

SHEFFIELD HALLAM UNIVERSITY

**END POINT ASSESSMENT (EPA)
HANDBOOK**

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THE END POINT ASSESMENT HANDBOOK

This EPA Handbook has been developed to inform all relevant stakeholders how **Integrated** End Point Assessment is delivered and how quality assurance is managed at Sheffield Hallam University, in its role as an End Point Assessment Organisation for the Integrated Apprenticeship portfolio. These terms are explained throughout this document, highlighting relevant guidance as set out in the University's EPA Policy. The specific stakeholders include the Apprentice, Employers, Independent Assessors and External Examiners/Assessors as well as relevant University staff. The Handbook is a key aspect of the University's operational guidance and quality assurance mechanism for End Point Assessment. The information in this Handbook is supplemented by the relevant standard specific EPA information provided by EPA delivery teams.

WHAT IS AN EPA?

The End Point Assessment (EPA) is an independent assessment that takes place at the end of the apprenticeship training. Each EPA and the assessment methods used to test competence are specific to each course and are determined by the published Apprenticeship Standard and EPA Assessment Plan. The EPA acts as the final point to confirm an apprentice has a full understanding and attainment of the Knowledge, Skills and Behaviours (KSBs) associated with their apprenticeship. This is to test that the apprentice is competent in their occupation. All apprentices must complete an EPA.

An EPA may be *Integrated* or *Non-Integrated* and this is pre-determined in the Standard. Integrated means that the EPA assessment tasks are built into the credit bearing course and Sheffield Hallam University (SHU) is registered as the End Point Assessment Organisation (EPAO). Non-Integrated means that the EPA takes place after the full credits are awarded and is conducted by a third-party EPAO selected by the employer. The employer selects the EPAO, in consultation with SHU which completes the contractual arrangements. The SHU EPA Policy sets out the University's approach to assuring and managing the quality of EPA delivered as part of the University's Higher and Degree Apprenticeship portfolio, including delivery at any relevant subcontracting partners.

This handbook serves to provide support and guidance to the relevant stakeholders involved in Integrated Apprenticeship delivery where SHU operates as the EPAO.

Note. *For some Apprenticeships, for example in regulated health professions, there is a "Fully Integrated EPA". The Course Leader and/or Apprenticeship Coach can explain how EPA is coordinated and aligned to Apprenticeship Standard and Assessment Plan in these circumstances. The gateway process is very similar, but the EPA does not include further assessment tasks. Instead, an Exam Board will be used to confirm that gateway requirements have been achieved, and occupational competence has been signed off during the programme to meet the regulatory requirements.*

WHAT IS THE EPA PROCESS?

The specific process and timescales are set out in each of the Institute for Apprenticeship and Technical Education (IfATE) published Assessment Plans and for Integrated End Point Assessment [Apprenticeship search / Institute for Apprenticeships and Technical Education](#).

Further information will be provided regarding timescales, specific dates and deadlines for assessment methods through the EPA Module Leader, and related module guide as well as announcements and information in Blackboard and emails.

To familiarise with the overall process, you can review the specific Assessment Plan for your Apprenticeship Standard found in [THIS TABLE](#). In addition, you can review the [DIAGRAMS HERE](#) to get an overview of the typical process.

WHAT IS THE GATEWAY?

The gateway sits between the end of training and the beginning of the assessment period when the EPA will take place. At gateway, the employer and training provider (the University) will review their apprentice's Knowledge, Skills and Behaviours to ensure they are working at the required level of occupational competence and therefore ready to take their EPA. Apprentices must meet the gateway requirements set out in the assessment plan before taking their EPA. The gateway review takes place near the end of an apprenticeship to make sure the apprentice has completed the mandatory aspects of the apprenticeship and is ready to progress to their EPA.

The EPA should only start once the employer is satisfied that the gateway requirements for EPA have been met and that the apprentice is consistently working at or above the level set out in the Standard. If necessary, apprentices without evidence of Level 2 English and Maths will need to achieve relevant level 2 qualifications to meet gateway requirements, prior to taking the EPA. Each apprenticeship standard has specific gateway requirements, in addition to the requirement to have an up-to-date and complete log of Off The Job Training (OTJT).

The Apprenticeship Progression Boards (APB) at the University will confirm that apprentices have completed the gateway requirements, as set out in the Apprenticeship Standard, to progress to EPA. This will be captured in a gateway declaration form that is signed by the Apprentice, Employer and the Apprenticeship Coach (on behalf of the University).

Reasonable Adjustments

The gateway review will provide the Apprentice with the opportunity to raise the need for a *Reasonable Adjustment* at EPA, for example in relation to Special Educational Needs and Disabilities (SEND); these will be recorded in the EPA gateway form. Wherever possible these will be processed in accordance with standard SHU policy and may include liaison with the employer in a timescale to support timely EPA activities.

Further guidance from the Institute for Apprenticeships and Technical Education is found here: <https://www.instituteforapprenticeships.org/quality/end-point-assessment-reasonable-adjustments-guidance/>

The University's advice on Learning Contracts for Reasonable Adjustments is found here: <https://www.shu.ac.uk/disabled-student-support/learning-contracts>

If a learning contract is not in place at the time of gateway (or during the EPA) and a reasonable adjustment is requested, this will be considered in line with SHU policy, taking advice from the EPA Delivery Team, including seeking advice from the Independent Assessor where necessary.

WHAT ARE THE ROLES AND RESPONSIBILITIES INVOLVED IN EPA?

Apprentice

The Apprentice signs off on the tripartite gateway review with the Training Provider and Employer as part of the gateway process. Apprentices are responsible for meeting the gateway requirements as set out in the Apprenticeship Standard, including completion of any functional skills aims, Off The Job training Log, any mandated credit and undertaking the assessment activities associated with the EPA. Specific requirements are set out in each Apprenticeship Standard Assessment Plan, see the links in [THIS TABLE](#).

Employer

The Employer is responsible for monitoring the apprentice's progress and signing off the tripartite gateway review as part of the gateway, to confirm the Apprentice is working at the required level of competence. This role is normally referred to as the "mentor". Specific employer requirements for EPA are set out in

each Apprenticeship Standard and Assessment Plan. Differences may arise, for example in *Fully Integrated EPA*, where gateway requirements must also confirm Regulatory Body requirements have been met. The broad information about gateway modules and timing of EPA is set out in the Training Plan for each Apprenticeship course, which is made available to the Apprentice and Employer at the start of each Apprenticeship.

Apprenticeship Coach

During the programme the Apprenticeship Coach will work with other members of the curriculum delivery team to advise on gateway requirements and the format and process for the EPA. The Apprenticeship Coach will convene the final on programme review (“gateway review”) having supported the Apprentice to prepare all their evidence to meet the Knowledge Skills and Behaviours and any other requirements. The Apprenticeship Coach will support all parties to complete and upload the gateway review to MAYTAS as part of gateway confirmation. The Apprenticeship Coach will support the Apprentice to successfully register and book in for the EPA Assessment activities. In the case of *Fully Integrated EPA* this will not be required, as the EPA is represented by a final Exam Board. The Apprenticeship Coach will also convene an exit review, which will be used by the Employer and Apprentice to provide feedback through a survey. This will cover both the on-programme delivery prior to gateway and include specific feedback opportunity for EPA.

Practice Educator (or equivalent)

In the case of *Fully Integrated EPA*, it is deemed in the published Apprenticeship Standard for the specified regulated profession that the competencies and licence to practice (or equivalent) have been fully met during the programme. This is typically through the combination of the professionally regulated on-programme assessment and workplace practice requirements – these may include, for example workplace observations and mandated practice logs, completion of Practice Assessment Documentation (PAD) and required practice hours (in addition to Off the Job Training Logs). This process is typically overseen by a Practice Educator (or equivalent), who will often carry out their role in the workplace during a placement, or rotation period to ensure all competences are met, aligned to the Knowledge, Skills and Behaviours of the Apprenticeship Standard. The Practice Educator may be a member of staff for the Employer or could be external to their organisation.

Apprenticeship Course Leader

The Apprenticeship Course Leader (ACL) is a member of the Apprenticeship governance at the University, ensuring ongoing monitoring of provision and Apprentice outcomes, including reporting on EPA specifically. The ACL ensures that the final credits are received, marked and processed so that the Apprentice can progress through gateway. The marks will be moderated and validated at an Apprenticeship Progression Board and feedback provided, as the Apprentice moves from gateway into the EPA period. The ACL will also work with the relevant Module Leaders to ensure preparatory activities are provided in support of the Apprentice’s success at EPA. They will oversee the Internal Quality Assurance requirements as set out in the apprenticeship standard, including the recruitment, induction and training of Independent Assessors and coordination of standardisation events, pre and post EPA. Where the EPA Module lead is a different member of staff, the ACL will oversee the work of the EPA Module Leader to ensure fair and robust implementation of the assessment methods within the relevant EPA module by the Module Leader, including any reasonable adjustments that have been requested at gateway.

EPA Module Leader

The EPA Module Leader, working under the oversight of the ACL will set up and implement the key aspects of the End Point Assessment activities. This includes:

- Working with the Course Leader to ensure recruitment of qualified, skilled and experienced Independent Assessors

- Planning and implementation of the assessment activities in accordance with the IfATE / Skills England published Assessment Plan for the Apprenticeship Standard
- Building on pre-gateway activities and advice to learners, provide timely support and preparation for their success at EPA. This **will not** involve any new teaching and learning
- In liaison with the IA, and aligned to the EPA Plan, develop assessment materials, for example question banks, marking and feedback matrix etc.
- Coordination and delivery of the Induction and Training of Independent Assessors
- Attendance and contribution to induction and training of External Assessors to ensure they are familiar with the specific Assessment Plan for the published Apprenticeship Standard
- Ensure Standardisation activities before and after each cycle of EPA, including fair and robust marking and feedback, this may involve managing the recording of some assessment activities for quality assurance purposes (e.g. on-line recording of professional discussions)
- Effective management of any resits/retakes
- Confirmation of EPA outcomes
- Confirmation of module grades (where applicable)
- Supporting External Assessors to meet with Apprentices after EPA as part of quality assurance activity
- Working with the ACL and relevant Professional Services staff to complete an annual Self Evaluation process to ensure compliance and quality aligned to the SHU EPA policy and external regulatory frameworks and acting on post EPA feedback from the IA, Employer and the Apprentice.

Independent Assessors

Independent Assessors (IAs) are appointed via the University's IA appointment process, aligned to the bespoke IA job description. IA's will assess all elements of the EPA and have final responsibility for assessment and grading decisions for all elements of the EPA, as well as feedback to each Apprentice.

An IA is an independent expert typically appointed from other organisations and are suitably qualified to make or sign-off assessment decisions relating to candidates undertaking the EPA to which they have been assigned. IA's will have had no involvement in the employment, management or training of the Apprentice. As the IA is inducted and for each cycle of EPA, the IAs are required to confirm no Conflicts of Interest exist with the University at the time of the appointment and at the point in which apprentice and employer names are confirmed to ensure complete impartiality. They will implement the assessment materials and complete all elements of EPA process including Identification checks with each Apprentice, using forms provided by the University to ensure each EPA commences and runs smoothly.

IAs play a key role in the standardisation of EPA grading. Regular standardisation meetings will take place (before and after) each set of EPA events, to ensure consistency in decisions and ensure a fair and robust quality process. After the EPA is completed, the IA must attend a standardisation meeting to discuss grades, passes and failures. The meetings will also consider quality of feedback and ensure consistency across IAs. IAs are required to explain how they have arrived at the grades that they have awarded for each component of the EPA with relevant University staff, the grades are then agreed, ratified, and then progress to an Exam Board where grades are confirmed. The EPAO will then release grades and feedback to apprentices and communicate arrangements for any resits / retakes where necessary.

External Assessors

External Quality Assurance involves the deployment of individuals with assessment expertise to observe EPA delivery and check that it is being undertaken in a manner that supports the assessment of occupational competence. An External Assessor (EA) is therefore identified for this purpose. Specifically, the EA is asked to undertake sampling of assessment and internal quality assurance decisions for the EPA in order to confirm that national standards, as set out in the relevant published Standard, have been achieved and upheld by SHU as the EPAO.

The EA has a key role to play in providing regular oversight of the EPA and producing reports which are critical in ongoing quality assurance monitoring and monitoring check activities. For the purposes of quality assurance monitoring, EAs are required to comment on assessment practice and procedures for the EPA against the requirements of the specific apprenticeship Standard, through the review of documentation and visits to SHU.

The following activities should be undertaken by the EA:

- Attend induction and CPD/training.
- Review documentation relating to the EPA, including the EPA assessment instruments/materials and internal quality assurance documentation.
- Review a sample of EPA assessed work, including observing live assessments.
- Observe/review assessor standardisation or moderation meetings.
- Meet with independent assessors and other SHU staff.
- Meet with a sample of apprentices and employers.
- Observe the meeting at which the final decision on the EPA is confirmed (Apprenticeship Progression Board / Exam Board).

The External Assessor is only required to oversee the EPA aspect of a higher or integrated degree apprenticeship, not the whole degree qualification nor the training aspect of the apprenticeship. The EA role should not therefore be confused with the full External Examiner role for a degree, although the same individual can carry out both roles. In the case of *Fully Integrated EPA*, the External Examiner will also fulfil the role of External Assessor.

The EA is expected to conduct at least one visit to SHU for each cohort of apprentices completing an EPA. The purpose of the visit will usually be to assess the performance of SHU in delivering the EPA, but visits can also be used to monitor progress against actions previously identified to improve delivery. Visits do not always require the EA to attend on site and can be conducted online, where it is appropriate and practical to do so without compromising the ability of the EAs to undertake their role.

As the EPAO, SHU ensures that its processes allow for conflicts of interest to be identified and managed at the time of an EA's appointment and throughout their tenure to ensure that appointees are able to act impartially and independently. As with External Examiners, External Assessors will be supported by the EPAO to fully understand and appropriately fulfil their role. This will include training and guidance, appropriate to their experience and role, and timely access to a range of evidence.

SHU Representative

During the EPA process there *may* also be a representative from the University in attendance for one component of the EPA – the presentation and panel discussion. This may be a research project supervisor, a mentor / tutor, or another member of staff from the university. This will depend on the specific requirements of each Apprenticeship Standard Assessment Plan.

EPA Project Supervisor

Some Apprenticeship EPAs involve an academic supervisor to support the progress of a work-based project where that is an assessment method. The Supervisor role may be mandated, or supportive in some Standards. The Supervisor is delivering their role after gateway and therefore not conducting that role to provide new learning, but to assist the Apprentices in an advisory and supportive capacity.

HOW IS THE EPA ASSESSED?

Information on how the EPA will be assessed can be found in the Assessment Plan specific to each apprenticeship. There are various different assessment formats associated with an EPA. These could include typically two or three specific methods such as:

- a practical assessment
- an interview
- a project
- written and/or multiple-choice tests
- a presentation
- a professional discussion
- an exam board - in the case of *Fully Integrated EPA*, it is deemed that on-programme assessment and workplace evidence methods have already provided synoptic evidence of competence.

The Institute for Apprenticeships and Technical Education (IfATE) has provided [this guidance video](#) explaining the different types of assessment methods for EPAs.

A list of all integrated apprenticeship Standards delivered at Sheffield Hallam is contained in this guidance (below). Within these, the Assessment Plans specific to each apprenticeship can be found. During Induction (for learners) your Apprenticeship Course Leader and Apprenticeship Coach will start to outline the EPA expectations and how you will be supported to prepare.

Some elements of EPA may be recorded for quality assurance purposes, in these instances this will be coordinated in accordance with General Data Protection Regulations and the University's privacy policy.

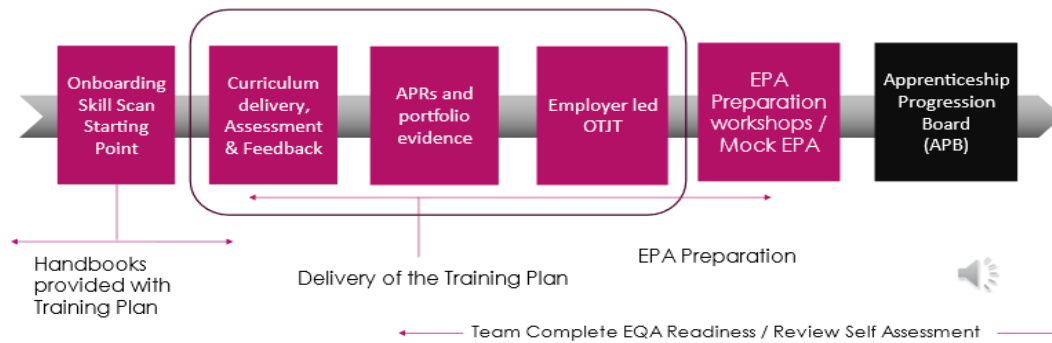
HOW WILL AN APPRENTICE PREPARE FOR END POINT ASSESSMENT?

Awareness of, and preparation for EPA is part of the whole apprenticeship journey and will be introduced by the course delivery team right at the start of the programme. This will help to ensure an apprentice gets the best out of their apprenticeship and successfully completes their training. It is essential that curriculum is designed in such a way that it will help apprentices to achieve successful outcomes at their EPA, this can be achieved by:

- The EPA Plan should be given to the apprentice during induction.
- Ensure apprentices understand the link between their training and the EPA, and the importance of completing all the relevant EPA tasks. These are designed by employers to demonstrate the apprentice's full occupational competency and are specific to each apprenticeship Standard.
- Familiarising apprentices with their EPA assessment requirements, format and grading criteria.
- Ensuring forward planning for reasonable adjustments where possible.
- Progress towards EPA should be discussed at all tripartite Apprenticeship Progress Review (APR) meetings and clear targets set that are linked to the requirements of the EPA.
- Feedback on formative assignments should be actioned and followed up on, during review meetings with the training provider, employer and apprentice. The employer and training provider need to work together and address areas where the apprentice needs to make more progress towards the requirements of their EPA.
- Apprenticeship course delivery teams should host sessions solely focused on EPA preparation throughout the apprenticeship and co-ordinate mock assessments.
- Assessment and grading criteria will be available to students in advance of the EPA.
- In the case of *Fully Integrated EPA*, preparation activities like mock EPA will not be required, instead on programme assessment, including synoptic activities in a gateway / capstone module, will complement workplace sign-off of competence to meet the regulatory requirements of the specific profession.

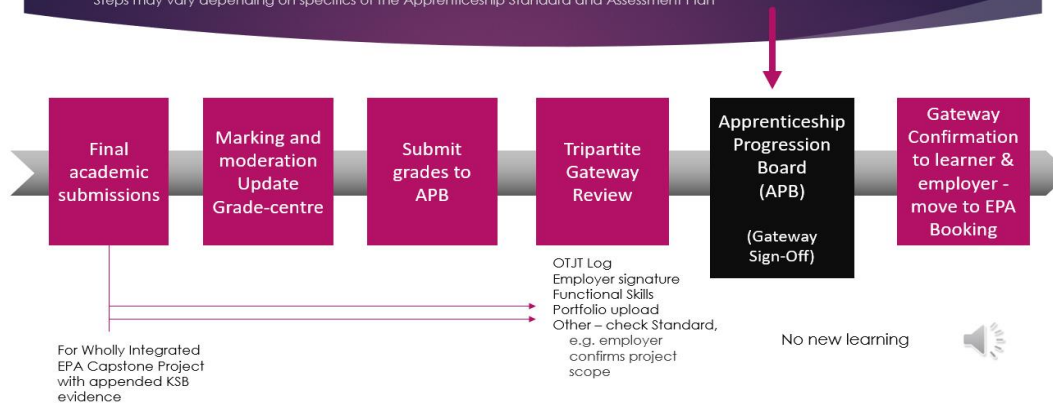
THE EPA JOURNEY (Indicative and may vary by Standard)

SHU Delivery on programme – The Training Plan delivery

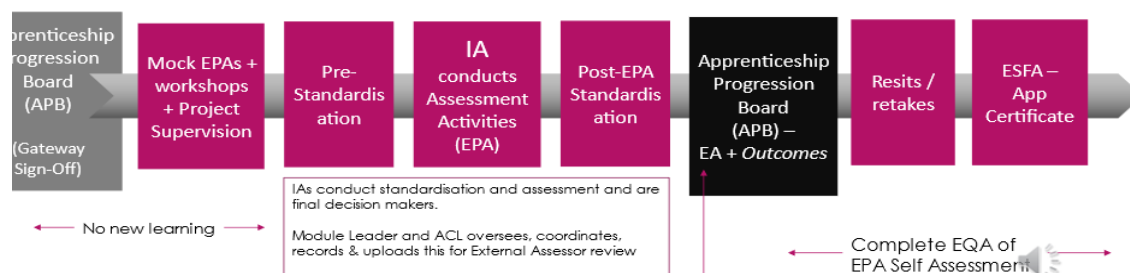


SHU Compliance Steps into Gateway

Steps may vary depending on specifics of the Apprenticeship Standard and Assessment Plan



SHU Compliance Steps post Gateway



Note. For the academic grade, Translation Tables are applied prior to Board

HOW ARE THE EPA OUTCOMES AND FEEDBACK STANDARDISED?

Standardisation events are held **before** and **after** the delivery of the EPA, as a minimum annually. These are organised and overseen by the Apprenticeship Course Leader and EPA Module Leader to ensure Independent Assessors are partaking in robust Standardisation. The purpose of these events is to ensure the fair, consistent and reliable grading of all assessments. They also allow the ACL to update the IAs on any changes to the apprenticeship or standard and update their training.

In the case of *Fully Integrated EPA*, normal module *moderation* processes will apply during the programme and into gateway, in line with the University's marking and moderation policy and to meet specified requirements of regulated professions. The additional Standardisation of End Point Assessments set out here does not apply to *Fully Integrated EPA*.

Course teams are expected to communicate with IAs throughout the apprenticeship delivery and provide appropriate updates. Where relevant, stakeholders from subcontracting partners should also be present at the events.

For an integrated apprenticeship the University is responsible for the policies, procedures, and systems for controlling the quality of assessments. This involves ensuring that IAs are qualified and trained, that grading is applied consistently and that assessment instruments such as test questions or practical tasks are robust. A function of the Internal Quality Assurance (IQA) process is to ensure standardisation becomes a natural occurrence with all new IAs.

The External Assessor will observe or review standardisation/moderation meetings and observe the meeting at which the final decision on the EPA is confirmed (Apprenticeship Progression Board).

As an EPAO, SHU must ensure parity of standards across assessments, this is achieved through the Co-ordination of Standardisation meetings where IAs appointed:

- Assess Integrated Apprenticeship EPAs
- Ensure EPA assessment is undertaken robustly, fairly and consistently in line with the relevant IfATE apprenticeship assessment plan (these are observed by External Assessors).

The meetings will confirm:

- Standardisation of assessment approach and criteria prior to EPA taking place
- Standardisation of outcomes following EPA

For further information and to review the forms, please see the [EPA Policy](#).

HOW IS THE EPA APPRENTICESHIP OUTCOME AWARDED?

Once all assessments have been completed and graded, the second part of the process of standardisation will take place to ensure marking is fair and consistent. As the award is an Integrated Degree Apprenticeship and aligns to the academic awards of the University, an exam board takes place before grades are officially awarded. The apprentice will be given a grade for the EPA which aligns to the grading criteria outlined in the Apprenticeship Standard.

All tasks in an EPA Module must be passed before a module grade and Apprenticeship outcome is awarded. If a learner fails any element of the EPA - they will not be awarded the EPA, the apprenticeship or the full bachelor's degree.

The apprenticeship Standard will provide guidance on resits and retakes and wherever possible the University will apply that guidance in line with its own policy.

As well as the Apprenticeship Certificate, Apprentices will be issued with a formal award certificate and student transcript of their academic performance in line with standard University procedures. Transcripts

for apprentices completing the EPA make it clear that the degree transcript document is not an Apprenticeship Certificate.

Any appeals or complaints specifically relating to the EPA will be managed aligned to the guidance set out in the University's EPA Policy.

DOES THE INTEGRATED EPA ALSO RESULT IN A GRADE FOR THE MODULE AND HOW?

The general answer is yes, however as each EPA Plan is different, so the University has designed a number of ways to determine the academic grade for the EPA module, aligning to the SHU EPA Policy.

For *Fully* integrated EPAs this consideration is not relevant as the exam board results in a pass / fail EPA outcome. For fully Integrated EPAs, all academic credit has been assessed prior to the EPA Exam Board.

Typically for Integrated EPAs, the academic EPA Module Leader will use a Translation Table to ensure your EPA Apprenticeship outcome (determined by the IA) is translated consistently and fairly into an academic grade for the module, which can be entered in Blackboard and ratified at an Exam board. Therefore, an Apprentice's performance at an Integrated EPA will generate:

- the Apprenticeship outcome, recorded on the Apprenticeship Certificate
- a module mark for the academic credit associated with the EPA module and that may be used as part of the academic award calculation in line with SHU regulations.

The core translation tables that are used to generate academic grades for the module are set out below. They are then referred to in the Appendix Table, which sets out which apprenticeships uses which table and any further detail on how translation is applied for each individual EPA. More details can be found at:

[End Point Assessment – Apprenticeship Impact and Information Resource \(shu.ac.uk\)](https://shu.ac.uk)

The core tables in Appendix 1 have been adapted with further detail for each Apprenticeship Standard where translation applies. Details are available from Apprenticeship Course Leaders and will be published for Apprentices on Blackboard sites.

In some cases, grades will be calculated at task level and then aggregated for the overall module academic grade. These details will be made available by course delivery teams.

Those locally designed tables typically allow a wider range of more specific grades to be awarded for the module mark that then contributes to the overall degree (or award) classification.

All tasks in an EPA Module must be passed before a module grade and Apprenticeship outcome is awarded. If a learner fails any element of the EPA - they will not be awarded the EPA, the apprenticeship or the full bachelor's degree.

APPENDIX 1 – TRANSLATION TABLES

1.1 Translation Table 1A for Undergraduate

Apprenticeship Outcome	Translation to SHU Grade Generic grade descriptor: relationship of grades to percentage mark ranges Based on Level 6 Generic Grade Descriptor. https://www.shu.ac.uk/myhallam/university-life/university-rules-and-regulations/study				
Overall outcome	Class	Category	Mark Range	%	Translation to SHU module mark
Distinction	1 st	Exceptional 1st	93 - 100	96	74
		High 1st	85 - 92	89	
		Mid 1st	78 - 84	81	
		Low 1st	70 - 77	74	
Merit	2.1	High 2.1	67 - 69	68	65
		Mid 2.1	64 - 66	65	
		Low 2.1	60 - 63	62	
Pass	2.2	High 2.2	57 - 59	58	55
		Mid 2.2	54 - 56	55	
		Low 2.2	50 - 53	52	
	3rd	High 3rd	47 - 49	48	
		Mid 3rd	44 - 46	45	
		Low 3rd	40 - 43	40	
Fail *	Fail	Borderline Fail	30 - 39	35	25
		Mid Fail	20 - 29	25	
		Low Fail	6 - 19	10	
	Zero	Zero	0 - 5	0	

Note:

The core tables in Appendix 1 have been adapted with further detail for each Apprenticeship Standard where translation applies. Details are available from Apprenticeship Course Leaders and will be published for Apprentices on Blackboard sites.

In some cases, grades will be calculated at task level and then aggregated for the overall module academic grade. These details will be made available by course delivery teams.

Those locally designed tables typically allow a wider range of more specific grades to be awarded for the module mark that then contributes to the overall degree (or award) classification.

All tasks in an EPA Module must be passed before a module grade and Apprenticeship outcome is awarded. If a learner fails any element of the EPA - they will not be awarded the EPA, the apprenticeship or the full bachelor's degree.

1.2 Translation Table 1B for Undergraduate, where no EPA Merit Grade is available

Apprenticeship Outcome	Translation to SHU Grade Generic grade descriptor: relationship of grades to percentage mark ranges Based on Level 6 Generic Grade Descriptor. https://www.shu.ac.uk/myhallam/university-life/university-rules-and-regulations/study				
Overall outcome	Class	Category	Mark Range	%	Translation to SHU module mark
Distinction	1st	Exceptional 1st	93 - 100	96	74
		High 1st	85 - 92	89	
		Mid 1st	78 - 84	81	
		Low 1st	70 - 77	74	
	2.1	High 2.1	67 - 69	68	65 Available following academic review*
		Mid 2.1	64 - 66	65	
		Low 2.1	60 - 63	62	
Pass	2.2	High 2.2	57 - 59	58	55
		Mid 2.2	54 - 56	55	
		Low 2.2	50 - 53	52	
	3rd	High 3rd	47 - 49	48	
		Mid 3rd	44 - 46	45	
		Low 3rd	40 - 43	40	
Fail **	Fail	Borderline Fail	30 - 39	35	25
		Mid Fail	20 - 29	25	
		Low Fail	6 - 19	10	
	Zero	Zero	0 - 5	0	

Note:

The core tables in Appendix 1 have been adapted with further detail for each Apprenticeship Standard where translation applies. Details are available from Apprenticeship Course Leaders and will be published for Apprentices on Blackboard sites.

In some cases, grades will be calculated at task level and then aggregated for the overall module academic grade. These details will be made available by course delivery teams.

Those locally designed tables typically allow a wider range of more specific grades to be awarded for the module mark that then contributes to the overall degree (or award) classification.

All tasks in an EPA Module must be passed before a module grade and Apprenticeship outcome is awarded. If a learner fails any element of the EPA - they will not be awarded the EPA, the apprenticeship or the full bachelor's degree.

1.3 Translation Table 2 for Postgraduate

Apprenticeship Outcome	Translation to SHU Grade Generic grade descriptor: relationship of grades to percentage mark ranges Based on Level 7 Generic Grade Descriptor. https://www.shu.ac.uk/myhallam/university-life/university-rules-and-regulations/study				
Overall outcome	Class	Category	Mark Range	%	Translation to SHU module mark
Distinction	Distinction	Exceptional Distinction	93 - 100	96	74
		High Distinction	85 - 92	89	
		Mid Distinction	78 - 84	81	
		Low Distinction	70 - 77	74	
Merit	Merit	High Merit	67 - 69	68	65
		Mid Merit	64 - 66	65	
		Low Merit	60 - 63	62	
Pass	Pass	High Pass	57 - 59	58	55
		Mid Pass	54 - 56	55	
		Low Pass	50 - 53	52	
Fail *	Fail	Borderline Fail	40 - 40	45	25
		Mid Fail	30 - 39	35	
		Low Fail	20 - 29	25	
		Very Low Fail	6 - 19	10	
	Zero	Zero	0 - 5	0	

Note:

The core tables in Appendix 1 have been adapted with further detail for each Apprenticeship Standard where translation applies. Details are available from Apprenticeship Course Leaders and will be published for Apprentices on Blackboard sites.

In some cases, grades will be calculated at task level and then aggregated for the overall module academic grade. These details will be made available by course delivery teams.

Those locally designed tables typically allow a wider range of more specific grades to be awarded for the module mark that then contributes to the overall degree (or award) classification.

All tasks in an EPA Module must be passed before a module grade and Apprenticeship outcome is awarded. If a learner fails any element of the EPA - they will not be awarded the EPA, the apprenticeship or the full bachelor's degree.

1.4 Translation Table 3 for Foundation Degree / Higher Apprenticeship EPA

Apprenticeship Outcome	Translation to SHU Grade Based on Level 5 Foundation Degree Generic Grade Descriptor. https://www.shu.ac.uk/myhallam/university-life/university-rules-and-regulations/study		
Overall outcome	Category	%	Translation to SHU module mark
Distinction	Exceptional Distinction	96	74
	High Distinction	89	
	Mid 1 Distinction	81	
	Low Distinction	74	
Pass	High Merit	68	60
	Mid Merit	65	
	Low Merit	60	
	High Pass	55	
	Mid Pass	50	
	Low Pass	45	
Fail	Fail	35	25
	Low Fail	25	
	Very Low Fail	10	
	Zero	0	

Note:

All tasks in an EPA Module must be passed before a module grade and Apprenticeship outcome is awarded. If a learner fails any element of the EPA - they will not be awarded the EPA, the apprenticeship or the full bachelor's degree.

APPENDIX 2 - LINKS TO INTEGRATED APPRENTICESHIP STANDARDS AND CONFIRMATION OF TRANSLATION METHOD

2.1 INTEGRATED – UNDERGRADUTE (TABLE 1a)

- Overall - Distinction/Merit/Pass/Fail

Tasks – Distinction/Pass/Fail **No Merit**

Course	Apprenticeship Standard	Link to Standard	Module Grade Translation Method
BSc (Hons) Digital User Experience (UX)	Digital User Experience (UX) Professional (Integrated Degree)	Digital user experience (UX) professional (integrated degree) / Institute for Apprenticeships and Technical Education	The grade is based on the EPA performance using a Translation Table to generate the academic mark for the credits. See Table 1A (UG), with further information available from your course team.
BSc (Hons) Digital and Technology Solutions Professional (All Pathways)	Digital And Technology Solutions Professional	Digital and technology solutions professional / Institute for Apprenticeships and Technical Education	The grade is based on the EPA performance using a translation table to generate the academic mark for the credits. Table 1A (UG) applies with further information available from your course team.
BSc (Hons) Healthcare Science (for learners who started prior to September 2025)	Healthcare Science Practitioner (Integrated Degree)	Healthcare science practitioner (integrated degree) / Institute for Apprenticeships and Technical Education	Elements of tasks are pass / fail for the module mark. Therefore, final EPA module not part of degree classification.
BSc (Hons) Healthcare Science (for learners who started on or after September 2025)	Healthcare Science Practitioner (Integrated Degree)	Healthcare science practitioner (integrated degree) / Institute for Apprenticeships and Technical Education	The grade is based on the EPA performance using a translation table 1A (UG) to generate the academic mark for the credits. More information is available from your course team.
BEng (Hons) Mechanical Engineering Technology	Product Design And Development Engineer (Degree)	Product design and development engineer (degree) / Institute for Apprenticeships and Technical Education	The grade is based on the EPA performance using a translation table to generate the academic mark for the credits. Table 1A (UG) applies with further information available from your course team.

Tasks & Overall – Distinction/Merit/Pass/Fail

Course	Apprenticeship Standard	Link to Standard	Module Grade Translation Method
BSc (Hons) Packaging Professional	Packaging Professional (Integrated Degree)	Packaging professional (integrated degree) / Institute for Apprenticeships and Technical Education	Academic grade is based on academic marking of the Project submission. Further information is available from the course team.
BEng (Hons) Railway Engineering (All Pathways)	Rail And Rail Systems Senior Engineer (Integrated Degree)	Rail and rail systems senior engineer (integrated degree) / Institute for Apprenticeships and Technical Education	The grade is based on the EPA performance using a Translation Table 1A (UG) to generate the academic mark for the credits. Marks calculated at EPA Task Level and weighted to generate the module mark.
BSc (Hons) Professional Practice in Food Technology	Food Industry Technical Professional (Integrated Degree)	Food industry technical professional (integrated degree) / Institute for Apprenticeships and Technical Education	The grade is based on the EPA performance using a translation table to generate the academic mark for the credits. Table 1A (UG) applies with further information is available from your course team.
BA (Hons) Professional Practice in Supply Chain Leadership	Supply Chain Leadership Professional (Integrated Degree)	Supply chain leadership professional (integrated degree) / Institute for Apprenticeships and Technical Education	The grade is based on the EPA performance using Translation Table 1A with additional detail to generate the full range of academic marks for the credits. More information is available from your course team.
BA (Hons) Professional Policing Practice (for learners who started before September 2025)	Police Constable (Integrated Degree) Nb. anticipated to be Fully Integrated EPA from April 25	Police constable (integrated degree) / Institute for Apprenticeships and Technical Education	The EPA Grade is used as the module mark as allowed by the Apprenticeship Standard. The IA provides a specific percentage figure.

2.2 INTEGRATED – UNDERGRADUTE (TABLE 1b)

- Overall grade Distinction/Pass/Fail) ****No Merit****

Course	Apprenticeship Standard	Link to Standard	Module Grade Translation Method
BA (Hons) Creative Digital Design	Creative Digital Design Professional (Integrated Degree)	Creative digital design professional (integrated degree) / Institute for Apprenticeships and Technical Education	The grade is based on the EPA performance using a Translation Table 1B (UG). Additional translation is undertaken to enable a fuller range of marks across the pass band. Further information is available from your course team.
BSc (Hons) Medical Ultrasound	Sonographer (Integrated Degree)	Sonographer (integrated degree) / Institute for Apprenticeships and Technical Education	The grade is based on the EPA performance using a Translation Table 1B (UG). Additional translation is undertaken to enable a fuller range of marks across the pass band. Further information is available from your course team.

2.3 INTEGRATED – POSTGRADUATE (TABLE 2)

Course	Apprenticeship Standard	Link to Standard	Module Grade Translation Method
MSc Advanced Clinical Practice	Advanced Clinical Practitioner (Integrated Degree)	Advanced clinical practitioner (integrated degree) / Institute for Apprenticeships and Technical Education	The grade is based on the EPA performance using a bespoke Translation Table to generate the full range of academic marks for the credits. Further information is available from your course team.
MSc Digital and Technology Solutions Specialist (All Pathways)	Digital And Technology Solutions Specialist (Integrated Degree)	Digital and technology solutions specialist (integrated degree) / Institute for Apprenticeships and Technical Education	EPA takes place after on programme credits awarded. A single credit pass/fail module is used for EPA. No grade translation is necessary.
MArch Architecture	Architect (Integrated Degree)	Architect (integrated degree) / Institute for Apprenticeships and Technical Education	IA allocates a module mark directly, including possible Distinction for RIBA part 3.

2.4 INTEGRATED – SHU acting in capacity of EPAO

SHU is a registered EPA provider and may act as the EPA organisation for a Higher Apprenticeship that is delivered by Further Education College Partners:

FdSc Assistant Practitioner (Health and Social Care)	Assistant Practitioner (Health)	Assistant practitioner (health) / Institute for Apprenticeships and Technical Education	Table C (FdSc)
FdSc Professional Practice in Health and Social Care			

2.5 FULLY INTEGRATED

Course	Apprenticeship Standard	Link to Standard	Module Grade Translation Method
BSc (Hons) Diagnostic Radiography	Diagnostic Radiographer <i>Fully Integrated EPA since 19/11/2021</i>	Diagnostic radiographer / Institute for Apprenticeships and Technical Education	NA EPA is Exam Board, so pass / fail
BSc (Hons) Occupational Therapy	Occupational Therapist <i>Fully Integrated EPA</i>	Occupational therapist / Apprenticeship standards / Institute for Apprenticeships and Technical Education	NA EPA is Exam Board, so pass / fail
BSc (Hons) Operating Department Practice	Operating Department Practitioner <i>Fully Integrated EPA since 01/11/2022</i>	Operating department practitioner / Institute for Apprenticeships and Technical Education	NA EPA is Exam Board, so pass / fail
BSc (Hons) Physiotherapy	Physiotherapist <i>Fully Integrated EPA</i>	Physiotherapist / Institute for Apprenticeships and Technical Education	NA EPA is Exam Board, so pass / fail
BSc (Hons) Therapeutic Radiography	Therapeutic Radiographer <i>Fully Integrated EPA since 22/11/2021</i>	Therapeutic radiographer / Institute for Apprenticeships and Technical Education	NA EPA is Exam Board, so pass / fail
BSc (Hons) Dietetics	Dietitian <i>Fully Integrated EPA since 16/07/2021</i>	Dietitian / Institute for Apprenticeships and Technical Education	NA EPA is Exam Board, so pass / fail
BA (Hons) Social Work Practice	Social Worker (Integrated Degree) <i>Fully Integrated EPA since 23/01/2023</i>	Social worker (integrated degree) / Institute for Apprenticeships and Technical Education	NA EPA is Exam Board, so pass / fail
BSc (Hons) Nursing (All Pathways)	Registered Nurse Degree (NMC 2018) <i>Fully Integrated EPA since 19/02/2021</i>	Registered nurse degree (NMC 2018) / Institute for Apprenticeships and Technical Education	NA EPA is Exam Board, so pass / fail
BA (Hons) Professional Policing Practice (for learners who started on or after September 2025)	Police Constable (Integrated Degree) Nb. anticipated to be Fully Integrated EPA from April 25	Police constable (integrated degree) / Institute for Apprenticeships and Technical Education	NA EPA is Exam Board, so pass / fail

GLOSSARY

Term	Definition
End Point Assessment (EPA)	EPA is the final synoptic assessment of whether an Apprentice has met the competence standards set out in the Assessment Plan for their Apprenticeship Standard.
End Point Assessment Organisation (EPAO)	An End Point Assessment Organisation delivers the EPA for integrated higher and degree apprenticeships. Providers must register with the Department for Education (DfE) Apprenticeship Provider and Assessment Register (APAR). Only registered EPAOs are eligible to receive public funding in connection with EPA activities.
Institute for Apprenticeships and Technical Education (IfATE)	The Institute for Apprenticeships and Technical Education, who approve each Apprenticeship Standard and its funding band. We must deliver Integrated EPA in accordance with the KSBs in the Standard and the approved IfATE <i>Assessment Plan</i> .
Office for Students (OfS)	The Office for Students is the designated Quality Body for the End Point Assessment (not OfSTED)
Office for Standards in Education, Children's Services and Skills (OfSTED)	The Office for Standards in Education, Children's Services and Skills have overall quality assurance mandate for all Apprenticeship delivery regardless of the level of study and EPA outcome level. However, they do not lead on the quality Assurance of the EPA.
Education and Skills Funding Agency (ESFA)	The Education and Skills Funding Agency control the funding and rules for Apprenticeship delivery and compliance
External Quality Assurance (EQA)	External Quality Assurance is a term that applies specifically to the external oversight of quality.
Gateway	Gateway sits between the end of training and the beginning of the assessment period when the EPA will take place. At gateway, the employer and training provider will review their apprentice's knowledge, skills and behaviours to see if they are ready to take their EPA.
Assessment Plan	The Assessment Plan details how the EPA will be assessed. Each Standard has different assessment methods.
Off-The-Job Training	Off-the-job training is defined as learning which is undertaken outside of day-to-day work duties and leads towards the achievement of the apprenticeship. This training takes place within the apprentice's normal (contracted) working hours. The off-the-job training must be directly relevant to the apprenticeship. The minimum off-the-job training for a full-time apprentice is an average of 6 hours per week. The off-the-job training provides the time to focus and develop the required skills, knowledge and behaviours to achieve the apprenticeship. There are lots of activities that can contribute to off-the-job training.
On-The-Job Training	On-the-job training is training received by the apprentice from their employer. This is to enable them to perform the work for which they have been employed to do. This training allows the apprentice to carry out their job duties but is not the teaching of the apprenticeship which is carried out by the training provider. The learning around the knowledge, skills and behaviour of the apprenticeship is taught by the training provider. These can then be applied on the job.
Apprenticeship Progression Boards (APB)	Apprenticeship Progression boards provide for the ratification of credits and other compulsory activities (including attendance, Off-The-Job Training, Functional Skills, and BRAG rating) to enable Apprentices to progress between stages of the Apprenticeship, including the movement through Gateway into EPA. BESE will supply data for non-credit bearing aspects to accompany the outcomes of the final modules
External Examiner (EE)	The External Examiner is the long-established role that provides external scrutiny of the quality of our degree programmes in support of Annual Review etc.

External Assessor (EA)	For End Point Assessment Organisations we are required to appoint an External Assessor. This can be the same person as the External Examiner as long as the individual(s) meet the competency criteria set by the OfS.
Apprenticeship Progress Review (APR)	Apprenticeship Progress Review is the 12 weekly, tri-partite meeting between the Apprentice, their employer and the SHUI Work Based Learning Coach. The gateway APR is important to check that all the gateway requirements are met and a form can be submitted to MAYTAS, the data provided to the Apprenticeship Progressing Board. The Progression Board must also check that the Gateway requirements are met in terms of credits and any specific tasks set in the gateway Module that should work in conjunction with the Gateway APR.
Independent Assessor (IA)	The Independent Assessor is a role common to all End Point Assessments. The IfATE Assessment Plan will specify the competency and qualifications criteria for the required IA. The Department Lead and must oversee the appointment of this specialist individual to support the running of its Integrated EPA Assessment Activities, in conjunction with the Apprenticeship Course Leader and the EPA Module Leader. Whereas the Module Leader will ensure that the EPA module contributes to the calculation of the award outcome of the validated course, the IA will ensure that the EPA (Apprenticeship) outcome accords with the IfATE Assessment Plan.
Cohort	A group of apprentices undertaking an EPA within an academic year, where those apprentices are all assessed using the same assessment plan.
Occupational Map	Link here: https://occupational-maps.instituteforapprenticeships.org/
Occupational Standards	<p>An Occupational Standard is a description of an occupation. It contains an occupational profile, and describes the 'knowledge, skills and behaviours' (KSBs) needed for someone to be competent in the occupation's duties. Standards are developed by employers for occupations that meet IfATE's current occupation criteria.</p> <p>Link here: What is an occupational standard? / Occupational maps / Institute for Apprenticeships and Technical Education</p>