



QH Supplement AP4: End Point Assessment Fair Access Policy

1. Introduction

All apprentices (and prospective apprentices) should be able to enter and successfully participate in a Higher/Degree apprenticeship programme and end point assessment in pursuit of their learning objectives.

- 1.1 This document sets out Nottingham Trent University's (NTU's) fair access policy for End Point Assessment (EPA) of apprentices to ensure no one is disadvantaged from gaining access to the apprenticeship qualification and EPA due to a particular protected characteristic or learning support need.
- 1.2 The University is committed to ensuring that apprentices are provided with all relevant information about the apprenticeship and the end-point assessment.
- 1.3 The intention of this policy is to deliver an EPA service and a range of higher/degree apprenticeship qualifications that are fair, accessible and without barriers to success.
- 1.4 This policy will be shared with all staff involved in or contributing to the delivery of apprenticeship qualifications and assessments.

2. Policy statement

- 2.1 The University is committed to the development and support of apprentices including information provision and access arrangements.
- 2.2 The University will ensure that apprentices with protected characteristic(s) or learning support need(s) are neither advantaged nor disadvantaged in end point assessments, in order that all achievements in end point assessments are fair.
- 2.3 All apprentices have access to advice and guidance including educational and/or health-based support which NTU assess and implement as set out in the NTU student handbook.
- 2.4 The University is committed to:

- a. Ensuring all staff involved in the development and delivery of higher/degree apprenticeship qualifications and end point assessment receive guidance on inclusive assessment (see Quality Handbook Section 15).
- b. Providing training and guidance as appropriate to all staff involved in apprenticeship end point assessment.
- c. Including specific and appropriate duties in respect of implementing the fair access guidance into the work objectives of all staff and assessors involved in the facilitation of end point assessments.
- d. Designing inclusive assessment based on the principles set out in Quality Handbook Section 15.
- e. Ensuring that all adjustment requests are considered in line with the University's process for Access Statements and Personalised Exam Plans (PEPs).
- f. Ensuring that every approved end point assessment location fulfils the fair access responsibilities by adhering to equality legislation and the fair access policy.

Policy owner
CADQ - Apprenticeships

Change history			
Version:	Approval date:	Implementation date:	Nature of significant revisions:
Sept 2019	11.09.19	11.09.19	New Supplement
Sept 2020	16.09.20	01.10.20	None
Sept 2021	07.09.21	01.10.21	None
Sept 2022	22.09.22	01.10.22	None
Sept 2023	14.09.23	01.10.23	None
July 2024	04.07.24	04.07.24	Refreshed to acknowledge changes in governance and oversight.
Sept 2024	19.09.24	01.10.24	None

Equality Impact Analysis		
Version:	EIA date:	Completed by: