

Sheffield Hallam University Higher and Degree Apprenticeships

End Point Assessment Policy

Approved by:	University Teaching Quality Board
Effective date:	October 2017
Review date:	As soon as Operational Guidance completed, or as revised ESFA rules require. October 2018 at latest
Version:	Final October 2017
Relevant laws or regulations	Education and Skills Funding Agency, Apprenticeship Funding and Performance Management Rules 2017-2018
Executive Policy Owner:	Leopold Green, Head of Academic Quality and Standards. with support from Conor Moss, Director of Directorate of Education and Employer Partnerships (DEEP)
Signature:	
Operational Policy Owner	Sam Moorwood, Head of Employer Partnerships, DEEP
Policy Co-ordinator:	Sam Moorwood, DEEP

Policy Reviews

Review date	Review by

1. Policy Statement

1.1 The aim of the policy is to ensure Sheffield Hallam University (SHU) has a clear rationale and approach to managing the quality of End Point Assessment for Higher and Degree Apprenticeships, both within SHU and with other organisations. The policy sets out:

- SHU's approach to procuring Independent third party Assessment Organisations to conduct End Point Assessments of our own Apprenticeship learners
- SHU's approach to quality assuring its capability and capacity to deliver End Point Assessment in specific subject areas, prior to applications to be on the Register of Apprenticeship Assessment Organisations
- SHU approach to conducting and ratifying End Point Assessment (EPA), to apply to our own learners on Integrated Apprenticeships and learners from other institutions where we are selected as the Independent End Point Assessor. This includes operations to monitoring quality and consistency.

In addition Appendix 1 provides an overview of the University's policy framework for managing conflicts of interest and EPA will be managed within that framework

2. Objectives

1.2 The University's strategic implementation plan seeks to embed the University's position as the leading university for Higher and Degree Apprenticeships (HDA). It is necessary to join the Register of Apprenticeship Assessment Organisations for legal reasons, so we can assess our own Apprenticeships where the End Point Assessment is integrated to the Degree Programme and it is desirable to be an independent End Point Assessor for learners from other institutions to enhance our standing and be active in the EPA market place.

3. Purpose

Part 1. Procuring an Apprenticeship Assessment Organisation:

3.1 For the majority of HDAs, the University is required to procure an independent third-party Assessment Organisation to deliver EPA of the University's own Apprentices at the end of a SHU Apprenticeship Training Programme (for Independent EPAs).

Part 2. Applying to the Register of Apprenticeship Assessment Organisations:

3.2 In accordance with Education and Skills Funding Agency (ESFA) rules SHU will self-assure capability and capacity prior to application to be on the Register of Apprenticeship Assessment Organisations for a specific

Apprenticeship Standard and before contracting to deliver the EPA as an independent Assessment Organisation (AO).

Part 3. Conducting End Point Assessments and Applying for Completion Certificates

- 3.3 SHU will apply quality assurance procedures when conducting an Assessment Organisation role in respect of our own, or other Training Provider's Apprentices. This will lead to consistency and continuous improvement when assessing knowledge Skills and Behaviours (KSBs) and applying for Apprenticeship Completion Certificates.

4. Scope

- 4.1 The policy applies to Higher or Degree Apprenticeship awards where there is an End Point Assessment, from level 4 to up to postgraduate Apprenticeship Programmes. For clarification this is Apprenticeships delivered under Apprenticeship Standards. The policy does not apply to Apprenticeship Frameworks. In the future it is anticipated that all Apprenticeships will be delivered under Standards and the use of Frameworks will be phased out. The policy does not apply to non-Apprenticeship awards. The policy will apply to our education partners delivering Subcontracted Apprenticeships on behalf of the University.
- 4.2 In most cases the policy does not affect the way in which SHU delivers its academic awards except to say that the design of the Apprenticeship training should be cognisant of the requirements of the Apprenticeship Assessment Plan and the content of modules should ensure Professional and personal .development opportunities to help the Apprentice learner met the requirements of the Gateway Programme for the specific Apprenticeship and be ready to demonstrate they have met the KSBs specified in the Apprenticeship and its Assessment Plan.
- 4.3 In some cases the policy will more directly affect the way that SHU designs and delivers its Apprenticeship awards, specifically where the EPA is integral to the Degree Apprenticeship. The policy sets out specific roles and responsibilities for both independent and integrated EPAs.
- 4.4 Individual Departments may propose to lead a new application to be on the RoAAO against a specific Apprenticeship Standard. If successful the University might then be selected by an employer to deliver the EPA to the Apprentices from other organisations. These Apprentices from other Providers will not have full SHU status, but where necessary be assessed outside the standard SHU assessment regulations, but in accordance with ESFA rules in force. Any income from these activities should be classified as CPD income.

5. Policy Detail

Policy Detail - Part 1. Procuring an Apprenticeship Assessment Organisation

- 5.1 For some apprenticeships delivered by SHU, the university cannot conduct the EPA and it must be delivered by an independent third party Assessment Organisation. The policy applies to those situations to provide a framework for procuring AOs to check our own Apprenticeships have met the Knowledge Skills and Behaviours for the Apprenticeship programmes that SHU has delivered for the Apprenticeship learner. SHU will ensure each external End Point Assessor has the capability and capacity to deliver the EPA.
- 5.2 The University will apply a focussed process proportionate to the role of the AO and tailored to the ESFA rule in force applying to End Point Assessment of Apprenticeships ensuring:
- That procurement takes place prior to the Gateway stage of the Apprenticeship where-ever possible.
 - There is an overall rationale (for EPA this will normally be the selection of the AO by the employer in accordance with ESFA rules).
 - The organisation is on the Register of Apprenticeship Assessment Organisations
 - Appropriate legal and financial Due Diligence checks are satisfied (including that the organisation is a legal person, it is not subject to legal proceedings to dissolve or wind up the company, it is up to date with submission of its statutory accounts and these have been subject to external audit by an independent and qualified auditor) and measures to identify any conflicts of interest and ensure independence (see Appendix 1).
 - Academic Quality Standards team is satisfied as to the AO's capacity and track record in providing high quality provision including that it is able to quality assure and improve relevant provision.
 - The University has conducted clear and timely communications with the AO to ensure both parties are familiar with each-others policies and processes and expertise so that expectations and actions are clearly set out and where necessary documented in the EPA contract for services.
 - The University will be enabled to conduct effective monitoring and performance review procedures to oversee the contract - as determined by the Directorate of Education and Employer Partnerships (DEEP) supported by the Academic Quality Standards Team. This will include monitoring triggers and processes to intervene and terminate contracts as necessary, including continuity arrangements to transfer or support current apprentices. Legal Service will update and enact EPA contracts to ensure this is obligatory on the AO procured by DEEP working with the relevant department.
 - The AO has provided satisfactory responses and evidence as required by the University's Procedural Guidance Document (**SHU**

End Point Assessment Guidance 1 - Procuring External Assessment Organisations.)

- The Guidance will provide additional weight to identify and manage the risk of conflicts of interest and ensure independence (see policy framework set out in Appendix 1).
- 5.3 Changes to Assessment regulations will be minimal, but highlight the application of this policy as scoped above. Ongoing amendments to SHU Assessment Regulations are to be determined by Registry Services in consultation with DEEP and Legal Services.

Policy Detail - Part 2: Applying to the Register of Apprenticeship Assessment Organisations:

- 5.4 The section applies to departments who seek to run apprenticeships where they need to be the End Point Assessor, in situations where the EPA of the Apprenticeship is integral to the SHU award. Those departments will need to demonstrate compliance with the policy prior to an application to join the RoAAO. Those departments are required under ESFA rules to be capable and registered to deliver their own integrated EPA to enable each Apprentice learner to complete the Apprenticeship and for the University to draw down the final 20% of funding.
- 5.5 The policy also applies to departments who wish to provide an AO service to other institutions procuring an AO on behalf of the employer. This situation is not to directly fulfil a legal requirement but will support SHU in embedding its strategic position and enhancing practice and expertise. Those departments will also need to adhere to quality assurance requirements to ensure their EPA process is consistent and has mechanisms for continuous improvement.
- 5.6 The Work Based Learning Framework Panel is responsible for the quality assurance of SHU Apprenticeships and adherence to course design principles. This involves the mapping of the Apprenticeship KSBs to the University award and the endorsement of the delivery method to support the learner through the Apprenticeship to the EPA.
- 5.7 The WBLF is also to oversee and quality-assure proposals for the delivery of EPA by SHU departments. This may be EPAs for SHU Apprenticeship learners (where the EPA is *integrated* to the Apprenticeship). This will also be for EPAs for non-SHU Apprentices, who undertake their Apprenticeship with another Training Provider and SHU is just delivering the EPA. Prior to the Application for End Point Assessor status the WBLF Panel will require the proposer to complete and present to the panel an EPA proposal form to provide evidence of:
- up-to-date occupational experience and competence in the relevant occupational areas covered by the standard and assessment plan
 - The capacity and capability to deliver end-point assessment in one or more of the occupational areas covered by the standard, including meeting requirements around independence of assessment.

(The Panel will require specific evidence that demonstrates a thorough investigation into potential conflicts of interest and any necessary mitigation, or control measures to ensure independence. The Panel will not recommend and support Applications where there is an identified and unmitigated risk of Conflict of Interest or threat to independence, or where insufficient procedures have been identified by the Department proposing the Application).

- Industry representation on the EPA panel can be secured to accord with the requirements of the Assessment Plan for the relevant Standard (pathways)
 - Expertise of the occupational role and vocational context for the Apprentice providing for capability and capacity in relation to assessment of the knowledge, skills and behaviours to be assessed
 - Clear expertise of each element of the Gateway Programme (where relevant) for the Apprenticeship Standard
 - Clear understanding of the way that Providers are required to deliver the knowledge component of the Apprenticeship Standard
 - Clear understanding of the support and training expected from the employer for the Apprenticeship Standard
 - Evidence of monitoring and performance review procedures including additional Department Assessment Board (or EPA Board) activities and planned External Examiner Training.
 - Confirmation that the department has identified and will conform to the particular external quality assurance arrangements set out in the assessment plan for the standard and in accordance with details of the external quality assurance option for end-point assessment; this will be Ofqual, professional body, employer-led or Institute for Apprenticeships and will then be confirmed in the Applications to the Register of End Point Assessment Organisations.
- 5.8 Following the decision to approve the internal department to act as an AO, Registry Services will make any necessary changes to the University's Student Record System to ensure that the appropriate records can be held and external data reporting requirements met, from that system. The type and structure of such records will vary to reflect the variety of practice emerging from the different approaches to End Point Assessment
- 5.9 Registry Services will determine the appropriate learner status with SHU during of the Gateway period and EPA and will collaborate with DEEP to keep the Main Provider and Employer informed of attempts and outcomes in respect of each EPA.

Policy Detail- Part 3.

Conducting End Point Assessments and Applying for Completion Certificates

- 5.10 When the University is selected by an employer and procured by the main provider for an Apprenticeship to be the Assessment Organisation, DEEP will ascertain that the Provider is on the Register of Apprenticeship Training Providers and can confirm they are competently managing their Digital Account and/or ESFA contract in order to make payment and have no outstanding issues with the ESFA or IfA through a process of enquiry conducted in good faith.
- 5.11 DEEP will receive and review with Legal Services the contractual terms for its role as End Point Assessor and that these are in compliance with the ESFA rule in force.
- 5.12 DEEP will maintain an internal register of all Apprenticeship specific EPA roles and related contractual arrangements.
- 5.13 Upon award of the contract to deliver the EPA, Legal Services will inform AQS / WBLF Panel who will ensure the Departmental Delivery Team has set up the necessary procedural systems to monitor and quality-assure the delivery of the EPA.
- 5.14 DEEP and AQS will run an annual review of practice and outcomes from EPA activities to ensure good practice is observed and improved across the University. EPA outcomes reported through Departmental Assessment Boards / EPA Boards will be further reported and reviewed at EPA Annual Review meetings to be jointly chaired by Head of Employer Solutions / AQS.
- 5.15 Further operational guidance on setting up, delivering and monitoring the quality and consistency of EPA is provided in SHU End Point Assessment Guidance 3 - Conducting EPA

6. Roles and Responsibilities

Policy Strand:	Lead	Role and Responsibility
<p>Part 1. Procuring an Apprenticeship Assessment Organisation:</p> <p>This policy is to ensure that Apprenticeship learners at SHU are assessed by independent third party AOs (where required) and ensure the assessment is fair, timely and support the achievement of KSBS for completion of each Apprenticeship in accordance with the relevant Standard and ESFA rules.</p> <p>This policy is supported by</p> <p>SHU End Point Assessment Guidance 1 - Procuring External Assessment Organisations.</p>	<p>Initially DEEP:</p> <p>AQS:</p> <p>Legal Services:</p> <p>Dept. Subject Areas within Faculties:</p> <p>Central & Faculty Finance</p> <p>DEEP and Collaborative Link Tutors</p>	<ul style="list-style-type: none"> • Work with Faculty, AQS, Finance Directorate and Legal Services to coordinate a proportionate due diligence exercise to check capability and capacity of each employer-selected AO. • Work with Legal Services and central Directorates and delivery team to ensure suitable contractual arrangements • Maintain and update guidance in response to policy review and announcements and rule changes from ESFA. <p>AQS will take oversight of Quality Assurance checks and monitoring following procurement.</p> <p>Advise on contractual terms for the procurement of each AO, in accordance with ESFA rules in force for EPA of HDAs. Take guidance from DEEP and faculties who will liaise with the employer and main provider if relevant</p> <p>Provide expert input to support judgements on the capability of external AOs and confirm arrangements are satisfactory prior to contractual arrangements. Departments will conduct a full risk appraisal of potential conflicts of interest or threat to independence (see Appendix 1)</p> <p>Contracts for EPA delivery to be signed in accordance with SHU financial regulations, usually by Head of Department.</p> <p>Departments will work with the AO to develop support and guidance to learners including arrangements for mock assessments in curriculum and/or the Gateway Period</p> <p>Ensure payment in accordance with contractual terms</p> <p>Ensure education partners delivering apprenticeships as sub-contractors are aware of the policy and the University's processes for procuring AOs and their role in working with AOs in advance of the EPA.</p>

Policy Strand:	Lead	Role and Responsibility
<p>Part 2. Applying to the Register of Apprenticeship Assessment Organisations</p> <p>This policy is to ensure SHU is able to conduct EPAs for its own learners where the EPA is integral to the delivery of the Degree Apprenticeship, ensuring a fair, proportionate, timely and high quality EPA of KSBs under the relevant Standard and in accordance with ESFA rules. SHU will also be able to ensure quality and responsive services to employers seeking to procure an independent AO and ensure those Apprentices are properly assessed</p> <p>This policy is supported by</p> <p>SHU End Point Assessment Guidance 2 - Applying to the Register of Apprenticeship Assessment Organisations</p>	<p>DEEP</p>	<p>DEEP will coordinate applications to the RoAAO, working with Faculty subject experts prior to the faculty submission of its proposal to the WBLF panel.</p> <p>DEEP will support the leadership and functioning of the WBLF Panel in developing capability and undertaking evaluation of each proposed application prior to its submission to the RoAAO.</p>
	<p>AQS</p>	<p>AQS will support the leadership and functioning of the WBLF panel to evaluate Departmental capability and capacity and systems prior to making an application to join the RoAAO, in accordance with ESFA rules and guidance for EPA.</p>
	<p>Dept. Subject Areas within Faculties:</p>	<p>Departmental subject areas will propose and prepare the substantial content of the Application to join the RoAAO. This will involve demonstrating capability and capacity and coordinating this input with advice from DEEP on wider process aspects. The Dept. will present its proposal to the WBLF Panel to ensure SHU has undertaken adequate quality assurance prior to finalising the Application to Institute for Apprenticeships (to be submitted by DEEP). The proposal must demonstrate a robust approach to identifying and managing the risk of conflict of interest and ensuring independence</p>
	<p>DEEP</p>	<p>DEEP will work with faculty and Corporate Communications to make employers aware of any capability to deliver EPA noting that the University cannot advertise its ability to deliver EPA until it has received confirmation that they it be entered onto the register for that standard.</p>
	<p>Faculty/DEEP</p>	<p>Pricing will be reviewed upon application by Faculty leads working with DEEP, Faculty and Central Finance.</p>
<p>DEEP</p>	<p>The process for dealing with employer complaints will be integral to the University's employer complaints process published and highlighted to all employers.</p>	

Policy Strand:	Lead	Role and Responsibility
<p>Part 3. Conducting End Point Assessments and applying for certificates</p> <p>This policy is to ensure SHU has robust procedures for carrying out EPAs and conducting quality assurance for ongoing improvement. The policy ensures a robust process to link the assessment activity with the reporting requirement to the IFA and ESFA for funding purposes.</p> <p>This policy is supported by</p> <p>SHU End Point Assessment Guidance 3 - Conducting EPA</p>	<p>Dept. Subject Areas within Faculties:</p> <p>AQS:</p> <p>Registry</p> <p>DEEP</p> <p>DEEP and Collaborative Link Tutors</p>	<ul style="list-style-type: none"> • Departments to set up panels and conduct EPAs according to Assessment Plans and application for AO status, as submitted and approved by the SHU WBLF Panel and IfA. • Dept. to conduct QA, monitoring & enhancement in accordance with policy and SHU EPA Assessment Guidance. Work with DEEP to provide Assessment guidance to Panel members. • Dept. to conduct full risk appraisal in relation to conflicts of interest for panel members and in relation to the Main Provider and ensure independence (see Appendix 1). • Departmental Assessment Boards / EPA Boards to ratify results and inform Registry and DEEP. • AQS (with support from DEEP) provide guidance to External Examiners and Departmental Assessment Boards/ EPA Boards on quality assurance monitoring and review procedures. • Registry to determine and update Apprentice Learner status for internal Apprentice learners (integrated Apprenticeship awards) and identify status of Apprentices from other Providers for SHU EPA activities. • DEEP (or Registry) to Apply to the ESFA for completion certificates • In the event that the University subcontracts an integrated award, ensuring that education partners are aware of the policy and arrangements are in place for managing the EPA to ensure quality standards and enhancement are upheld and completion certificates are efficiently processed.

AQS = Academic Quality Standards Team
DEEP= Directorate of Education and Employer Partnerships
WBLF = Work Based Learning Framework

7. Definitions and Abbreviations

AO	Assessment Organisation: The organisation selected by the employer and procured by the main provider to deliver the End Point Assessment
AQS	Academic Quality Standards Team within the Directorate of Learning Enhancement and Academic Development
Assessment Plan	A detailed document that accompanies each Apprenticeship Standard that sets out each element of the Gateway requirements and the methods of synoptic assessment to be used at the End Point Assessment.
Commitment Statement	A statement held by the main provider, the apprentice and their employer. The commitment statement sets out how the apprentice will be supported to successful achievement of the apprenticeship. It must be signed by the apprentice, their employer and the main provider, and all three parties must retain a current signed and dated version.
DEEP	Directorate of Education and Employer Partnerships.
Degree Apprenticeship	A Higher Apprenticeship that contains a prescribed Degree Programme as part of the Gateway requirements.
EPA	End Point Assessment A synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship. The purpose of the assessment is to make sure the apprentice meets the standard set by employers and are fully competent in the occupation.
ESFA	Education and Skills Funding Agency An executive agency, sponsored by the Department for Education, which brings together the former responsibilities of the Education Funding Agency (EFA) and Skills Funding Agency (SFA) to create a single agency accountable for funding education and skills for children, young people and adults. The ESFA administers contracts for funding and the Digital Apprenticeship Service for Levy payments to Apprenticeship Providers.
Framework	Apprenticeship qualifications that were developed across different industry sectors, for example by Sector Skills Councils and do not feature an End Point Assessment. They will be phased out as new Apprenticeship Standards replace them as fundable training programmes.

Gateway Period	The period during and notably after the award in which the requirements set out in the assessment plan must be met by the apprentice prior to undertaking End Point Assessment of the apprenticeship standard.
HDA	Higher and Degree Apprenticeship(s) An apprenticeship, being a paid job and structured training programme, where the main learning is at level 4 or above (including higher education qualifications).
IFA	Institute for Apprenticeships The Institute for Apprenticeships is an executive non-departmental public body, sponsored by the Department for Education, which ensures high-quality apprenticeship standards and advises government on funding for each standard.
Integrated Standard	An integrated standard is where the End Point Assessment is incorporated into the main learning aim (usually a degree or other full higher education qualification). In these cases, there is no need for an additional independent assessment, though there will be the need to ensure impartiality and organise external involvement...
KSBs	Knowledge, Skills and Behaviours The elements of competence that the Apprenticeship learner will achieve during the Apprenticeship and need to evidence at the End Point Assessment in order to complete the Apprenticeship
Main Provider	The Organisation that is delivering the training and award to meet the knowledge requirements of the Apprenticeship Standard and the majority of <i>off-the job learning</i> .
RoATP	Register of Apprenticeship Training Providers From May 2017, levied employers are able to choose a provider from the register. The register will encourage diversity and competition in the provider market, supporting quality and employer choice. To be added to the register, organisations must pass tests on due diligence, financial health, and tests on quality, capacity and capability.
RoAAO	Register of Apprenticeship Assessment Organisations: A register of assessment organisations from which an employer can select an organisation (to be contracted by a main provider) to deliver the end-point assessment as part of the employer's agreed apprenticeship programme.
Standard	Apprenticeship Standards are developed by groups of employers known as 'Trailblazers' to put employers in the driving seat in terms of specifying the skills, knowledge and behaviours that employees need to demonstrate for a specific job role.
SHU	Sheffield Hallam University The Main Provider to whom this policy applies

8. Associate Documents

Skills Funding Agency: Register of end-point assessment organisations –
Pre-application guidance

<https://www.gov.uk/government/publications/register-of-apprentice-assessment-organisations-how-to-apply>

9. References

Skills Funding Agency: Apprenticeship Funding and Performance Management
Rules 2017 To 2018

<https://www.gov.uk/government/publications/apprenticeship-funding-and-performance-management-rules-2017-to-2018>

Appendix 1 **Sheffield Hallam University Framework for Managing Conflicts of Interest**

The University's policy for End Point Assessment recognises the importance of managing and assuring independence and preventing conflicts of interest in accordance with ESFA funding rules and the Assessment Plan for each Apprenticeship Standard.

Sheffield Hallam University has in place established policies and procedures in relation to ethics; codes of behaviour; anti-corruption; whistleblowing; impartiality of assessment and conflict of interest:

SHU HR Web Page: Conflicts of Interest; Register of Interests:
<https://portal.shu.ac.uk/departments/HRD/polproc/Pages/conflictinterests.aspx>

SHU Anti-Corruption Policy
<https://www.shu.ac.uk/about-this-website/freedom-of-information/our-policies-and-procedures>

SHU Departmental Assessment Board Policies and Procedures
https://students.shu.ac.uk/regulations/assessment_boards/index.html

Quality Assurance guidance for the Role of External Examiners
<https://blogs.shu.ac.uk/quality/files/2015/11/Section-6-External-Examiners.pdf>

These policies combined provide a clear and robust framework for managing conflicts of interest. The key activities that will apply these policies are:

- New Partner Approval process for new education partners as adapted in this policy for procurement of Assessment Organisations
- WBLF quality assurance process applied prior to RoAAO applications
- Departmental Assessment Board policy and procedures
- Assessment Organisation contractual Template
- Completion of Declaration of Conflicts of Interest form (below).

Within that wider framework and to specifically address the ESFA funding rules and requirements for independence of Assessment Organisations, policy will be implemented to address the following key area:

- In situations where one organisation is involved in both the EPA and the on-programme delivery of a standard the WBLF Panel will evaluate the proposal from the University Department to establish if this is consistent with the Assessment Plan for the Apprenticeship Standard. The panel will examine the risk management procedures put forward to ensure impartiality through separation of delivery and assessment functions to

ensure fair and consistent assessment outcomes. The WBLF Panel will in such cases recommend the application for an ESFA exemption where procedures are satisfactory and where training and monitoring proposals are evidenced to ensure impartiality.

To implement the Policy DEEP will work with legal services to ensure that through a process of due diligence and issue of a standard contractual template the Assessment Organisation will evaluate and confirm risk management of the following ESFA concerns:

- Assessors and invigilators appointed by the University will disclose any actual or potential conflict of interest.
- Assessors will declare and recorded any conflicts of interest on an annual basis for review, record maintenance and further evaluation.
- Assessors and Apprentices will be provided with the University's Conflict of Interest Declaration Template and required to complete and return a copy to the Departmental Assessment Board/ EPA Board as they register for the End Point Assessment. Where conflicts arise the relevant board will refer these to the policy WBLF Panel for review and determination. Where further action is needed as a result of a declaration, this will be documented and managed by the University Secretariat, with support from DEEP, Faculty and Legal Services and where necessary the individual will be removed from involvement in EPA or their will be referral of their assessment decisions to another assessor with no vested interest.

For each application to the Register of Apprenticeship Assessment Organisations, the specific department will, having regard to the above, develop sector focused proposals for managing conflicts of interest that respond to the requirements of the Assessment Plan for the specific Apprenticeship Standard.

Before an application to the ESFA's Register of Apprentice Assessment Organisations is made the Sheffield Hallam University Work Based Learning Framework Panel will assess the proposal. The Panel will not recommend and support Applications where there is an identified and unmitigated risk of conflict of interest or threat to independence, or where insufficient procedures have been identified by the Department proposing the Application.

**Sheffield Hallam University - Higher and Degree Apprenticeships
End Point Assessment Conflict of Interest Declaration Template.**

(Nb. to be adapted for specific EPA provision)

Apprenticeship (must be completed)	
SHU Award (Must be completed)	
Date of Assessment (indicate):	
Assessor Organisation (Must be completed):	
Contact at AO (Complete if known)	
Telephone (Complete if Apprentice or AO)	
Email (Complete if Apprentice or AO)	
Learner Name (Complete if Learner)	
Unique Learner Ref no. (Complete if learner)	
Option 1 (for the Apprentice learner):	To the best of my knowledge I confirm there are no known potential or actual conflicts of interest (including those listed below) between me- the Apprentice and the Assessment Organisation named above.
Signed:	
Option 2 (for the Apprentice learner):	I wish to raise a concern that there may be a conflict of interest between me (The Apprentice) and the Main Provider/Assessment organisation (Confirm from the list below):
I am employed by, or have current or previous links with an organisation involved in the EPA	Please state relationship, or mark as NA:
I have current or previous links with and/or am employed in the same organisation undertaking the on-programme delivery.	Please state relationship, or mark as NA:
Other:	Please state relationship, or mark as NA:
Option 1 (For the AO):	To the best of my knowledge I confirm there are no known potential or actual conflicts of interest (including those listed below) between the me, or the AO and the Apprentice(s) to be assessed (attach schedule of learner apprentices)
Signed:	
Option 2 (for the AO):	I wish to raise a concern that there may be a conflict of interest between me and the Main Provider / Apprentice (Confirm from the list below):
In my official role of employment I / my organisation may have other interests that may compromise my assessment decisions.	Please state relationship, or mark as NA:
I am working for an organisation that is in direct competition with the organisation involved in on-programme delivery.	Please state relationship, or mark as NA:
Other:	Please state relationship, or mark as NA: