

EPA EXTERNAL EXAMINER ANNUAL REPORT FORM
EXAMPLE

Name of EPA EE:	Example form
Home institution and/or other professional/institutional affiliation of EPA EE:	Example form
Apprenticeship allocated to EPA EE:	Example form

- Please complete the report as fully as you can as it forms an essential part of the University's quality and standards, management, and enhancement arrangements. Course Leaders place considerable value on any written comment you can provide. There are 8 parts to the form; parts A, B, G and H are for all EPA EEs; parts C, D and E are for EPA EEs whose allocation includes EPAs completed through a piece of bespoke assessment; and part F is for EPA EEs whose allocation includes apprenticeships where the Award Board is the EPA, so you only need to complete the parts which are relevant to the EPA you are allocated to.
- Your report forms part of the arrangements for External Quality Assurance of End Point Assessment, ensuring EPA is planned, delivered and assessed in an appropriate manner on a national level. This guarantees apprentices are assessed effectively, each EPA is valid and reliable, and that the completion, achievement and certification of apprenticeships is credible and reliable.
- Please submit your report **no later than [Published Date]** (unless notified of a later date by the university school).
- When writing the report, please do **NOT** refer to individual apprentices or staff members by name.
- If you cover more than one apprenticeship, please ensure that your comments clearly identify the apprenticeship to which they refer.
- If your allocation includes apprenticeships delivered at one or more collaborative partner site, please **identify to which partner or site any specific comments refer**. Where a specific judgment or comment does not relate to all partner institutions or sites of delivery this must be indicated clearly within the report.
- Your EPA EE fee will be paid once this annual report form has been received. Fully receipted expenses incurred may be paid after each visit.
- The University reserves the right to request additional information on any areas it feels have not been fully addressed within the report.
- The University welcomes your comments on the effectiveness of this report template.

Part A Ensuring Integrity and Independence (For all types of EPA)		Yes	No	Partially	N/A
1.	Is the End Point Assessment (EPA) delivered in line with the published End Point Assessment Plan (EPAP) for the Standard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Are resources and documents relating to the EPA of the apprenticeship Standard offered up to date?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Is EPA conducted independently in practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment on the above questions, with reference to relevant evidence and clear explanation of how the evidence supports your answers					

Part B Readiness for End Point Assessment	Yes	No	Partially	N/A
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(For all types of EPA)					
4.	Are requirements of the Standard achieved prior to sign-off, with the employer making the final decision on the achievement of competence and readiness of the apprentice for EPA?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Do apprentices and employers consider that they are ready for EPA, and that the EPA meets their occupational needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment on the above questions, with reference to relevant evidence and clear explanation of how the evidence supports your answers					

Part C Assessing Apprentice Competence (For non-award Board EPA only)		Yes	No	Partially	N/A
6.	Are individual assessment instruments/ methods fit for purpose, up-to-date and cover the requirements of the EPAP and occupational competence when applied in practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Are assessment materials a valid measure in practice of the knowledge, skills and behaviours required of the Standard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Is assessed evidence valid? – relevant to the assessment criteria and appropriate assessment methods were used to obtain the evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Is assessed evidence authentic? – produced by the apprentice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Is assessed evidence current? – relevant at the time of assessment and is up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Is assessed evidence sufficient? – covers all the assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Is assessed evidence reliable? – consistent across all apprentices, at the required level for the qualification and delivering the right outcomes for apprentices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment on the above questions, with reference to relevant evidence and clear explanation of how the evidence supports your answers					

Part D Rigour and Fairness (For non-Award Board EPA only)		Yes	No	Partially	N/A
13.	Does the EPA measure apprentice achievement fairly and rigorously against the requirements of the apprenticeship Standard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Is access to EPA fair and are decisions on reasonable adjustments consistent and take into account apprentice needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Is the EPA operating effectively, in that apprentices understand the assessment, it is conducted on time or in line with clearly set expectations and there are sufficient Independent End Point Assessors (IEPA) involved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Do IEPAs demonstrate relevant knowledge, occupational competence and understanding of the occupation and assessment criteria?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Are clear mark schemes in place for apprentices and used by IEPAs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18.	Is grading criteria applied accurately, consistently, and fairly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Do standardisation and/ or moderation processes work effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Are records of assessment decisions comparable between IEPAs and do they provide a consistent level of feedback to apprentices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Is assessment reliable and comparable across different employers, places and times?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Is assessment comparable with previous cohorts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Is assessment comparable across different End Point Assessment Organisations (EPAO) you are familiar with?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Are matters concerning the validity and reliability of assessment, such as assessment occurrences, and adverse circumstances affecting a cohort of apprentices, dealt with appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Is information and data that forms the basis for assessment decisions and for confirming the final outcome accurate and reliable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Are the procedures and arrangements for confirming the final outcome (Award Board) in accordance with the Standard and the University procedures and requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the above questions, with reference to relevant evidence and clear explanation of how the evidence supports your answers

Part E Access to Evidence (For non-Award Board EPA only)		Yes	No	Partially	N/A
27.	Were you given access to sufficient evidence to enable you to fulfil the duties of an EPA External Examiner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Were you able to review documentation relating to the EPA, including assessment instruments/materials and internal quality assurance documentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Was the evidence received by you in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Were you able to review a representative sample of EPA assessed work, including access to face-to-face assessments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Did you visit the University (physically and/or virtually) for each cohort (group of apprentices undertaking EPA within an academic year, where those apprentices are all assessed using the same assessment plan) completing the EPA?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	Were you enabled to observe IEPA standardisation and/ or moderation meetings?				
33.	Were you enabled to meet with IEPAs and other staff responsible for the delivery of EPA?				
34.	Were you enabled to meet with apprentices and, where possible, employers?				
35.	Were you enabled to observe the meeting at which the final decision on the EPA is confirmed (Award Board)?				

Please comment on the above questions, with reference to relevant evidence and clear explanation of how the evidence supports your answers

Part F End Point Assessment by Award Board**(For Award Board EPA only)**

		Yes	No	Partially	N/A
36.	Did you visit the University (physically and/or virtually) for each cohort (group of apprentices undertaking EPA within an academic year, where those apprentices are all assessed using the same assessment plan) completing the EPA?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Were you enabled to meet with staff responsible for the delivery of EPA?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	Were you able to review documentation relating to the EPA, including assessment instruments/materials and internal quality assurance documentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	Did you attend the meeting/s at which the final decision on the EPA is confirmed (Award Board)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	Did you review the process for confirming the EPA result with the PSRB?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	Are the procedures and arrangements for confirming the final outcome (Award Board) in accordance with the Standard and the University procedures and requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	Is information and data that forms the basis for assessment decisions and for confirming the final outcome accurate and reliable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	Are you assured that the uploading of the apprentice's course and personal details to the PRSB database/register, and the declaration of the apprentice's good health and character to the PRSB, been dealt with appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the above questions, with reference to relevant evidence and clear explanation of how the evidence supports your answers

Part G Enhancement of Quality**(For all types of EPA)**

Please comment on progress with areas for improvement previously raised (If this is your first years as an EPA EE please state 'not applicable')

Please comment on specific examples of good practice within the context of delivery of the EPA

Please identify any issues or activities within the context of the delivery of EPA that do not meet with the requirements of the Standard or pose a risk to effective deliver and/ or the achievement of occupational competence

Please provide developmental advice to enhance the content, delivery, or assessment of the EPA

Part H Further Comments**(For all types of EPA)**

Do you have any additional concerns which have not been discussed?

Please note any general comments not addressed elsewhere in the report

If you are completing a term of office, we would appreciate a brief overview of your experience of being an EPA External Examiner at the University

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