



THE
BEDFORD
COLLEGE
GROUP

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Department	Quality
Created by (Job Title)	Head of Quality
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E & D Policy Disclaimer	<p>This strategy has been reviewed in line with the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability. We will continue to monitor this policy and to ensure that it has equal access and does not discriminate against anyone, especially any person/s listed under any protected characteristic.</p>

Learning, Teaching and Assessment Policy

Introduction

1. This document sets out in summary form, the Learning, Teaching and Assessment policy.
2. The policy is intended to achieve the college's strategic aims and objectives by promoting consistently high standards of learning, teaching and assessment across all of its provision.
3. Teachers must be guided by the student's changing needs - for innovative learning, workplace skills, personal development and capacity to learn.

Scope

4. This document covers all staff whether teaching full time, part time, Apprenticeships (Standards and Framework) or Higher Education (HE).
 - Please see [Annex 1](#) for Higher Education Annex
 - Please see [Annex 2](#) for FEHQ Descriptors
 - Please see [Annex 3](#) for Apprenticeship EPA

The Policy

5. The Bedford College Group will provide a safe and stimulating learning environment with high quality teaching through which to foster:
 - effective learning
 - aspirational achievements
 - pride in achievement and a desire to succeed
 - a culture of success
 - independent people who are confident, flexible and cooperative
 - assessment opportunities to allow potential to be achieved
 - citizens of a multi-cultural society who are tolerant and respect the values of others
 - effective links between the college, home and the employer that promote

- high aspirations and expectations
- equality of opportunity for all
- high levels of literacy and numeracy
- a passion for learning, living and working.

The Teacher

6. The term *Teacher* in this document includes the roles of Head of Department (HoD), Course Manager (CM), Advanced Practitioner (AP), Tutor, Lecturer (including Assessor and IQA roles), Associate Lecturer, Trainer, Instructor and Senior Trainer.
7. The overarching term *Teacher* encapsulates the full range of skills and responsibilities demonstrated by staff.
8. All teaching staff will be aware of the overarching professional standards for teachers set out by Lifelong Learning UK. For staff delivering on Higher Education (HE) programmes you must be familiar with the FHEQ descriptors and the UK Professional Standards Framework.
9. Teachers will be proactive members of one or more course teams, supporting other team members, and the Course Manager, in the effective planning and delivery of the curriculum ensuring that the programme of activities meets all of the learning outcomes.
10. Course teams must meet regularly (at least once per half term) to review the progress of students and to evaluate their own performance, with clear plans for improvement. This progress must also be recorded on ProMonitor and ProSAR as part of the self-assessment process.
11. Teachers must use the correct syllabus and guidelines as set out by Awarding Organisations in order to deliver timely, accurate and appropriate content and assess students appropriately.
12. All teachers will familiarise themselves and use a range of learning technologies, resources and services to improve the learning experience.
13. Teachers are responsible for maintaining on-going professional development and scholarly activity to ensure that their subject knowledge and skills remain current and are used in practice to engage students in their learning.

14. The College's Advanced Practitioners will provide support that encourages teachers to seek their support and guidance to address specific concerns or to develop effective curriculum planning and delivery. Teachers can also approach their Head of Department or receive teaching support from an experienced teacher to address a particular concern.
15. Teachers will act as a role model for students and demonstrate the professional standards and competences expected in business, commerce or industry. This includes attendance, punctuality and dress codes.
16. All teachers must familiarise themselves with the student support services available to students and to work closely with support staff in this area to help students succeed.
17. A programme of formative assessment, systematic attendance monitoring and tutorials must be effectively utilised to identify students' individual learning needs. Tutors must fulfil the requirements of the tutorial policy and entitlement.
18. Teachers must work closely with student support services to identify students who are at risk and ensure that appropriate levels of support and monitoring are provided to help them achieve their full potential.

Delivering Effective Learning and Teaching

19. Teachers will provide lessons which:
 - are planned to ensure individual students needs are met and they are sufficiently stretched and challenged
 - start and finish on time (and expect students to do the same)
 - link with the previous lesson or topic and assignments
 - are effectively planned where aims and objectives are made explicit to the learners
 - require the learners to apply and develop the learning described in the objectives
 - are well-paced and offer varied, active, interesting and challenging tasks
 - engage and sustain the interests of all learners
 - use a variety of media and methods to engage learning
 - check and correct learning and work produced by learners including for English and mathematics
 - praise and reward learners for progress, effort and the completion of tasks
 - summarise, clarify and put learning in context
 - include students demonstrating learning and progress both in lesson and

across the course

- are conducted in a safe environment with reference to appropriate risk assessment
- set clear and stretching targets to enable students to achieve their potential
- give learners the opportunity to take responsibility for their own learning and expect this for students on HE programmes
- give the opportunity to enhance learning through links with employers
- explore British Values and equality, diversity and inclusion when naturally occurring
- give learners the opportunity to work in pairs or groups
- give learners the opportunity to exercise their own initiative and make individual responses
- give learners the opportunity to demonstrate regularly that learning has taken place

20. Teachers will focus on motivating students and building on their skills, knowledge and understanding.
21. Schemes of Work which show clear and effective planning must be completed before students begin the course and held centrally in department.
22. Group profiles must be downloaded from ProMetrix prior to a course commencing. The group profiles must then act as a working document for each tutor ensuring that strategies are documented for each student and for whole groups to maximise value added and student progress.
23. Assessment Schedules must be recorded on ProMonitor for the whole programme of study as part of the course set-up process, ensuring that there are no bunching of hand in dates and that there is a variety of assessment methods utilised. Students must also be issued with a copy of the assessment schedule at the start of their course.
24. These must be working documents which are added to and annotated to include individualisation and staff reflection.

Development of English & mathematics

25. The Bedford College Group has the following expectations for the development of maths and English:
- Teachers have an expectation of all students to improve and develop their English & mathematics skills
 - Initial assessment is used to inform planning and delivery of English & mathematics
 - Teachers will plan to build on students current knowledge and skills of English & mathematics in classes
 - Students are expected to have high attendance and be punctual to all sessions
 - Student progress in English & mathematics will be recorded
 - Naturally occurring opportunities to develop English & mathematics will be taken in all sessions to contextualise knowledge and skills to their specialist subject.
26. Developing and embedding English:
- Technical terms will be spelt correctly by staff and students
 - Students will develop their general vocabulary
 - Students will develop relevant specialist vocabulary
 - Teachers will check spelling of vocabulary and correct as appropriate
 - Students work will be marked for content and grammar, spelling and punctuation using SPAG model
 - Students will use peers to proof read assignments prior to submission.
 - Teachers will plan for English to be included in sessions that is functional, that students can relate to in their day to day life
 - Teachers will plan to deliver English in context and relate it to the industry in which the students want to progress.
27. Developing and embedding mathematics:
- Teachers will plan for mathematics to be included in sessions that is functional, that students can relate to in their day to day life
 - Teachers will plan to deliver mathematics in context and relate it to the industry in which the students want to progress
 - Students will use calculators correctly
 - Students will use mental arithmetic confidently and accurately
 - Students will use a variety of formulae and calculations appropriately
 - Students will check calculations by hand before being checked on a calculator.

Assessment for Learning and Feedback

(for Higher Education assessment policy, see [Annex 1](#) and for EPA see [Annex 3](#))

28. Teachers will provide regular, frequent, constructive and developmental feedback within the learning environment. Learning activities will be varied and offer opportunities for self-assessment, correction, peer discussion and teacher feedback.
29. A variety of assessment methods to check students learning must be used in every session. They must be differentiated to ensure all students are stretched and challenged and can achieve their potential.
30. Results and comments from formative assessment will be fed back promptly (within five working days). Tutorial Schemes of Work will clearly identify when regular student reviews take place and link to individual targets.

Assessment for Outcomes and Feedback

31. Teachers must develop clear and appropriate assessments in line with Awarding Organisation guidance that accurately measure performance against learning outcomes and provide good opportunities for the student to succeed.
32. Assessment must be planned evenly across the duration of the programme and an assessment schedule produced and shared with students at induction and is placed on ProMonitor.
33. All assessments must be marked with clear annotation linking to outcomes, strengths and provide developmental feedback to students allowing them to move forward in future assessments. To support their written feedback, students should also be given verbal feedback on their completed assessments by the tutor.
34. Where possible all assessment for level 3 and above must be submitted through Turnitin.
35. All assessments must be marked with clear annotation on the students work linking to outcomes and provide developmental feedback to students allowing them to move forward in future assessments.
36. All feedback should use and refer to the student's aspirational targets and progress towards them.

37. Assessments should also be annotated for spelling, punctuation and grammar (SPaG), although it should not affect the grade unless it is noted in the criteria but should form part of the summary feedback.
38. If supplementary photographic evidence is used to support qualification criterion, it must have the following template components for it to be considered fit for purpose: Date of evidence, the image (with the student specifically identified in the image), annotation from the student as to what was taking place in the image, criteria being referenced, student signature and date, assessor signature and date, location for IQA signature and date, location for EQA signature and date.
39. All assessments must be marked and a sample internally verified within 15 working days before returning to students with feedback.
40. Summative assessment grades must be recorded onto Markbook at the time of returning work to students.
41. Students should be granted a maximum of one resubmission per assignment, in accordance with awarding body guidelines, using the college's resubmission form which should be completed by the student.
42. College staff must engage students to own their learning and take responsibility for their own assessment.
43. Teachers will work as a team, and in standardisation activity, verify that assessment outcomes of students are valid and in line with awarding body verification and assessment procedures.
44. Schemes of Work will incorporate the assessment timetables which are provided to students at the start of their course.

Administration

45. Teachers are required to carry out a range of administrative tasks that relate to tracking student progress, achievement, attendance and punctuality. This will enable them to provide regular attendance and performance reports to line management, students, guardians, parents, carers and employers.
46. Course Managers and teachers must ensure that students are registered to all qualifications prior to any form of formal assessment taking place.
 - Learners must be registered before accessing any live assessment

material or undergoing any formal assessment.

- Any assessments which have taken place prior to registration must be re-assessed following registration and will be identified and appropriately actioned within external quality assurance events
- Progress scores must be recorded on ProMonitor 5 times a year by the published dates.

47. Each course must have a lead internal quality assurer attached to it
48. The lead internal quality assurer is responsible for;
 - arranging and coordinating all internal and external quality assurance activities for the course they are listed against
 - alerting Quality of any arranged external quality assurance visits
 - completing and monitoring QIPs as a result of external quality assurance events.
49. Quality are to be informed instantly by the Head of Department of any changes to the lead quality assurer.
50. Quality may undertake work scrutiny on any of the points within this policy throughout the academic year without notice.

Appeals Process

51. If a student disagrees with an assessment decision, they should initially discuss with the tutor. If this does not resolve the query they should follow the College's Academic Appeals Policy (in some cases this may lead to the corresponding awarding organisation /university policy being followed).
52. Where the awarding /EPAO body allows, if a learner is unable to resolve an appeal with the centre then they have a right to escalate the appeal to the associated awarding or EPAO body. Any appeal must be submitted within 20 days of the associated assessment.

Celebrating Success

53. Teachers will contribute to promotional activities highlighting students' achievements in course information and related publicity materials.

The Learning Environment

54. All staff will ensure that teaching and learning resources are reviewed annually to ensure that they are kept up-to-date and fit for purpose.
55. Workshop and classroom accommodation must be organised, equipped and maintained in a way that aids effective teaching and learning, maximises student achievement and allows for individual needs.
56. The College will provide access to information learning technologies with safe internet access.
57. Learning areas must be kept clean and safe at all times.
58. Teachers will extend the learning environment beyond the classroom by use of the VLE and other learning platforms.

Deep Dive

59. Quality will carry out a deep dive activity on all departments before Thursday 19th December 2019.
60. Any learning walks completed as part of a Quality deep dive activity will be as an additional and not instead of learning walks to be completed as per the LTA Observation Policy.
61. The deep dive will see members of Quality provide a critical friend approach to departments over a half day period to support the continual development of standards.
62. Any development will be supported through a quality intervention action plan that will be shared following the deep dive activity.

ANNEX 1

Higher Education Assessment Policy

1. This Higher Education (HE) annex contains specific information relating to the assessment of HE work in addition to the guidance found in the College's Assessment Policy. It covers:
 - Conduct
 - Timely submission and recording of results (RQF/QCF)
 - Marking and grading
 - Internal verification
 - Appeals process

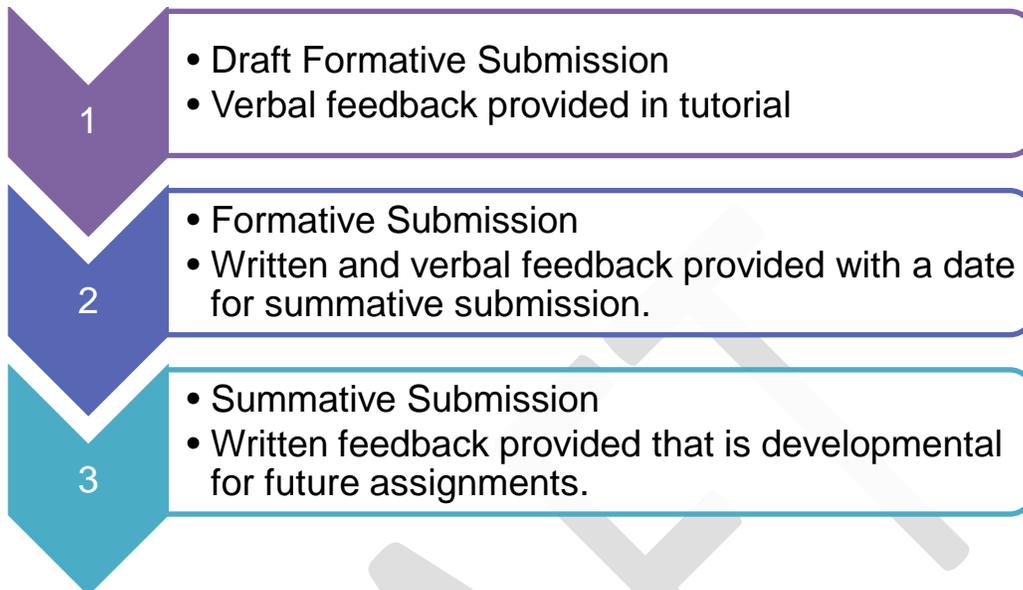
Conduct

2. Information relating to the appropriate awarding organisation requirements and plagiarism will be made available to all students studying a HE course within any campus of The Bedford College Group.

Timely Submission

3. An assignment schedule will be issued to all students at the start of their course in their handbooks. Information regarding late submission and the requirements will be included.
4. All work should be submitted through the use of 'Turnitin' where possible. Only those units agreed by the Head of Department are exempt from submission through 'Turnitin'.
5. For all University of Bedfordshire students, all assessments should be submitted through EMA. As an exception any variation to this needs to be approved by the Universities Teaching Quality and Standards Committee (TQSC). To request a variation please speak to our HE Director, Alex Mortby, who would need to submit a case to the Academic Partnerships office.
6. All results must be recorded on the Virtual Learning Environment (VLE).
7. Assignments will have two submissions for Pearson programmes plus a draft submission (will need to be agreed with university partners in other cases), the first will be a draft submission (1) during a tutorial in which verbal feedback will be provided, the second will be a formative submission (2) with both written and verbal feedback provided and a date for the summative submission deadline.

8. Students can then add additional work in line with feedback from the tutor on the formative submission to be added into the summative submission (3), this will then be marked and developmental written feedback provided.



9. Late submissions, without extenuating circumstances requested, do not have to be accepted. The next submission date (e.g. if formative date is missed students will hand in for the summative deadline) will then be adhered to, failure to meet all deadlines will result in a new assessment or a decision to accept the assessment made at the next academic board meeting.
10. If work is handed in late, and accepted for marking, it must be marked to the criteria, it cannot be downgraded unless the criteria specify this.
11. The disciplinary process must be used if students submit work late.

Marking and Grading

12. All assignment briefs must be internally verified prior to issue to students, they must contain clear learning outcomes and grade descriptors. For courses using university partners as an awarding organisation, assignments must be agreed with the link tutor.
13. Students work must be marked, internally verified and /or double marked prior to it being returned to students with grades and feedback within 15 working days of submission.

14. Students are able to revisit work following formative assessment referral in order to consolidate a Pass grade or to enhance their work to achieve a higher grade.
15. Assignments that do not meet the required standard after the summative deadline will be recorded as a 'Fail'. This would go to the academic board and it would be assessed as to if a student is to be allowed to submit a new assignment or retake the unit.

Unit Grades

16. In order to achieve a Pass in a Unit all learning outcomes and associated assessment criteria must be met by the student demonstrating coverage of the Unit content and attainment at level 4 or 5.
17. In order to achieve a Merit in a Unit all learning outcomes and associated assessment criteria for a Pass have been met and all Merit grade descriptors have been achieved through high performance in each learning outcome.
18. In order to achieve a Distinction in a Unit all learning outcomes and associated assessment criteria for a Pass have been met and all Merit and Description grade descriptors have been achieved through outstanding performance across the Unit as a whole.

RQF Assessment Information for HNC and HND Qualifications

19. It is important that as a student you meet assessment deadlines. You may be given authorised extensions for legitimate reasons such as illness at the time of submission in accordance with the College's policy for mitigating circumstances. This ensures that all students are assessed according to the same conditions and that some are not disadvantaged by having additional time or opportunity to learn from others.
20. Your assignments will provide a date for the start of the assignment and a date for submission. Assessment feedback will be provided within 15 working days in line with College policy for assessment.

Resubmissions (RQF)

21. If on the first assessment opportunity you have failed to achieve a Pass for that unit specification you will be expected to undertake a reassessment:

- You are permitted just one opportunity for reassessment.
- Reassessment for course work, project or portfolio-based assessments. Shall normally involve the reworking of the original task.
- Where examinations are concerned, reassessment shall involve completion of a new task.
- Reassessment of work submitted will be grade capped at a Pass for that unit.
- You are not entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

22. Comparison of QCF and RQF resubmission requirements:

QCF	RQF
Only one opportunity for resubmission will be permitted (new assignment).	One resubmission is allowed if a student does not achieve a pass on first submission (same assignment).
You must not cap resubmissions at Pass, although if a student who submitted their work late is offered a resubmission, this is capped at pass.	The reassessment opportunity will be capped at Pass for that unit.
A student may request or be offered a resubmission if they have not met all of the criteria (Pass, Merit or Distinction) available in an assignment.	A student will not be entitled to be reassessed in any component for which a Pass or higher has already been awarded.

Compensation Provision (RQF)

23. As a student you can still be awarded a HND if you have not been awarded a minimum of Pass in one of the 15 credit units at level 5 but have fulfilled all Conditions of the Award. The same applies for students who are studying at level 4 for the HNC.
24. Compensation can only be applied for by the student 'if' all units within the Award have been attempted and completed and at least 105 credits are at Pass or above. Students need to be aware that applying for compensation is a last resort and they should endeavour to achieve a Pass through resubmission of work. Progression opportunities to level 5 and level 6 can be compromised if students do not achieve minimum Pass on all units of the Award.

Repeat Units (RQF)

25. If you fail to achieve a Pass at the first assessment and resubmission opportunity it may be possible at the College's discretion and Assessment Board's decision

for you to retake a Unit. The College will charge the student for the retake of the Unit at the published Unit cost for that academic year. The student will only be permitted to retake a Unit if the student demonstrates full attendance. Units can only be repeated once and will be capped at a Pass.

26. If a student repeats an RQF unit and still does not achieve a Pass, they will be required to either complete a different unit in full or take the unit as compensation. In either instance, the centre must make sure that the relevant rules of combination and requirements have been met.
27. The External Examiner is likely to want to include assessments that have been re-submitted as part of the sample they will review.
28. Please note that there are differences in the rules regarding repeat units between QCF and RQF Higher Nationals:

QCF	RQF
A unit can be repeated if the centre and the Assessment Board decides it is an appropriate course of action	A unit can be repeated if the centre and the Assessment Board decide it is an appropriate course of action.
The unit must be studied again.	The unit must be studied again.
The unit must be capped at a Pass grade.	The unit must be capped at a Pass grade.
The centre should have a policy that states the number of times a unit can be repeated.	The unit can only be repeated once.

Internal Quality Assurance (IQA)

29. Internal Quality Assurance (IQA) of students assessed work must take place within 15 working days of it being submitted and before grades are released to students.
30. If using 'double marking' this too should take place before work is returned to students to ensure consistency.

Appeals Process

31. If a student disagrees with an assessment decision, they should initially discuss

with the tutor. If this does not resolve the query they should follow the College's Academic Appeals Policy (in some cases this may lead to the corresponding awarding organisation /university policy being followed).

Mitigating Circumstances

32. Mitigating Circumstances for students studying on franchise courses are handled via the Bedford College Group's in-house processes. The decisions must be sent to the Portfolio/Programme Administrator who will update the student's record on SITs.
33. It is the responsibility of unit tutors at the Bedford College Group to ensure that students are advised sufficiently far in advance of each assessment deadline that it is forthcoming, so as to enable timely submission of Mitigating Circumstances applications, if required.

University of Bedfordshire Mitigating Circumstances

34. Deadline extensions should not be allowed informally. In all cases the University's mitigating circumstances process should be followed.
35. The Mitigation team at the University make decisions on all applications for mitigating circumstances – which are any serious or exceptional factors that may prevent students from carrying out their academic work. All mitigation claims require appropriate documentary evidence to support the claim. Examples can be found on the back of the mitigating circumstances form. Students should submit a claim to the Mitigation team prior to the assessment deadline.
36. Unit tutors at the Bedford College Group advise the students of the process for applying for mitigating circumstances during their induction. The key information to be provided, as well as the claim forms, is available here. The contact email for mitigation is mitigation@beds.ac.uk.
37. It is the responsibility of unit tutors at the Bedford College Group to ensure that students are advised sufficiently far in advance of each assessment deadline that it is forthcoming, so as to enable timely submission of Mitigating Circumstances applications, if required.

Related Policies

38. Please find further reading to support this policy:

- Learning, Teaching and Assessment Policy
- Internal Quality Assurance Policy
- Academic Appeals Policy
- Student Discipline Policy

DRAFT

ANNEX 2

FHEQ Descriptors (for teaching and learning related to students on HE programmes)

<p>Descriptor for a qualification at Certificate (C) level e.g. HNC/ First 120 credits at level 4 for Fds/ BA. Other programmes such as AAT.</p>	<p>Teaching encourages:</p> <ul style="list-style-type: none">▪ knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;▪ an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of their subject(s) of study. <p>Opportunities for students to:</p> <ol style="list-style-type: none">a. evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;b. communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;c. develop new skills within a structured and managed environment; and:d. develop qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.
<p>Descriptor for a qualification at Intermediate (I) level e.g HND/ second 120 credits at level 5 of an Fd/ BA</p>	<p>Teaching encourages:</p> <ul style="list-style-type: none">▪ knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;▪ ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;▪ knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;▪ an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. <p>Opportunities for students to:</p> <ol style="list-style-type: none">a. use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;b. effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;c. develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations; and:d. develop qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Descriptor for a qualification at Honours (H) level: Bachelors degree with Honours e.g. final year degree

Teaching encourages:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline;
- conceptual understanding that enables the student:
- to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and
- to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
- an appreciation of the uncertainty, ambiguity and limits of knowledge;
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).

Opportunities for students to:

- a. apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
- b. critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgments, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
- c. communicate information, ideas, problems, and solutions to both specialist and non- specialist audiences; and:
- d. develop qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility;
 - decision-making in complex and unpredictable contexts; and
 - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Annex 3

The Bedford College Group Policy for End-Point Assessment

End Point Assessment – ‘Standards’

1. End-point assessment (EPA) is a holistic and independent assessment of the knowledge, skills and behaviours, which have been learnt throughout an apprenticeship standard.
2. The Bedford College Group is committed to using one Awarding Organisation for each programme that the college offers across its entire provision. Employers will however be given freedom of choice to select the desired End-Point Assessment Organisation (EPAO) that they wish to work with.
3. The requirements for apprenticeships ‘standards’ EPA must be set out by delivery teams in the assessment plan for each specific standard prior to teaching commencing. (Please note that frameworks have different assessment arrangements and do not require EPA.)
4. Apprentices will not be able to achieve an apprenticeship standard without satisfying all the requirements of the assessment plan, including the EPA.
5. An apprentice can only take the EPA once they have:
 - met the minimum duration of their apprenticeship;
 - satisfied the gateway requirements set out in its assessment plan; and
 - their employer (in consultation with the main provider) is content they have attained sufficient knowledge, skills and behaviours to successfully complete the apprenticeship.
6. In the case of an apprentice made redundant within 6 months of the final day of the practical period specified in the apprenticeship agreement, The College may act as a proxy employer for the purposes of providing any required employer competency statement. This does not mean that the college has to record itself as the employer in the ILR.
7. The college will check that the apprentice is employed until the end-point assessment (where applicable) is completed. The only exception is where the apprentice has been made redundant and the ESFA are funding the apprenticeship to completion.

8. Before the apprentice reaches the gateway before moving onto EPA, the employer must:
 - select an organisation from the Register of End-Point Assessment Organisations (RoEPAO) to deliver the end-point assessment; and
 - negotiate a price with this organisation for the end-point assessment. Only those organisations listed on the RoEPAO will be eligible to be funded.
9. Although The Bedford College Group will be involved in arrangements for EPA, the assessment itself must be independent. However, an exception to this rule will be where the EPA organisation for an integrated degree standard may also be the training provider, although the assessment must be conducted by someone who has not been involved in the delivery of the apprenticeship.
10. The EPA can only be taken after the minimum duration has been completed. You must ensure that the entire duration of the 31 apprenticeship standard for both training and end-point assessment is recorded on the ILR as a minimum of 372 days to be eligible for funding.