

End Point Assessment Guidance

This document provides comprehensive guidance for managing the End Point Assessment (EPA) process. The EPA is a crucial component of apprenticeship delivery, determining whether an apprentice has holistically gained the required knowledge, skills, and behaviours (KSB's) defined within the appropriate apprenticeship standard.

This guidance has been developed in alignment with:

- Department for Education (DfE)
- Skills England, previously the Institute for Apprenticeships and Technical Education
- Ofsted
- Ofqual

What is the End Point Assessment

The EPA is an independent, synoptic assessment of an apprentice's KSB's that occurs at the end of an apprenticeship. It is delivered by a registered End Point Assessment Organisation (EPAO), which evaluates the apprentice's readiness and competence once the on-programme phase is complete, and the apprentice has successfully passed through Gateway.

The EPA provides employers with the confirmation that the apprentice is capable of performing their role to a professional standard. Successful completion of the EPA is required for the apprentice to receive their final certification. The process itself provides useful feedback to employers and training providers to support the improvement of apprenticeship delivery.

EPA Oversight and Responsibilities

Oversight of the EPA process at Queen Mary is shared across academic and professional services teams, with responsibilities split between:

- Schools/Institutes – Responsible for planning, delivering, and monitoring EPA readiness as part of programme delivery.
- Governance and Legal Services (DGLS) – Responsible for the OfS and Ofsted regulatory obligations, providing assurance, and identifying and managing potential risk and opportunity in provision through programme review, monitoring and EPA guidance and support for Schools/Institutes.
- Central Apprenticeship Team – Responsible for compliance, including Ofsted, DfE and Skills England regulatory alignment, Gateway monitoring, liaison with external EPAO's, and developing new apprenticeship opportunities.

Integrated and Non-Integrated End Point Assessments

Apprenticeship programmes include either integrated or non-integrated EPA's. Understanding the distinction is crucial for programme design, delivery, assessment, and quality assurance.

Integrated EPA

In an integrated EPA, the assessment is built into the academic award itself. In this case, Queen Mary would act as the EPAO. However, to ensure independence and integrity, the final assessment must be conducted by a member of staff who has not been involved in the teaching, support, assessment, or delivery of the apprentice's learning. The staff member serves as an external

assessor, distinct from Queen Mary's external examiner, and is responsible for verifying that the apprentice meets the full requirements of the apprenticeship standard, beyond the academic award alone.

Queen Mary's External Examiner Policy provides a useful framework for appointing such assessors, with established procedures and policy' for maintaining independence, managing conflicts of interest, and upholding academic integrity. More information on the process for appointing an external assessor can be found here: <https://www.qmul.ac.uk/governance-and-legal-services/quality-assurance/external-examiners/>

Non-Integrated EPA

A non-integrated EPA takes place separately from the main academic programme of the apprenticeship. In this case, Queen Mary does not deliver the EPA or serve as the EPAO. The EPA itself is conducted entirely by a registered external EPAO. In a non-integrated EPA, Queen Mary's involvement pauses during the point at which the apprentice is confirmed as ready to take their final assessment and Gateway. From that point on, the EPAO assumes full responsibility for conducting the EPA independently. The external assessor assigned by the EPAO must have no formal ties to Queen Mary and will assess the apprentice through methods such as interviews, practical assessments, portfolio reviews, or written tests, depending on the requirements of the specific apprenticeship standard.

Table 1.1 Summary of the components of integrated and non-integrated apprenticeships

Non-integrated degree apprenticeship		Integrated degree apprenticeship
Degree	EPA	Degree+EPA
Assessment of modules for the degree	End-point assessment (EPA) of knowledge, skills and behaviours for the apprenticeship, conducted by an end-point assessment organisation (EPAO)	End-point assessment contributes to the degree Assessment of modules for the degree and, at the end of the programme, completion of the EPA EPA conducted by an end-point assessment organisation (EPAO) which is usually the degree-awarding body
Degree awarded (if modules successfully completed)	Apprenticeship awarded (if the apprentice successfully completes the EPA and has also completed any mandatory qualifications including Level 2 English and maths)	Degree and apprenticeship awarded (if the apprentice successfully completes the required modules, including the EPA and any mandatory qualifications such as Level 2 English and maths)

*QAA Higher Education Apprenticeships Toolkit: Supporting the Apprentice's Journey – Assessment

EPA Planning

Apprenticeship Managers and Programme Teams are responsible for ensuring that EPA planning and scheduling is fully aligned with the duration and requirements set out in the relevant apprenticeship standard. This includes embedding EPA readiness throughout the entire apprenticeship journey so that by the time the apprentice reaches Gateway, they have met all necessary requirements and are fully prepared to progress to their final assessment. EPA preparation should not be treated as a final-stage task, but rather as an ongoing process integrated into the programme design, delivery, and continuous monitoring.

Key responsibilities include timely coordination of readiness checks, structured progress reviews, and tracking off-the-job training. Programme Teams must also ensure that Gateway requirements are clearly understood and met. This includes assessing the apprentice's competency development, portfolio completion (if required), and the employers signed confirmation of readiness.

To facilitate and support this smooth process, all apprenticeship programmes at Queen Mary are expected to utilise Smart Assessor for tracking and monitoring apprentice progress. Smart Assessor further supports consistent communication between Queen Mary, the apprentice, and the employer while enabling transparent recording of off-the-job hours, review outcomes, Gateway evidence, and EPA timelines.

More information can be found here: <https://www.qmul.ac.uk/degreeapprenticeships/smart-assessor/>

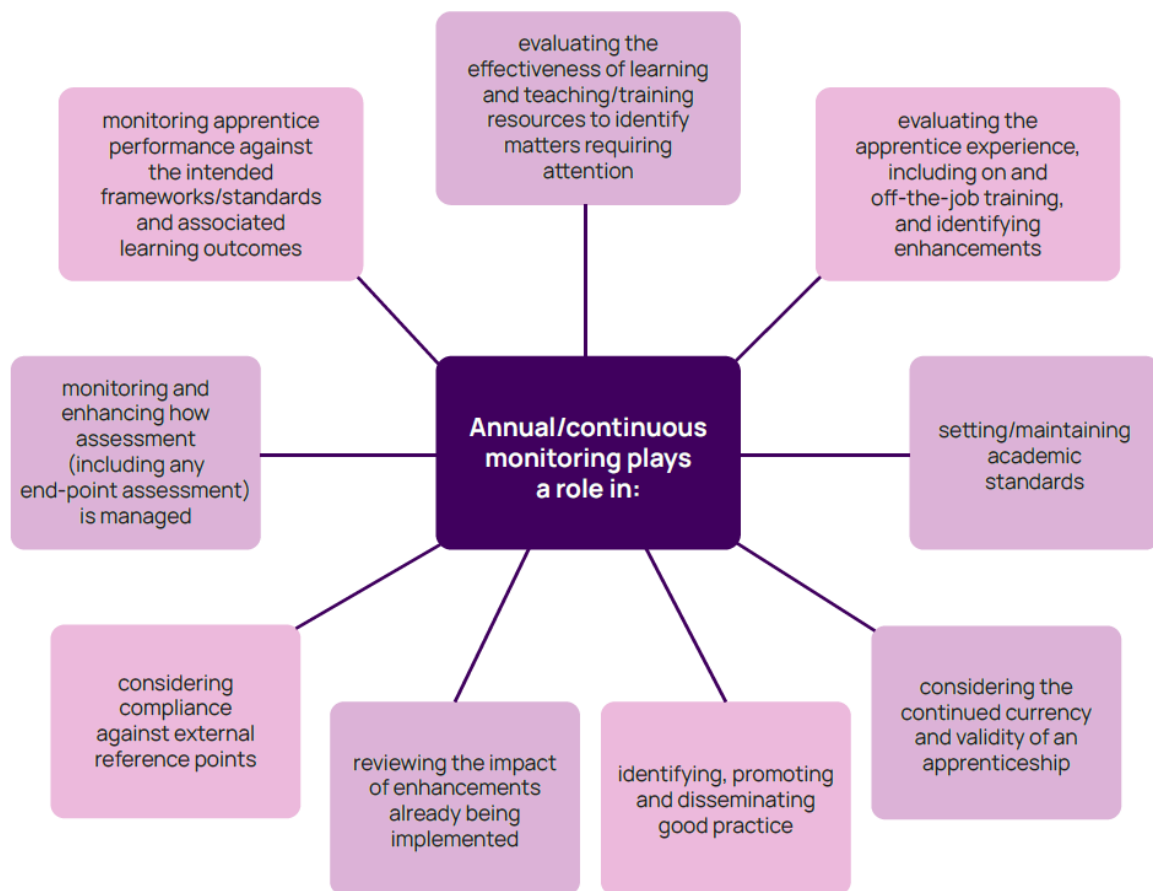
Quality Assurance, Enhancement and Monitoring of EPA

The quality assurance and enhancement of EPA activity is embedded within the programme review cycle. Apprenticeship programme teams are expected to reflect within their PSAR and to identify clear actions for improvement within their QIP. This ensures that strengths and areas for enhancement in EPA delivery are captured systematically through the programme review process and contribute to the continuous monitoring and enhancement of apprenticeship provision.

Programme teams are encouraged to draw on Queen Mary Academy (QMA) apprenticeship support, which provides a dedicated repository of resources designed for those delivering degree apprenticeships. This includes curriculum design, teaching observation, and Ofsted inspection guidance for educators.

<https://www.qmul.ac.uk/queenmaryacademy/educators/resources/degree-apprenticeships/>

Table 1.2 Continuous monitoring



* QAA Higher Education Apprenticeships Toolkit: Quality Assuring and Enhancing Higher Education Apprenticeships

Internal Resources for Support in Developing EPA

- [The Education and Student Experience Enabling Plan](#)
- [Queen Mary's Principles of Academic Degree Programme Design](#)
- [Queen Mary's Principles of Assessment Design](#)

External Resources for Support in Developing EPA

- [Office for Students' \(OfS\) Conditions of Registration](#)
- [Ofsted's Education Inspection Framework \(EIF\)](#)
- [Quality Assurance Agency \(QAA\) Subject Benchmark Statements](#)
- [Skills England Apprenticeship Standards, Knowledge, Skills and Behaviours \(KSBs\)](#)

Further Support

For further support, contact Academic Quality and Standards: qualityandstandards@qmul.ac.uk