

Apprenticeship End Point Assessment Fair Access Policy

Approved by: Education and Student Experience Committee	Effective date: 6 June 2024	Next review: June 2027
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Apprenticeship End Point Assessment (EPA) Fair Access Policy

This Policy is to ensure that all apprentices registered with the University are treated under the fair access principles.

Who needs to know about the Policy?

- Deans of Faculty and Pro Vice-Chancellors
- Heads of School and Department
- Faculty Directors of Quality
- Apprenticeship Programme Directors
- School EPA Leads
- Independent Assessor
- Quality and Standards Office
- Employers
- Learners

Purpose

Fair Access is a principle around ensuring that all learners have an equal chance of success, by putting in place appropriate reasonable adjustments for their EPA. As the needs and circumstances of each apprentice are different, a request for a reasonable adjustment is done on a case-by-case basis. The adjustments must not advantage the candidate nor affect the integrity of an EPA conducted by Canterbury Christ Church University or any of its staff or contracted independent end-point assessors delivering EPA on its behalf. These arrangements comply with [Equality Act 2010](#).

Contacts

The University Apprenticeship Unit 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. Introduction

- 1.1 Canterbury Christ Church University (CCCU) acting as an End Point Assessment Organisation (EPAO) is required to deliver an independent, objective assessment of the knowledge, skills and behaviours set out in the relevant apprenticeship standard. This is to ensure integrity of apprenticeship delivery and the achievement of the associated apprenticeship award and any component qualification.
- 1.2 Apprenticeship End Point Assessment Fair Access Policy is developed regarding Higher and Degree level of apprenticeship provision CCCU delivers directly or through any other arrangements.
- 1.3 CCCU as a EPAO is committed to the delivery of apprenticeship End Point Assessment (EPA) in line with the current requirements of the Institute for Apprenticeships and Technical Education (IfATE), Education Skills Funding Agency (ESFA) and Office for Students (OFS).
- 1.4 This policy should be read in conjunction with the University's relevant Quality Handbook and other guidance and policy materials linked to its provision of Apprenticeship Standards.

2. Purpose of the Policy

- 2.1 The principal purpose of this policy is to ensure that no apprentice registered with CCCU to undertake their EPA, are not advantaged, or disadvantaged by any EPA process instigated by CCCU.
- 2.2 This policy sets out how CCCU and anyone acting in CCCU's name deliver EPA service that ensures every apprentice has an equal chance of success, by putting in place appropriate reasonable adjustments.
- 2.3 The intention of this policy is to deliver an EPA which is accessible, fair and without any barriers to entry for every apprentice wherever possible.

3. Scope

- 3.1 This policy covers:
 - All apprentices registered with CCCU and any of its schools for their EPA including those with protected characteristics defined in the Equality Act.
 - University and other staff that may be involved in the development, communication, and delivery of any aspect of the EPA
- 3.2 All staff involved must act to implement this policy themselves and intervene where they have evidence that others are contravening this policy.

4. Principles

- 4.1 CCCU is committed to fair access EPA from the information that we provide at the start, to completion. We will take all action to deliver this policy where this would not undermine the independence, reliability, or integrity of the assessment.
- 4.2 Information on our EPA will be available in formats accessible to every apprentice.
- 4.3 Venues used for EPA will have and implement a fair access policy for the delivery of end-point assessments.

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- 4.4 EPAs in their design will be developed, and approved with a specific requirement for a fair-access assessment to ensure that design and execution of an EPA does not disadvantage any apprentice.
- 4.5 Where complying with the requirements of the EPA plan creates such barriers, we will describe these clearly in the EPA requirements in all our published information and explain why these are necessary for this EPA.
- 4.6 We will ensure fairness in our application of all access arrangements for EPAs.

5. Management Process

- 5.1 CCCU will ensure that its fair access policy and related procedures operate effectively ensuring fair access in practice to EPA for apprentices on apprenticeships standards delivered directly by the University and those delivered by partners utilising the University as an end-point assessment organisation.
- 5.2 It is important that staff involved in the delivery of apprenticeship qualifications and on-programme assessment are fully aware of the contents of the policy.
- 5.3 Apprentices will be encouraged, on application to register for the EPA, to request any required access arrangements or reasonable adjustments, providing evidence as appropriate.
- 5.4 Learners will be directed to [register with the Disability Team](#) for assessment adjustments so that adjustments can be put in place in time. A disability adviser will support the learner to review their requirements and assist with preparing their supporting evidence.
- 5.5 Apprentices will be able to apply for exceptional circumstances in line with the University Exceptional Circumstances Procedures, to be considered after the EPA event if a temporary injury, illness or other affected their performance on the day of the EPA.
- 5.6 Where it is not possible to apply the requested access adjustments, or if the requested access adjustments compromise the purpose of the EPA, the School will communicate this to the apprentice and their employer clearly stating the reasons.
- 5.7 The University's EPAO Team, Apprenticeships Leads and Schools involved with delivering apprenticeship standards and EPA will ensure that processes and procedures are managed effectively and that they are in place to practically enable fair access.
- 5.8 EPA administrators will monitor and maintain records of completion and update of Equality, Diversity, and Inclusion training for all EPA contributors.
- 5.9 As part of the EPA standardisation process, the data related to achievements of the EPA will be reviewed for bias.

6. Reasonable Adjustment Examples

- 6.1 Reasonable Adjustments may be unique to the individual apprentices and may include the following:
- extra time to complete the exam, typically 15 minutes per hour
 - rest breaks
 - the use of a reader
 - the use of a scribe

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- the use of a computer
- the use of a computer with specialist software, if visually impaired
- extensions to course work
- exam scripts in Braille
- arrangements for a Therapy dog
- exam papers in differing colours to mitigate a range of visual impairments
- exam scripts in large print
- sit an exam on own or in a small group
- an accessible location for an exam, e.g. ground floor.
- specific seating arrangements in the exam room, e.g. at the back, front, near a window, etc.
- the use of an English or English/other language dictionary.

The Institute for Apprenticeships and Technical Education has provided a guide and matrix for reasonable adjustments¹

6.2 Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled learner;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the impact of the adjustment upon the candidate and other candidates.

6.3 As the needs and circumstances of each learner are different, a request for a reasonable adjustment is done on a case-by-case basis. The University expects provision of evidence of need before it agrees or take steps to make the necessary adjustments or modifications. The University aims to do this at least six weeks before an assessment.

7. Accountability

7.1 Compliance with the Policy and acting on the outcomes of fair access monitoring and review or complaints, is the responsibility of each School conducting the EPA.

7.2 CCCU will include relevant duties and objectives for implementing this fair access policy into the objectives of all staff involved in the delivery of EPAs.

7.3 CCCU will provide relevant training and guidance as for staff and contractors for induction and update training to incorporate fair access to all components of the assessment.

8. Monitoring

8.1 We will use data to monitor equality and diversity throughout CCCU, review our entry, achievement, grading, complaints, and satisfaction feedback outcomes to check that all apprentices are achieving equally.

¹ <https://www.instituteforapprenticeships.org/quality/end-point-assessment-reasonable-adjustments-guidance/>

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8.2 Monitoring our Fair Access Policy is the responsibility of Apprenticeship Quality Group and we will undertake a formal review every year. Action Plans will be created and implemented, and monitored to confirm that all aspects of our EPA are delivering equally

9. Feedback and Complaints

9.1 Where a learner raises a concern that issues of fair access cannot be satisfactorily resolved by a training provider, apprentices must be made aware of their right to appeal via the relevant University's policies

9.2 Where a learner does not understand how to apply this policy to their work or activity, or has evidence that others are acting in contravention of this policy they shall immediately contact:

- Telephone: +44 (0)1227 921911
- Email: apprenticeships@canterbury.ac.uk

10. Further Information

10.1 To view the policies referred to in this document please go to <https://www.canterbury.ac.uk/our-students/ug-current/policy-zone>

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