your Break-in-Learning (BiL)?	Free text
12	Have you discussed your Break-in-Learning (BiL) with your employer?	Yes / No
13	If no, please confirm you will advise your employer immediately	Check box - I will advise my employer immediately
14	Have you discussed your Break-in-Learning (BiL) with your course team?	Yes / No
15	If no, please confirm you will advise your course team immediately	Check box - I will advise my course team immediately
16	Have you agreed a return date?	Yes / No
17	What is your return date? If you do not know the exact date, please enter the first day of the relevant month	dd/mm/yyyy
18	Have you Withdrawn?	Yes / No
19	If yes, what was the reason for your Withdrawal?	1) Personal problems, such as family, health, or financial hardship 2) Dissatisfaction with the content of the apprenticeship 3) Dissatisfaction with the quality of the instruction 4) Feeling overwhelmed by your workload 5) Dissatisfaction with your job or workplace 6) Other reason

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20	If you have Withdrawn, please give some details for your Withdrawal reason selection. If you would prefer not to respond, please type "n/a"	Free text
21	Are there any other comments you would like to make about your Withdrawal?	Free text
22	Have you discussed your Withdrawal with your employer?	Yes / No
23	If no, please confirm you will advise your employer immediately	Check box - I will advise my employer immediately
24	Have you discussed your Withdrawal with your course team?	Yes / No
25	If no, please confirm you will advise your course team immediately	Check box - I will advise my course team immediately
26	If there was an opportunity for you to undertake study again, would you consider Canterbury Christ Church University?	Yes / No
27	Please give some detail about why you would or would not study again at Canterbury Christ Church University. If you would prefer not to respond, please type "n/a"	Free text
28	Are there any other comments you would like to make?	Free text

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19. Appendix 3: Apprentice completion survey

Congratulations on your recent course completion.

This survey asks you to reflect on your experience of your course to provide Canterbury Christ Church University with constructive feedback to enable our continuous improvement.

	Demographic	
1	Your full name (first name and last name)	Free text
2	Your email address	Free text
3	Your CCCU student id number	Free text
4	Your employer's name	Free text
5	The course you studied	Select from list
6	The cohort(s) you were with e.g. S24 for September 2024	Free text
7	Which Campus did you study at?	Select from list (Canterbury, Medway, other)
	Questions	
8	How would you rate the course in developing your behaviour, skills and knowledge?	Scale 1-5 – very poor 1, poor 2, average 3, good 4, excellent 5
9	What worked well in the course?	Free text
10	What worked less well in the course?	Free text
11	If you could change anything about the course to make it better, what would it be and why?	Free text
12	How would you rate the support received from the course team at CCCU?	Scale 1-5 - very poor 1, poor 2, average 3, good 4, excellent 5
13	Were you required to participate in a reassessment/retake?	Yes / No
14	Did you submit an appeal or complaint during your studies?	Yes / No
15	How would you rate the support received from your employer in achieving the course outcomes?	Scale 1-5 - very poor 1, poor 2, average 3, good 4, excellent 5
16	Following completion of your apprenticeship, what will your role be and who will be your employer?	Free text
17	How confident do you feel you will be able to transition to your new role because of the apprenticeship?	Scale 1-5 – very unconfident 1, unconfident 2, neutral 3, confident 4, very confident 5
18	How do you feel that the course (i.e. modules, practice module, external placement) helped you to develop your understanding of the role?	Free text
19	What could CCCU do differently to support the understanding and awareness of the role?	Free text

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20	If there was an opportunity for you to undertake study again, would you consider Canterbury Christ Church University?	Yes / No
21	Please give some detail about why you would or would not study again at Canterbury Christ Church University. If you would prefer not to respond, please type "n/a"	Free text
22	Are there any other comments you would like to make?	Free text

Additional questions for Apprentices with integrated End-Point Assessment

SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA= Strongly Agree

	Your EPA	
23	The information, advice and guidance you received about your EPA helped you to prepare for your assessment	SD/D/N/A/SA
24	Was a pen portrait of your Independent End-Point Assessor shared with you?	Yes / No
25	The pen portrait helped you to complete your conflict-of-interest declaration	SD/D/N/A/SA
26	You understood how you had met all the Gateway requirements	SD/D/N/A/SA
27	You felt ready to undertake your EPA	SD/D/N/A/SA
28	The assessment activities were explained clearly	SD/D/N/A/SA
29	The appeals and complaints processes were explained clearly	SD/D/N/A/SA
30	The reassessment and retakes process was explained clearly	SD/D/N/A/SA
31	Your EPA was conducted in a timely manner	SD/D/N/A/SA
32	Feedback on the EPA and the EPA outcome were available in a timely manner	SD/D/N/A/SA
33	Are there any other comments you would like to make?	Free text

Additional questions for Apprentices with non-integrated End-Point Assessment – to be shared once the EPA has been completed

SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA= Strongly Agree

	Your EPA	
23	The information, advice and guidance you received about your EPA helped you to prepare for your assessment	SD/D/N/A/SA

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24	Was a pen portrait of your Independent End-Point Assessor shared with you?	Yes / No
25	The pen portrait helped you to complete your conflict-of-interest declaration	SD/D/N/A/SA
26	You understood how you had met all the Gateway requirements	SD/D/N/A/SA
27	You felt ready to undertake your EPA	SD/D/N/A/SA
28	Your EPA was conducted in a suitable and confidential environment	SD/D/N/A/SA
29	The assessment activities were explained clearly	SD/D/N/A/SA
30	The appeals and complaints processes were explained clearly	SD/D/N/A/SA
31	The reassessment and retakes process was explained clearly	SD/D/N/A/SA
32	The resources and guidance were accessible and met your needs	SD/D/N/A/SA
33	Did you require any reasonable adjustments or special arrangements as part of your EPA?	Yes/No
34	If you required any reasonable adjustments or special arrangements, these met your needs	SD/D/N/A/SA
35	Your EPA was conducted to your satisfaction	SD/D/N/A/SA
36	Your EPA was conducted in a timely manner	SD/D/N/A/SA
37	Feedback on the EPA and the EPA outcome were available in a timely manner	SD/D/N/A/SA
38	Are there any other comments you would like to make?	Free text

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20. Appendix 4: Employer completion survey

Your Apprentice/s has/have recently completed their course at Canterbury Christ Church University.

This survey asks you to reflect on your experience of the course delivery to provide Canterbury Christ Church University with constructive feedback to enable our continuous improvement.

Demographic		
1	Employer name	Free text
2	The course the Apprentice/s studied	Select from list
3	Was/were your Apprentice/s required to participate in a reassessment/retake	Yes/No
3	Did your Apprentice/s submit any appeal or complaint during their studies?	Yes/No
Questions		
4	How would you rate the course in developing the behaviour, skills and knowledge of your Apprentice/s?	Scale 1-5 – very poor 1, poor 2, average 3, good 4, excellent 5
5	What worked well in the course?	Free text
6	What worked less well in the course?	Free text
7	If you could change anything about the course to make it better, what would it be and why?	Free text
8	How would you rate the support the Apprentice/s received from the course team at CCCU?	Scale 1-5 - very poor 1, poor 2, average 3, good 4, excellent 5
9	Were you made aware of the University's complaints and appeals processes and regulations concerning reassessment and retake?	Yes/No
10	How confident do you feel that your Apprentice/s will be able to transition to their new role because of the apprenticeship?	Scale 1-5 – very unconfident 1, unconfident 2, neutral 3, confident 4, very confident 5
11	How do you feel that the course (i.e. modules, practice module, external placement) helped the Apprentice/s to develop their understanding of the role?	Free text
12	What could CCCU do differently to support the understanding and awareness of the role?	Free text
13	If there was an opportunity for you to register your Apprentice/s on Canterbury Christ Church University courses in the future, would you be happy to do so?	Free text
14	Please give some detail about why you would or would not be happy to register your Apprentice/s on Canterbury Christ Church	Free text

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	University courses in the future. If you would prefer not to respond, please type "n/a"	
15	Are there any other comments you would like to make?	Free text

Additional questions for Employers with Apprentices on courses with integrated End-Point Assessment

SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA= Strongly Agree

	The EPA	
16	The information, advice and guidance the Apprentice/s received about their EPA helped them to prepare for their assessment	SD/D/N/A/SA
17	The information, advice and guidance about the EPA enabled you to understand your role in the EPA as the employer	SD/D/N/A/SA
18	Was a/were pen portrait/s of the Independent End-Point Assessor/s shared with you?	Yes/ No
19	The pen portrait helped you to complete your conflict-of-interest declaration	SD/D/N/A/SA
20	The pen portrait enabled your understanding of the Independent End-Point Assessor's expertise in the apprenticeship sector	SD/D/N/A/SA
21	You were equipped to confirm the competence of your Apprentice/s in having achieved the knowledge, skills and behaviours of their Apprenticeship Standard	Yes/No
22	You felt your Apprentice/s was/were ready to undertake their EPA	SD/D/N/A/SA
23	The EPA was conducted to your satisfaction	SD/D/N/A/SA
24	Feedback on the EPA and the EPA outcome were available in a timely manner	SD/D/N/A/SA
25	Are there any other comments you would like to make?	Free text

Additional questions for Employers with Apprentices on courses with non-integrated End-Point Assessment – to be shared once the EPA has been completed

SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA= Strongly Agree

	The EPA	
16	The information, advice and guidance the Apprentice/s received about their EPA helped them to prepare for their assessment	SD/D/N/A/SA

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17	The information, advice and guidance about the EPA enabled you to understand your role in the EPA as the employer	SD/D/N/A/SA
18	Was a/were pen portrait/s of the Independent End-Point Assessor/s shared with you?	Yes / No
19	The pen portrait helped you to complete your conflict-of-interest declaration	SD/D/N/A/SA
20	The pen portrait enabled your understanding of the Independent End-Point Assessor's expertise in the apprenticeship sector	SD/D/N/A/SA
21	You were equipped to confirm the competence of your Apprentice/s in having achieved the knowledge, skills and behaviours of their Apprenticeship Standard	Yes / No
22	You felt your Apprentice/s was/were ready to undertake their EPA	SD/D/N/A/SA
23	The EPA was conducted to your satisfaction	SD/D/N/A/SA
24	Were you made aware of the End-Point Assessment Organisation's complaints and appeals processes and regulations concerning reassessment and retake?	Yes / No
25	Feedback on the EPA and the EPA outcome were available in a timely manner	SD/D/N/A/SA
26	Are there any other comments you would like to make?	Free text

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