



# Senate Handbook

## Independent End-point Assessor Manual

This Handbook supplements Regulations governed by Senate.

It includes reference to policies, advice and/or guidance that all Independent End-point Assessors are expected to follow in the proper conduct of University business.

# Contents

<b>1 Introduction</b>	<b>3</b>
1.1 Introduction	3
1.2 The Independent End-point Assessment (IEPA) Manual	4
1.3 Cranfield University Support	4
1.4 Relevant Policies and Procedures	4
1.5 Fees and Expenses	8
1.6 Apprenticeship Overview	9
1.7 Training	10
1.8 Standardisation	10
1.9 EPA Systems and EPA Paperwork	11
<b>2 End-point Assessment</b>	<b>13</b>
2.1 Assessment Methods	13
2.2 Assessment Preparation	14
2.3 Refusal to undertake EPAs	14
2.4 Cancelling EPAs	15
2.5 Recording Assessment Decisions	15
2.6 Remote Assessment delivery	15
<b>3 Post End-point Assessment</b>	<b>16</b>
3.1 Quality Assurance / Sampling	16
3.2 Complaints and Appeals	16
3.3 Grading Outcomes / Results and Feedback to Apprentices	16
<b>Appendix 1 Glossary</b>	<b>17</b>
<b>Appendix 2 Task Profiles</b>	<b>18</b>

# 1 Introduction

## 1.1 Introduction

At Cranfield we offer several different types of apprenticeships. Although these apprenticeships have different characteristics, they are all usually referred to under the umbrella term 'apprenticeships', with the academic element following the University's Assessment Rules. These apprenticeships may be offered at either Level 6 or Level 7. All apprentices on these apprenticeships are considered students of the University.

The types of apprenticeships we offer are:

**Integrated Apprenticeships**, where apprentices will work towards completion of their apprenticeship and an academic award. Completion of the apprenticeship and completion of the academic award are linked, and completion of either is dependent on completion of both elements.

**Non-integrated Apprenticeships**, where apprentices will work towards completion of their apprenticeship and towards an academic award. The academic award and apprenticeship are not co-dependent, with apprentices assessed for the final outcome of both elements independently.

**Credit-accumulation Apprenticeships**, where apprentices will work towards completion of their apprenticeship, and earn academic credit as part of their apprenticeship training. This credit may then be transferred towards an academic award (which may or may not require further study).

**Non-award Apprenticeships**, where apprentices will work towards completion of their apprenticeship only, with no credit accumulation or academic award linked to the apprenticeship.

All apprenticeship programmes have an End-point Assessment (EPA). This is a formal, independent assessment of an apprentice's performance against the Apprenticeship Standard. Each Apprenticeship Standard has an Assessment Plan which sets out the detailed requirements of the Standard. Typically, the EPA comprises two or three components: a project, a professional discussion linked to a portfolio of evidence and, for some, a practical assessment.

The Knowledge, Skills and Behaviours expected to be acquired by apprentices (as outlined in the Apprenticeship Standard) are clearly linked to each assessment component. All components of an Assessment Plan need to be passed to successfully achieve the apprenticeship. This requires all of the Knowledge, Skills and Behaviours to be met to a satisfactory level.

At the end of the training period (academic programme), each apprentice will go through Gateway to confirm their readiness for EPA<sup>1</sup> and that they have satisfied the compliance requirements outlined in the assessment plan. On successfully passing through Gateway, apprentices will proceed to the End-point Assessment itself. End-point Assessments are carried out by Independent Assessors assigned by the End-point Assessment Organisation (EPAO). Apprentices will be provided with support and guidance to maximise the chance of success and a timely completion of the End-point Assessment by tutors and coaches

As an Independent End-point Assessor (IEPA) you are required to provide independent, fair, reliable, and consistent assessment services to assess apprentices against industry-specific competences (known as Knowledge, Skills and Behaviours). You are required to use assessment and relevant industry knowledge and experience to form judgements and grading decisions for a variety of assessments which test apprentice's occupational competency by carrying out the required assessment(s) described in the official IfATE Assessment Plan.

<sup>1</sup> With the exception of Level 6 Digital and Technology Solutions v1.0 which is currently on teach-out and has been replaced by v1.2 which does mandate a Gateway. There will be an informal review process for those on v1.0 to ensure the apprentice is ready to progress.

Each Apprenticeship Standard, will, in due course, be supported by a standard specific Cranfield Lead Independent End-point Assessor (LIEPA) who will support the EPAO Office with support, guidance, training and standardisation of IEPAs for that standard.

As representative of Cranfield University, you will be expected to always operate with professionalism and integrity.

This Handbook assigns responsibilities for various processes and decisions to particular postholders in the University. Where required for the operation of the University, specific responsibilities may be given to other members of the University by agreement between the relevant University Officers, such arrangements to be recorded by the Secretary to Senate until such time as the Handbook is updated.

Throughout this Handbook timescales are referred to as measured in working days. Working days do not include any weekend days or days where the University is closed (public bank holidays or published University closure days).

## 1.2 The Independent End-point Assessment (IEPA) Manual

This document is for use by Independent End-point Assessors (IEPAs) and Lead Independent End-point Assessors (LIEPAs) contracted by Cranfield University.

The manual details:

- The roles and responsibilities of IEPAs and LIEPAs
- The EPA Process
- EPA Quality Assurance
- Systems and administration
- Support and resources

## 1.3 Cranfield University Support

Cranfield University offers support to contracted IEPAs through the EPA process. The following Teams will be your key contact points:

- The End-point Assessment Organisation (EPAO) Office are responsible for the recruitment, training and payments as well as all administration related to the Integrated Apprenticeships End-point Assessment.
  - Contact them at [EPAO-Office@cranfield.ac.uk](mailto:EPAO-Office@cranfield.ac.uk)
- Course Directors/Leads are responsible for the teaching and delivery of the Apprenticeship Standard that you are assessing. You will find their name and contact details in your appointment form.
- IT Service Desk are responsible for maintaining you access to our systems. If you have any IT related queries, please contact the IT Service Desk and cc. in the EPAO Office.
  - Contact them at [servicedesk@cranfield.ac.uk](mailto:servicedesk@cranfield.ac.uk)

## 1.4 Relevant Policies and Procedures

All IEPAs and LIEPAs should familiarise themselves with the following Cranfield University policies:

### 1.4.1 Conflict of Interest

In its role as an End-point Assessment Organisation, Cranfield University is required to deliver an independent and objective assessment of the knowledge, skills and behaviours set out in the relevant Apprenticeship Standard, to ensure the integrity of both the apprenticeship programme and any associated academic award.

The independence of assessment includes ensuring that there is a clear separation between delivery of the apprenticeship programme and the conduct of the End-point Assessment (EPA). The University is committed to ensuring the independence of the EPA assessment and that any conflict (or perceived conflict) of interest of anyone involved in the EPA process does not affect their judgement or influence their objectivity when making decisions.

### Definition

A conflict of interest is defined as a situation in which the University, or an individual employed or engaged by the University to participate in the EPA process (including the Independent Assessors) has competing interests or loyalties; a vested interest in the outcome of the assessment; or previous involvement in the training of the apprentice in question. Consideration should also be given as to whether a conflict of interest may be perceived by others, and any conflicts (or concerns that may be perceived as conflicts) should be declared in advance of the EPA.

### Examples of potential conflicts of interest

Examples of actual or perceived conflicts of interest related to EPAs include (but are not limited to) where a person:

- has a current or previous involvement in the delivery of the academic aspect of the apprenticeship course;
- is employed by or has any formal professional link with the organisation employing the apprentice undergoing the EPA (unless the apprentice is an employee of the University, in which case any individual involved in the EPA process will have no line management responsibility for the apprentice);
- has a prior link or relationship (professional or personal) with the apprentice;
- has friends, relatives or colleagues taking the apprenticeship programme to which the EPA is aligned;
- is working for an organisation that is in direct competition with the University; where the University believe this to be the case the assessor will be required to complete and sign a non-disclosure agreement relevant to aspects of their activity;
- may in some way derive a personal or business gain from the outcome of the assessment (over and above the fees paid for the role);
- has any other interest(s) that may compromise their assessment decisions.

### The University's responsibilities

As an End-point Assessment Organisation, the University will:

- ensure that there is a clear separation between apprenticeship programme delivery and the conduct of the EPA. This includes ensuring anyone involved in an EPA has not also had involvement in, nor has any responsibility for any on-programme delivery, line-management or on-programme assessment of the same apprentices;
- ensure that any involvement in the training or support of apprentices or the apprenticeship programmes provided by the University does not conflict with the independence of the EPA process;
- ensure that anyone involved in the EPA process is free from any conflicts of interest that could adversely affect their independence or objective judgement in undertaking the EPA robustly (in line with the relevant assessment plan for the apprenticeship standard);
- ensure that individual's involved in the EPA are aware of their obligation to declare any actual or perceived conflict of interest;
- ensure the independency of the assessors involved in the EPA;
- Review potential conflict of interest on a yearly basis.

### Disclosure of conflicts of interest (actual or perceived)

All individuals involved in the EPA of apprentices must, on appointment, (and then whenever a conflict becomes apparent), disclose any actual or potential conflicts of interest to the End-point Assessment Office. Any identified potential or actual conflict of interest will be considered by the

End-point Assessment Office with the course team, who will attempt to resolve the conflict. If this is not possible, or further guidance is required the matter will be escalated to the Academic Registrar.

Any action taken should be recorded by the End-point Assessment Office, and if the conflicted individual remains part of the EPA process, the conflict should be reported to the EPA Assessors. Following disclosure of a conflict of interest, wherever possible and practicable, the University will remove the individual concerned from involvement in that apprentice's EPA. Where, for whatever reason, it is not possible for that individual's involvement in an apprentice's EPA to be restricted, the University will:

- ensure the individual is aware of and understands the importance of impartiality, integrity and objectivity in the EPA, and that the individual provides a written undertaking to uphold these principles at all times in light of their conflict or perceived conflict; and
- provide additional scrutiny of that individual's role in the EPA, and of the overall EPA process through the appointment of an additional unconflicted person to support the EPA.

The University's End-point Assessment Office will maintain a register of all declared conflicts of interest as part of its commitment to ensuring independence when selecting individuals for the development, administration, delivery and marking of EPAs.

### **1.4.2 Safeguarding**

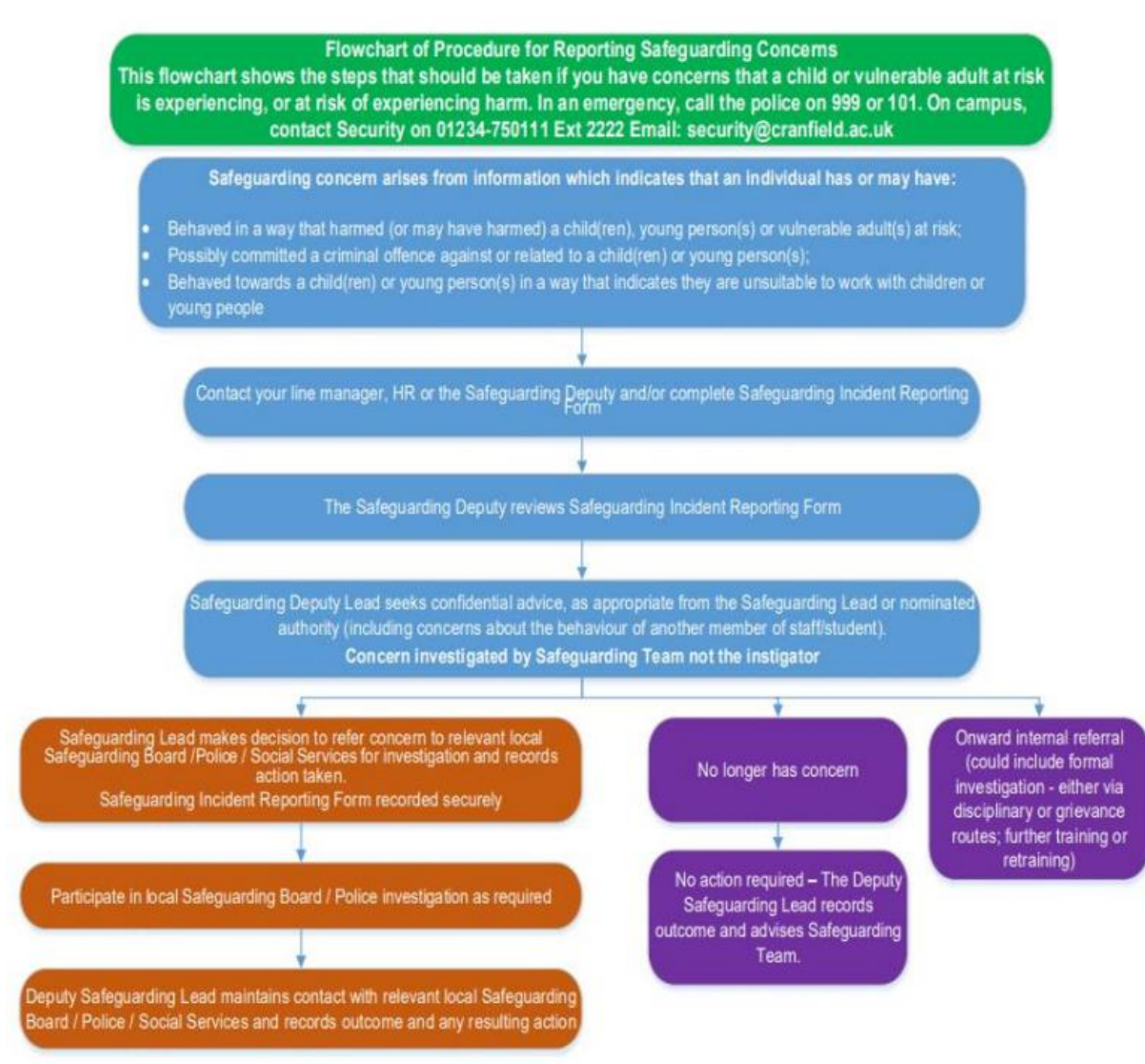
Cranfield University is committed to protecting and safeguarding the welfare of children, young people and adults at risk and safeguard those vulnerable to being drawn into extremism, in line with its legal obligations. These obligations extend to all who access our services, grounds or facilities and participate in our activities, to include staff, students, contractors, and volunteers/visitors, as well as individuals who engage with the University through research and innovation activities. This is regardless of whether they take part in-situ or virtually through online communication systems.

IEPAs may be required to undertake a Disclosure and Barring Service (DBS) check in order to undertake assessment of apprentices.

Safeguarding is everyone's responsibility, and all individuals play a role in preventing, reporting and responding to allegations of exploitation, abuse or harm, in particular those staff who teach, support, guide or in any way interact with students. It is incumbent on all staff, including IEPAs and LIEPAs, to be aware of their responsibilities and act accordingly at all times.

The University has a formal Safeguarding Policy which underpins its approach to safeguarding. The flowchart below sets out the procedure to be followed should anyone have any concerns regarding the wellbeing of any member of the University.

Further details, including what to do in an emergency and how to access the Safeguarding Form can be found on the Safeguarding pages of the University Intranet.



### 1.4.3 Confidential Information and Data Protection

The University will share information about engagement, progress and achievement of students on apprenticeship programmes with employers and other bodies at regular intervals, as set out in the University's [Student Privacy Notice](#).

- (a) The Independent End-point Assessor (IEPA) shall treat as secret and confidential and not at any time for any reason to disclose or permit to be disclosed to any person or otherwise make use of or permit to be made use of any Confidential Information.
- (b) All documents and notes (whether in electronic and/or physical form) made, used or held by the IEPA during the period of their engagement which relate directly or indirectly to the business of Cranfield University shall be and remain at all times the property of Cranfield University. Upon termination or expiry of their Agreement, the IEPAs shall promptly deliver to Cranfield University all such tangible items in their possession or control which either belong to Cranfield University or which contain confidential information.
- (c) Where confidential information includes any personal information relating to students or other individuals to which the IEPA has access in the course of providing their services, the IEPA shall use such information solely for the purposes for which it was collected and shall comply with data protection legislation and Cranfield University's instructions and guidelines from time-to-time relating to the storage, processing, disclosure and retention of such personal information.
- (d) The IEPA shall take all reasonable steps to prevent the loss, theft or unauthorised use of any IT or communications equipment which contains confidential information (including keeping passwords and log-in details confidential).

- (e) In no circumstances shall the IEPA copy confidential information for their personal use or upload or download it onto a personal device without the prior written consent of Cranfield University.
- (f) The IEPA acknowledges that they may be required to enter into a separate confidentiality agreement directly with Cranfield University and/or an employer or other body in cases of particular sensitivity.
- (g) Upon termination of their Agreement, the IEPA shall:
  - a. delete any external sources of, or links to, confidential information which may have been provided as soon as they are no longer required by the IEPA in connection with their services; and
  - b. promptly destroy or delete all confidential information which they hold and shall, if requested, confirm to Cranfield University that they have done so.
- (h) The provisions of their agreement shall not apply to information which is in the public domain other than as a result of breach of their agreement or which the IEPA is requested to disclose to Cranfield University or required to disclose by law.

#### **1.4.4 Senate Handbook: The University as an End-point Assessment Organisation**

For further information about Cranfield University as an End-point Assessment Organisation as well as guidance on complaints and appeals; EPA design and more, please refer to the Senate Handbook: The University as an End-point Assessment Organisation which can be found on the University's [Intranet](#).

### **1.5 Fees and Expenses**

EPA assessors will be paid upon completion of EPA assessments of a cohort of apprentices. This includes submission of grading, feedback, moderation where required, and any other requirement as directed by the EPAO. Cranfield University pays its EPA Assessors through payroll as individuals. This means that both your fee and expenses that you claim for travelling to any of our sites Cranfield, Shrivenham, Milton Keynes or to any of our client sites (if applicable) will be subject to PAYE.

Please note that if the gross amount that you are paid in a month is over £833, and you are aged over 22 and under State Pension Age, Cranfield is required to enroll you in the Government NEST pension scheme. You will be advised by Cranfield when you have been enrolled as you will need to opt out of the scheme if you do not wish to be – Cranfield cannot do this on your behalf. Once enrolled you will receive an information pack from NEST which includes instructions on how to access your on-line account.

Please note that Cranfield operates a No Purchase Order No Pay policy for all fees and expenses over £500.

#### **Accepting your order from Cranfield University:**

On receipt of the order to you as an individual, you need to ensure you have met the required Government right to work criteria and as part of this Cranfield University is responsible for checking your Right to work UK documentation.

A scanned copy/photograph of your Right to work in the UK documentation is required before you commence work. Under the Immigration, Asylum and Nationality Act 2006, it is an offence to engage anyone who does not have the permission to work in the UK. As part of this, we are required by law to sight your documentation before any work commences and take a photocopy to retain on file.

*If such documents are not made available before commencing work, we reserve the right to delay payment until the relevant documents have been presented to HR Compliance.*



If you are unsure which evidence you need to provide, please contact [hrcompliance@cranfield.ac.uk](mailto:hrcompliance@cranfield.ac.uk) and one of the HR Compliance Team will be happy to assist you.

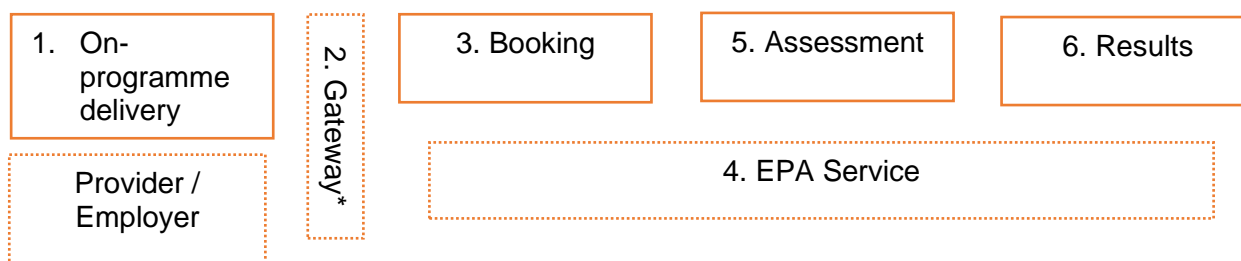
### How to claim your fee:

- When you have completed required tasks, please submit an invoice, or complete the University's claim form for the completed work;
- No payment will be made without an official Cranfield University order number quoted on the invoice/claim form. If this is not quoted the invoice/claim form will be returned to you;
- Invoices/Claim forms should be emailed to [purchase.ledger@cranfield.ac.uk](mailto:purchase.ledger@cranfield.ac.uk) and copied to your contact at Cranfield. Your invoice/claim form cannot be paid until your contact has confirmed the service you are claiming payment for has been completed;
- Our standard payment terms are 30 day from receipt of invoice or satisfactory completion of deliveries or services, whichever is the later date.

As it will not always be possible to guarantee set amounts of work, and due to periods of time between one Gateway/EPA period to the next, payments will not necessarily be on a set schedule and will likely be ad hoc. As cohort sizes cannot be guaranteed the payment amounts may differ from cohort to cohort.

## 1.6 Apprenticeship Overview

The diagram below shows the components of an apprenticeship. The End-point Assessment Organisation (EPAO) Office will undertake all administrative tasks related to the EPA, including checking compliance and readiness; arranging schedules and processing results.



\*NB: A formal Gateway may not apply to all standards. If this applies to the standard you are assessing you will be informed as part of your induction/training.

1. Each standard is different and has different EPA requirements.

The purpose of Gateway is to ensure that the apprentice, employer, and training provider are all confident that the apprentice:

- a. has completed their on-programme learning.
- b. is working at the level of the apprenticeship standard, and
- c. is ready to undertake their EPA.

The apprentice, employer and training provider must all be in agreement that the apprentice is ready to enter Gateway.

The requirements for Gateway vary and are set out in each apprenticeship standard's assessment plan. To enter Gateway, apprentices are typically required to:

- display occupational competency.
- have evidence of or pass functional skill levels in English and Maths
- have completed any mandatory training.
- have taken any qualifications set out in the standard.

- meet the minimum duration for their apprenticeship training.
- submit a signed Gateway declaration form.
- complete a portfolio of evidence.

In some cases, the apprentice is required to submit a project proposal at Gateway, The IEPA may be required to review and/or approve the proposal at Gateway. This will be stipulated in the assessment plan.

3. Booking of the EPA takes place approximately 3 months prior to the assessment being required.
4. The EPA Service is independent of the teaching and delivery of the apprenticeship. At Cranfield University this is carried out by the End-point Assessment Organisation (EPAO) Office.
5. The EPA takes place, carried out by the allocated IEPA.
6. Assessment results are recorded by the IEPA and are submitted to the End-point Assessment Organisation (EPAO) Office.
7. The End-point Assessment Organisation (EPAO) Office arranges for moderation of assessments, this may be conducted by a LIEPA if appropriate.

## 1.7 Training

All IEPAs/LIEPAs will receive a full induction, as managed by the EPAO Office. The induction process should cover:

- the proposed EPA assessment methods;
- the proposed EPA schedule;
- details of the resit policy for the standard;
- safeguarding, ethics and quality assurance processes;
- expectations of the assessor in terms of marking deadlines, feedback, availability and submission of EPA related paperwork e.g. marks and feedback.
- Payment details for assessors;
- Details of any relevant University Regulations or policies.

In addition, all IEPAs/LIEPAs must receive formal training covering the role of the independent assessor in the EPA and the standards they are looking for in apprentices. The Level 3 End-point Assessment (EPA) Qualification will be delivered via an external provider and will be a mandatory element of the appointment. Where similar training has been already been undertaken at another EPAO evidence of successful completion will need to be provided. If an IEPA/LIEPA believes they should be exempt from training an initial request must be made to the EPAO Manager who will request additional information and the case will be reviewed on an individual basis.

All IEPAs/LIEPAs should receive annual refresher training and will be expected to maintain current and relevant occupations knowledge and competencies. Standard specific and or internal training will be managed by the EPAO Office. Any additional, external training, not specific to the IEPAs/LIEPA role is the responsibility of the individual.

CPD logs should be kept up to date and will be reviewed yearly by the EPAO Office. A CPD template log will be provided, but IEPAs/LIEPAs are welcome to use their own. Copies of these will be requested by the EPAO Manager as part of the yearly review process.

Training may be provided by the University or through an external provider.

## 1.8 Standardisation

As an IEPA you will be required to participate in standardisation activities including but not limited to:

- Attend and participate in standardisation and training activities to ensure a consistent approach to End- point Assessment.
- Maintain and document CPD records; to be submitted on request.

- Ensure any personal action/ improvement plans are achieved, within agreed timescales and to required standards.
- Contribute to moderation and/or sampling of assessments.
- Contribute to the annual Independent End-point Assessor review process.
- Contribute to providing feedback, share best practice on areas of improvement.

NB. Participation in standardisation activities, and training, as outlined above are expected requirements of the role and therefore are included in the assessor fees.

## 1.9 EPA Systems and EPA Paperwork

There are a number of online systems you will use in your role. This section details these along with their core functionality.

System	Functionality
<b>PebblePad</b>	<p>This is an e-portfolio system which enable learners to submit their apprenticeship materials for assessment and for their compliance requirements to be checked.</p> <p>It enables IEPAs to carry out the end-point assessment by reviewing the materials submitted.</p> <p>PebblePad is being phased out over the next few years.</p>
<b>Maytas Hub</b>	<p>This is the e-portfolio system that is replacing PebblePad and allows IEPAs to carry out the end-point assessment by reviewing the materials submitted.</p> <p>IEPAs may use both e-portfolio platforms depending on the cohort of apprentices. Training will be provided on both.</p>
<b>Zoom</b>	<p>This is used by the IEPA to carry out remote end-point assessments. It may also be used to carry out Quality Assurance, deliver/host training and standardisation sessions.</p> <p>Sessions will be set up by the EPAO Office and links e-mailed to IEPAs.</p> <p>For End-point assessments the IEPA will host and record the session, with the apprentice at the allocated time, as agreed in advance.</p> <p>LIEPAs / EPAO Office may sit in and observe the session and/or review the recorded session in order to carry out their quality assurance.</p>
<b>MS Teams</b>	<p>This is used by the IEPA to carry out remote end-point assessments. It may also be used to carry out Quality Assurance, deliver/host training and standardisation sessions.</p> <p>Sessions will be set up by the EPAO Office and links e-mailed to IEPAs.</p> <p>For End-point assessments the IEPA will host and record the session, with the apprentice at the allocated time, as agreed in advance.</p> <p>LIEPAs / EPAO Office may sit in and observe the session and/or review the recorded session in order to carry out their quality assurance.</p>

The following forms should be used by IEPAs in the administration of EPAs.

- **Live Assessment Date Checklist**  
This form should be completed on the day of EPAs. It includes a photographic ID check, a health and safety check as well as an option to record any incidents that happen during the

assessments that may affect the apprentice's performance, or the validity of the results as well as to give information you feel is relevant for the EPAO Office to know.

- **EPA Recording Form**

Standard specific recording forms will be provided for you to record your assessment decisions for each of the end-point assessment methods in the standard. You should complete and return these to the EPAO Office via email as per the deadlines given.

- **CPD Log**

Please log your development over the course of your appointment. As required by our Regulators, our IEPAs and LIEPAs must demonstrate their commitment to CPD and Cranfield, as the EPAO must be able to evidence this. This form will allow you to capture your CPD / occupation competence and will be reviewed yearly. If you already log your CPD elsewhere you are welcome to use that format, but we do ask that you share it as part of your review.

## 2 End-point Assessment

### 2.1 Assessment Methods

Each EPA will include a minimum of two different assessment methods, these will vary per standard. Below are examples of some of the assessment methods used across the standards<sup>2</sup>.

Assessment Method	Description
<b>Observation</b>	Involves an independent assessor observing an apprentice undertaking a task or series of tasks in the workplace as part of their normal duties ('on-the-job'/naturally occurring). Often this is complemented by questioning from the independent assessor during or/and after the observation. Observational assessment is deemed the most appropriate assessment method for practical skills; by watching the apprentice complete a task, they can demonstrate their occupational competence.
<b>Practical assessment</b>	Involves an independent assessor observing an apprentice undertaking a set task or a series of set tasks in a simulated environment for example at a training provider or specialist centre. It allows the apprentice to demonstrate their procedural knowledge and skills of 'how to do something'. This can be complemented by questioning from the independent assessor during or after the test.
<b>Tests</b>	<p>Includes a variety of tests that are predominately used to assess apprentice knowledge. This can include multiple choice tests as well as written response tests.</p> <p>A multiple-choice test consists of a series of questions in which apprentices are asked to select the correct answer(s) from 4 options. Individual questions or groups of questions may include case studies, scenarios, sections of text, graphs or diagrams on which the questions are based. Well-designed multiple-choice tests provide an effective and valid assessment for occupations at all levels.</p> <p>A written test consists of a series of questions which apprentices are required to answer. These could consist of one type, or a variety of types of question such as open questions and scenario-based questions. Short or long answer responses force the apprentice to demonstrate the extent of their knowledge and skills. Well-designed tests provide an effective and valid assessment.</p>
<b>Professional discussion</b>	Is a two-way discussion between an independent assessor and an apprentice to assess the apprentice's in-depth understanding of their work. In this respect, it differs from an interview, which tends to consist of an independent assessor asking questions and the apprentice answering them, with less scope for interaction and discussion. Professional discussions should not be led by the independent assessor as it involves both the independent assessor and the apprentice actively listening and participating in a formal conversation, giving the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.
<b>Interview</b>	Consists of an independent assessor asking an apprentice a series of questions to assess their competence against the KSBs. It differs from a professional discussion in that the independent assessor's role is restricted to asking set questions, and there is more limited scope for two-way discussion. The independent assessor leads this process to obtain information from the apprentice to enable a structured assessment decision making process.

<b>Presentation and questioning</b>	Involves an apprentice presenting to an independent assessor on a particular topic. It may be followed by a questioning session from the independent assessor.
<b>Project</b>	Using a project as an assessment method involves the apprentice completing a significant and defined piece of work after the gateway. This could involve a written essay, or in practical occupations, producing an item (an 'apprentice piece/artefact') which an independent assessor can review and assess. The project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore, the project's subject and scope will be agreed between the employer and the EPAO. The employer will ensure it has a real business application and value and that the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method).
<b>Underpinning assessment methods: portfolios and logbooks</b>	<p>A portfolio is a collection of pieces of evidence, gathered together on-programme, that is used as the underpinning basis of an end-point assessment method.</p> <p>A logbook is a record of achievement created over the course of the on-programme element of the apprenticeship and can be used as the underpinning basis of an end-point assessment method.</p>

## 2.2 Assessment Preparation

Once an apprentice has submitted all the evidence for assessment, it is the responsibility of the IEPA to carry out an initial review of this evidence prior to conducting the end-point assessment. The purpose of this review is to make certain that there are no issues with the submitted evidence. If there are, then the EPAO Office should be notified immediately. The EPAO Office will give instructions on what is required to be reviewed and/or assessed and by when.

For assessment methods such as a professional discussion, technical interview and presentation with questioning, the IEPA should plan questions that they will ask the apprentice prior to the assessment taking place.

## 2.3 Refusal to undertake EPAs

IEPAs must ensure that they are satisfied that they are able to carry out the EPAs securely and safely on the day. In some circumstances, therefore, you may have concerns that an assessment should not be carried out. Potential reasons include:

- No access to required systems;
- Required resources/materials not present at the venue;
- Health and safety concerns for undertaking assessments;
- Concerns over validity / identity of Apprentice;
- Apprentice does not turn up for assessment;
- Apprentice is unprepared or unaware of what is required of them for the assessment;
- Apprentice has another issue that they feel prevents them from continuing with the assessment;
- Sufficient competent panel members are not available for panel reviews (where required);
- Potential malpractice identified.

In all instances where you feel that the security and/or safety of assessments is in question, you must contact the EPAO Office as a matter of urgency. They will advise on what, if any, actions need to take place.

It may be that some issues are able to be resolved on the day in order for the assessment to take place, however there must be agreement from the EPAO Office before this happens.

## 2.4 Cancelling EPAs

Under some circumstances it may be necessary to cancel EPAs. This could be at the request of Cranfield University or the apprentice. If an apprentice needs to cancel their EPA, they should inform the EPAO Office as soon as possible. The EPAO Office will then inform the IEPA and discuss future availability if it needs to be rearranged.

If you are unable to carry out an EPA for any reason, you should contact the EPAO Office as soon as possible so that they make alternative arrangements for the apprentice.

## 2.5 Recording Assessment Decisions

As an IEPA you are responsible for producing high-quality, fit for purpose assessment records for the EPAs that you are assessing. You should therefore ensure:

- That detailed notes are taken whilst carrying out the EPA.
- That Cranfield supplied forms are used to record assessment outcomes, justification for decisions and feedback.
- All documentation should be returned to the EPAO Office by the deadline given following the assessments.
- Any physical or digital evidence relating to assessments is stored securely.
- That recordings of oral assessments e.g. professional discussions are taken for quality assurance/moderation purposes.

## 2.6 Remote Assessment delivery

Cranfield University supports and promotes the use of web conferencing to conduct end-point assessment where appropriate and where the assessment plan allows. This means that the IEPA and the apprentice do not have to be in the same physical location when the assessment takes place.

Conditions for remote assessment delivery:

- The EPAO Office will specify the platform to be used (e.g. Zoom, MS Teams). The apprentice must check that this is compatible with their employer in-house systems and firewalls prior to EPA.
- Assessment must be conducted using desktop/laptop/tablets with video capability.
- Assessment must take place in a room where the apprentice is free from distraction and does not have access to any outside help.
- The remote technology should be tested in advance of the date/time of assessment to avoid technical issues on the day.
- Recordings of remote assessments will be stored by the EPAO Office for quality assurance purposes.

## 3 Post End-point Assessment

### 3.1 Quality Assurance / Sampling

Assessment decisions will be subject to quality assurance to ensure a standardised approach to making assessment decisions, in line with the assessment criteria. Typically, substantial assessments should be double-marked however course teams will decide the most appropriate form of moderation for the EPAs, based on the EPA type and requirements of the EPA standard.

The Office for Students (OfS) is responsible for the external quality assurance (EQA) of the EPA for integrated apprenticeships. Cranfield University will therefore be subject to readiness and monitoring checks as part of our EQA for our Integrated Apprenticeship provision.

### 3.2 Complaints and Appeals

The University has an approved process and policy for the management of complaints made by apprentices. Should an apprentice have a concern or complaint about any aspect of their apprenticeship, including their EPA, they should follow the processes set out in the Senate Handbook on [Student Complaints](#).

Should an apprentice wish to appeal the outcome of the EPA, they should follow the University's EPA outcome appeals procedure, as set out in the University as an End-point Assessment Organisation Senate Handbook.<sup>3</sup>

Should an apprentice wish to make an academic appeal on any aspect of their integrated apprenticeship aside from their EPA, they should follow the processes set out for all students in the Senate Handbook on [Academic Appeals](#).

The University has a separate policy for concerns or complaints about the provision offered to apprentices made by employers, which can be found on the University's [website](#). This process aims to resolve concerns or complaints informally and swiftly, but does, however, provide a route for a formal investigation process should a swift and informal resolution not be possible.

### 3.3 Grading Outcomes / Results and Feedback to Apprentices

Following completion of the EPA, IEPAs should complete all grading paperwork and associated feedback as instructed by the EPAO Office. Results and feedback for all components should be returned to the EPAO Office within 15 working days of the last EPA. The EPAO Office will then arrange for moderation of assessments and results will be released to apprentices after 20 working days.

IEPAs should not share any individual results or provide any feedback with the apprentices or their employer during any assessment, immediately following or between the different assessments that make up the EPA.

<sup>3</sup> This procedure applies only where Cranfield has acted as the End Point Assessment Organisation – in any other case an apprentice must follow the appeals procedure of the EPAO they completed the EPA with.



## Appendix 1 Glossary

Term	Description
<b>Apprenticeship Standard</b>	An apprenticeship standard is a document that outlines the skills, knowledge, and behaviours (KSBs) that an apprentice should have upon completion of an apprenticeship program and sets out the assessment plan for the apprenticeship.
<b>Assessment Plan</b>	The Assessment Plan is written by the Trailblazer group once the Standard is approved. Primarily these documents focus on what is required for end-point assessment. It includes what will be assessed, how it will be assessed, how the overall apprenticeship will be graded and who will carry out the final end-point assessment. It may also include details of any qualifications that are required to be completed prior to the end-point assessment, either prior to starting or during the apprenticeship.
<b>End-point Assessment (EPA)</b>	End-point Assessment – the assessment that all apprentices must undertake at the end of their apprenticeship, delivered by an independent party who has not been involved in the training or employment of the apprentice to determine whether the apprentice has met the required standards and has acquired the necessary skills and knowledge.
<b>End-point Assessment Organisation (EPAO)</b>	End-point Assessment Organisation – which is an organisation that is responsible for conducting independent assessments of apprentices at the end of their apprenticeship training. For integrate apprenticeships the University may act as the EPAO.
<b>Gateway</b>	This is a defined stage set out in all apprenticeships where the employer and training provider (if appropriate) are required to sign and declare that the apprentice is ready to start the end-point assessment stage of their apprenticeship.
<b>IfATE</b>	The Institute for Apprenticeships and Technical Education - An independent public body in the United Kingdom that oversees the development and management of apprenticeship standards and technical education qualifications.
<b>IEPA</b>	Independent End-point Assessor
<b>LIEPA</b>	Lead Independent End-point Assessor
<b>KSBs</b>	Knowledge, Skills, and Behaviours – these are the three key elements that are assessed in an End-Point Assessment at the end of an apprenticeship training program.

# Appendix 2 Task Profiles

## Task Profile

**Title:** Independent End-point Assessor

**Monitored by:** EPAO Manager and / or Lead Independent End-point Assessor

**Managed by:** EPAO Manager

## Task Purpose

- Assess and document apprentice competence against Apprenticeship Standards either at designated venues or remotely, using the assessment methods laid out in the Assessment Plan.
- Provide advice and support to the EPAO Office.
- Participate in standardisation activities to ensure a consistent approach to End-point Assessment.
- Maintain knowledge of Cranfield University Assessment policies and procedures relevant to your role.
- Maintain knowledge of the Standards and Assessment Plans that you are assessing.

## Key contracted responsibilities

### 1. Assessment Activities

To assess and document apprentice competence against Apprenticeship Standards when requested by the EPAO Office.

#### Measures:

- Carry out and document End- point Assessments in line with Cranfield University EPAO Office and regulatory arrangements;
  - Attend End-point Assessments in good time.
  - Stay for the duration of the End-point Assessment.
  - Mark all components of the End-point Assessments, in line with grading criteria.
- Record and submit concise Assessor feedback to the EPAO Office, explaining assessment decisions in line with the grading criteria.
- Complete and upload all End-point Assessment recording documentation to the EPAO Office within the timescales given.

### 2. Advice and Support

Provide advice and support to the End- point Assessment team.

#### Measures:

- Provide advice on potential improvements to processes and systems to the EPAO Office.
- Provide advice to the EPAO Office on specific End-point Assessment queries, when requested.
- Report any suspected End-point Assessment issues which may result in a Complaint or an Appeal to the EPAO Office immediately.

### 3. Standardisation

Participate in standardisation activities.

#### Measures:

- Attend and participate in standardisation and training activities to ensure a consistent approach to End- point Assessment.
- Maintain and document CPD records; to be submitted on request.
- Ensure any personal action/ improvement plans are achieved, within agreed timescales and to required standards.

### 4. Business awareness

Maintain a thorough knowledge of Cranfield University Assessment policies and procedures and Regulatory updates.

#### Measures:

- Keep up to date with any changes to the End-point Assessment policies and procedures by reading and digesting updates and attending and participating in any refresher training delivered by the EPAO Office.
- Keep up to date with changes to the Standards and Assessment plans that you are assessing.

## Task Profile

**Title:** Lead Independent End-point Assessor

**Monitored by:** EPAO Manager

**Managed by:** EPAO Manager

## Task Purpose

- Support a team of Independent End-point Assessors to ensure a standardised and consistent approach to quality assurance and End-point Assessment decisions.
- Support the EPAO Office with development and delivery of Independent End-point Assessor training, standardisation, updates and online resources when requested.
- Support the EPAO Office with the training of new Independent End-point Assessors
- Produce a Lead Independent End-point Assessor report, reporting on trends and issues identified by Independent End-point Assessors, and sampling. Produce a report to provide support and recommendations to the EPAO Manager to help them to improve their preparation for End-point assessment and highlight good practice.
- Provide advice and guidance to the EPAO Manager; Quality Assurance & Enhancement Team, and the Senior Course Team.

## Key Contracted Responsibilities

### 1. Support standardisation and consistency of the Independent End-point Assessors

Alongside the EPAO Manager, support a team of Independent End-point Assessors to ensure a standardised and consistent approach to quality assurance and End-point Assessment decisions.

#### Measures:

- Support a team of Independent End-point Assessors in line with their task profiles. Implement sampling plans, in line with the sampling strategy, recording sampling on sampling records.
- Complete and submit all sampling records within 5 working days of the IEPA submitting their reports.
- Support the EPAO Manager to standardise Independent End-point Assessor practice, to ensure that End-point assessment practices, policies and procedures are adhered to in line with Cranfield University and regulatory arrangements.
- Accompany/ observe Independent End-point Assessors on End-point Assessment visits/ remote assessments in line with the Cranfield University sampling strategy and as requested by the EPAO Manager.
- Provide support to the EPAO Office on Independent End-point Assessor queries, as requested.
- Contribute to the annual Independent End-point Assessor review process.

### 2. Support development and delivery of assessor training and provide support and guidance

Support the EPAO Manager with the development and delivery of Independent End-point Assessor training, standardisation updates, and online resources.

#### Measures:

- Support to develop content for Independent End-point Assessor training, standardisation and updates.
- Present/contribute at Independent End-point Assessor training and standardisation sessions.
- Support the EPAO Manager to develop online training materials, as requested.
- Support the EPAO Manager with the training of new Independent End-point Assessors.
- Mentor and support Independent End-point Assessors during End-point Assessments.
- Support the EPAO Manager and Quality Assurance & Enhancement team with the Independent End- point Assessor annual review process.

**3. Trends and Issues**

Produce a Lead Independent End-point Assessor report for the EPAO Manager and the Quality Assurance & Enhancement Team, reporting on trends and issues identified by Independent End-point Assessors, and sampling. Produce a report to provide support and recommendations for the EPAO Manager and the Quality Assurance & Enhancement Team.

**Measures:**

Coordinate intelligence from Independent End-point Assessors and IEPA sampling to report on:

- Independent End- point Assessor performance, including best practice and Apprenticeship Standard information.
- End- point assessment trends, training, and issues.
- Areas of good performance and areas for development.
- Recommendations and advice.

**4. Advice and guidance**

Provide advice and guidance to the EPAO Manager; Quality Assurance & Enhancement Team, and the Senior Course Team.

**Measures:**

- Provide technical, Apprenticeship Standard specific advice.
- Respond
- to phone calls and emails within in a timely manner

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