

Using Aptom to prepare for End-Point Assessment



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What is an End-Point Assessment?

An End-Point Assessment (EPA) takes place at the end of an apprenticeship and tests the knowledge and skills that an apprentice has gained.¹ Every apprentice has to complete an EPA in order to be awarded their apprenticeship.

What should the EPA include?

EPAs vary according to the apprenticeship, but can include:

- ✓ An interview
- ✓ A portfolio review
- ✓ A presentation
- ✓ A workplace observation
- ✓ A written test
- ✓ A practical task that demonstrates the skills learnt during the apprenticeship

Other types of assessment can be included as well as those listed here. Every apprenticeship is different.

Who assesses the EPA?

EPAs are carried out by an End-Point Assessment Organisation chosen by the apprentice's training provider or employer. These independent, impartial assessments measure the knowledge and skills an apprentice has gained during their apprenticeship. If an apprentice does not pass their EPA, they will be able to resit the elements they have not passed or retake the complete assessment.

End-Point Assessment reform 2025

In February 2025, the Department for Education (DfE) unveiled reforms aimed at making End-Point Assessments simpler and more flexible for apprentices and employers, without compromising on quality and rigour. Existing assessment plans will be rewritten on a standard-by-standard basis to reflect these changes, with the first plans being revised from April 2025. Anticipated updates include the adoption of provider-led assessments and streamlined, shorter, and more flexible assessment plans. We will continue to update this guide as the DfE provides further details.

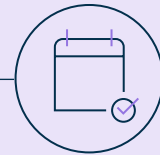
¹ [Understanding End-Point Assessments \(EPA\) | GOV.UK](#)

The journey to EPA at a glance



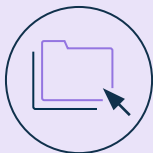
Preparation

Configure your programmes with the end in mind. What data do you need to collect for your learner, partners, employers and the auditor?



In programme

Schedule regular reviews to collect qualitative data that demonstrates the learner's readiness for EPA.



Building a portfolio

Throughout the programme, prompt the learner to upload key evidence to an EPA portfolio component, making portfolio creation simple when they get to EPA.



Completion

Use dashboards and trackers to map progress towards completion and close the learner record.



Preparing for End-Point Assessment (EPA)

Aptem is built to provide a smooth experience for learners, training providers and employers during this pivotal moment in the apprenticeship journey.

There are several factors you'll want to consider to prepare effectively for End-Point Assessment. This ebook will take you through some key steps you can take to get ready for EPA, and share some tips to achieve compliance efficiently. We will consider the learner journey as well as the data and evidence you'll want to collect to support auditing by the Department for Education.

We will cover:

- ✓ Programme configuration
- ✓ Programme design
- ✓ Reviews
- ✓ Portfolio exports
- ✓ Dashboards
- ✓ Registration and certification
- ✓ Data and reporting



Programme configuration

Preparing for EPA begins before you start to build your programme in Aptem. To ensure a smooth experience at EPA, it's important to spend time gathering knowledge and getting the programme configuration right. This will help you to progress through EPA later without any unexpected challenges.



Creating the programme structure

Asking the following questions will help to determine the overall programme structure you want to build in Aptem.

What is the overall Standard the apprentice is working towards? Are there any requirements as part of the Gateway Checklist that can be facilitated by sub-programmes?

The configuration of sub-programmes is just as important as the configuration of the main body programme when it comes to the End-Point Assessment. How these modules are set up in relation to each other will shape the nature of the data you are later able to pull from the system for reporting, auditing and progress measurement. When additional requirements are set up as sub-programmes, the data will automatically pull through, allowing you to see if and when a learner is likely to achieve those qualifications. This supports understanding of how ready a learner is to enter EPA.

Are there any shared EPA requirements across your learners?

Although these will vary between apprenticeships, you may be able to set some standards across your learners to support more efficient internal processes. This will take a little longer initially, but setting some consistent rules for your organisation will make programme creation more efficient in the long-term, while still allowing for personalisation.



The approach to EPA will only ever be as good as the way you build and configure your programmes.

Claire Sykes, Aptem Implementation Consultant



Data collection and evidence

The next thing you'll want to do is review data collection and evidence requirements for your learner. Understanding the data and evidence needs of all partners and key teams before configuring your programme will ensure that the system is set to generate everything that you and your learners need to successfully move through EPA.

What data will you need when it comes to auditing?

Starting at the end result, think through key moments like Gateway and EPA to determine what data you need to collect throughout the programme. Working with colleagues across key teams, establish the information and data they're going to need to demonstrate quality, or that Gateway requirements have been met, so that the system is set up to serve everyone.

Making sure the learner understands their EPA requirements

It is essential for training providers and employers alike to be able to demonstrate that an apprentice understands their requirements for EPA. When it comes to external auditing, you will need to have a paper trail that can prove this. Aptem supports the recording of qualitative as well as quantitative data throughout the apprenticeship. This makes it straightforward to prove that the learner understood their EPA requirements. We explain how to do this in the Learning Plan section of this ebook.

Tracking progress towards the EPA

Consider the data you'll need to collect to support cross-team knowledge of a learner's readiness to enter EPA. Detailed and logical configuration of the learning programme will give you access to helpful data such as 'Past Predicted End Date'. This can be used to look for correlations and know when intervention techniques might be helpfully brought in to support learners, preventing them from going past their predicted end date.



Gateway is the moment in which the employer and training provider (sometimes with the apprentice as well) agree that the apprentice is ready to proceed to their final assessment. The apprentice will usually go through Gateway on a specific date, at which point their portfolio is approved and their End-Point Assessment (EPA) date can be confirmed.



Aptem essentials

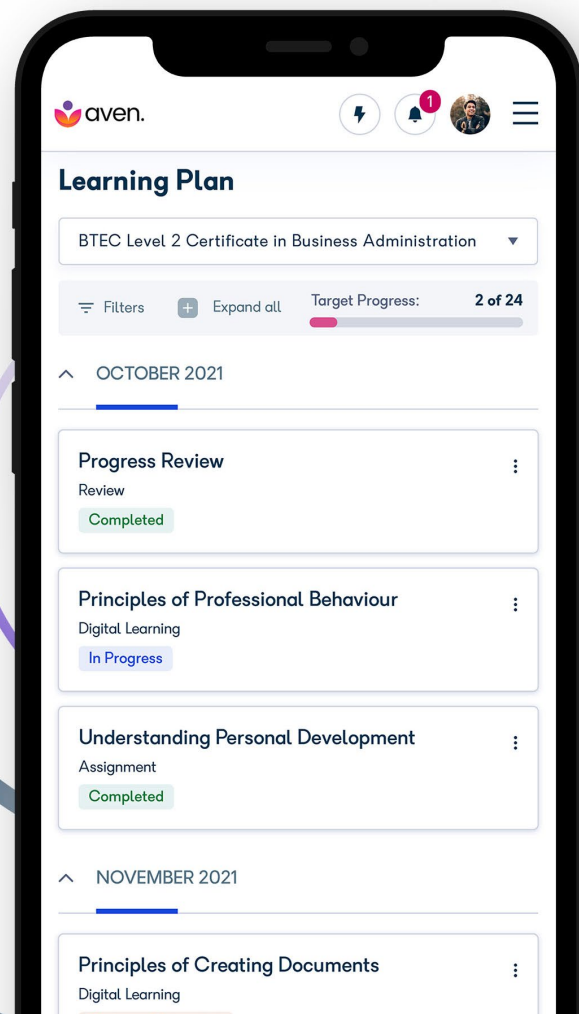
Before you start building your new programme, it is a good idea to check the following elements of your Aptem system are configured to support EPA.

- ✓ Are you set up as a training organisation? It sounds obvious, but this will determine whether the system can accommodate the EPA process.
- ✓ Is the Individualised Learner Record (ILR) configured in the programme token? Tokens are the different elements of the programme set up in Aptem. The ILR needs to be set up in the programme section for EPA to function.
- ✓ If you are using Aptem to configure your Learning Plans, make sure that the EPA component is included in the Learning Plan token.



Pro tip

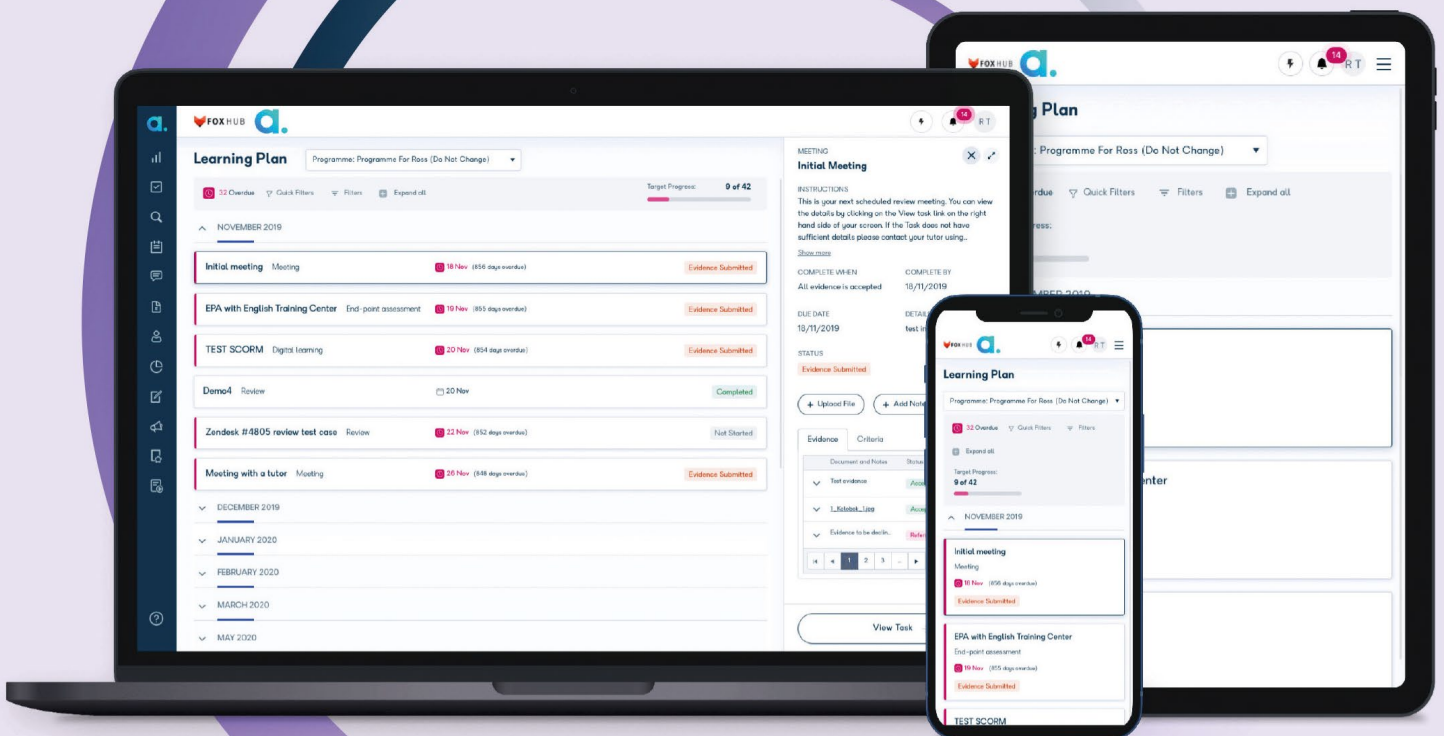
Best practice for the EPA component is as a space to store external evidence, such as certificates, using it as a mini Gateway portfolio. This is especially useful for longer apprenticeships. Setting up periodic EPA components in the Learning Plan to collect evidence towards their qualification will help your learners when it comes to finishing their portfolio at EPA.



Learning Plan

It's now time to get started with the build of your programme in Aptem. Learning Plans in Aptem are flexible; you have full control over what the learner journey looks like.

Chronological programmes are the most straightforward to create. They're also the easiest for your learners to follow. In a chronological programme, learners will progress through a list of tasks, mocks and reviews, until they arrive at EPA.





Building a Learning Plan to arrive at EPA

Understanding EPA requirements

The first component in your Learning Plan should be a review to check the learner's understanding of their EPA requirements. Being able to prove that a learner understands what is expected of them when it comes to EPA is essential for the audit, not to mention the learner's chance to succeed in their apprenticeship.

When configuring this first review, you can choose which elements will be helpful at this stage. For example, you might:

- ✓ Include a Skills Radar to check the learner's progress against KSBs (knowledge, skills and behaviours).
- ✓ Upload infographics and other supporting material to enhance their understanding of their EPA requirements.
- ✓ Add links to external information sources or downloadable documents
- ✓ Include questions such as: Do you understand what your requirements are for End-Point Assessment? Yes/No.

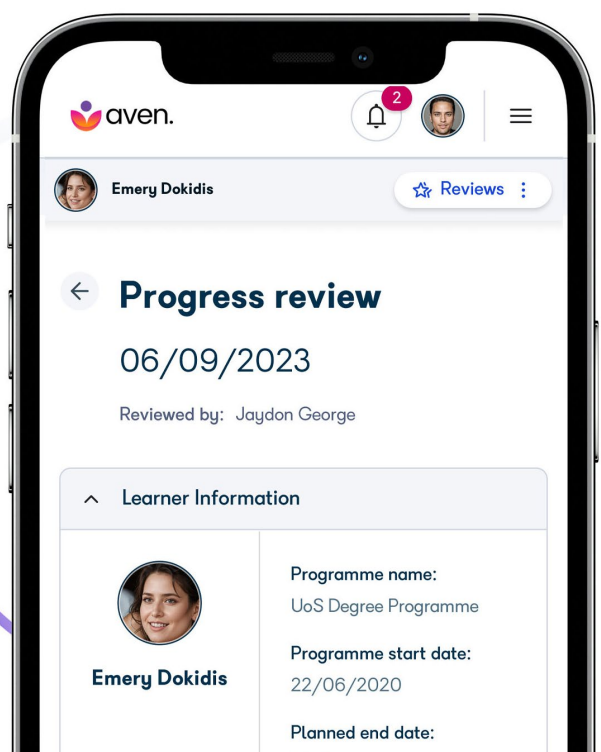
Functional Skills outcomes

Configuring functional skills outcomes in the Learning Plan will give you access to data about the learner's progress towards these requirements. Dashboards and other reporting tools, as we will see later on, can draw this information together so it is easy to see at a glance where a learner is on their journey to EPA.



Pro tip

Reviews functionality in Aptem enables you to capture a conversation. Using reviews you can record qualitative data and leave a strong audit trail of interactions with a learner.



Knowledge, Skills and Behaviours

Configuring regular KSB checks with your learners in the Learning Plan will create a reliable data source to understand EPA readiness.

End-Point Assessment Portfolio

As we've briefly seen, setting up periodic EPA portfolio showcases in your Learning Plan creates an intentional moment to save qualifications and other evidence that will later become part of the learner's portfolio.

Any data that is saved into any element of the Learning Plan can be exported to form part of the learner's portfolio. However, scheduling moments to intentionally identify and gather evidence supports a smooth process to EPA. In longer apprenticeships, arriving at EPA after three years of learning without having gathered evidence along the way can cause a real headache.

Mock Papers

Mock Papers are another helpful measure of progress that you can design into your Learning Plan. These will give an insight into a learner's progress towards their required functional skills, and an understanding of their readiness for EPA.

Gateway Check

The Gateway in apprenticeships is generally treated as a single point in time at which the employer and training provider formally agree that the apprentice is ready to proceed to the End-Point Assessment (EPA).

A Gateway Check pulls together data to give a clear understanding of where the learner is on their journey, and whether they're ready to move into End-Point Assessment.

The Gateway Check should be set up as a review and include:

- ✔ A Learning Progress Check, to establish the learner's progress as we go into the review (this should be the first element of the review).
- ✔ A Programme Status Selector, to allow the person conducting the review to change the learner status to 'Entered EPA' if they are deemed to be ready.
- ✔ A Skills Radar to see if the learner has achieved the results that are expected of them.
- ✔ A Learner Satisfaction Survey, to allow the learner to score their experience from one to five, gathering helpful quantitative data.
- ✔ A Destination and Progression Review to capture qualitative data about where the learner feels they are on their journey.
- ✔ An EPA Gateway review. This is a final admin check contributed to by both the provider and employer, making sure that everyone agrees that the learner is ready to move into their EPA.



Establish a 'Go-Live Quality Assurance' process

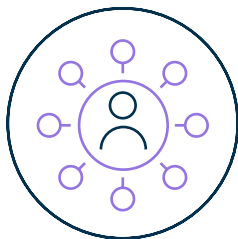
Now that you've planned your curriculum and configured the programme, it's time to launch. For the best results, we recommended implementing a quality assurance process. This should take place before any learners are enrolled on a programme. And this principle does not just apply to the EPA. A quality assurance process should be part of your standard procedure when launching any new programmes in Aptem.

Why is this important?

A quality assurance process will allow different collaborators to ensure that the programme is set up in a way that will generate the data, evidence and results that they need it to, and take the learner on a journey to success.

Each section of your programme (called a token in Aptem) should be tested by the appropriate team. For example, you might ask the Curriculum team to check the Learning Programme token and the Employer to check the Placements token.

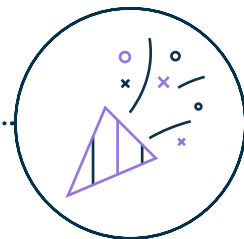
Go-live quality assurance process



Involving collaborators will optimise the programme's setup.



This allows for the effective generation of data, evidence, and results.



It paves the way for learners to embark on a successful journey.

Features for EPA success

Aptem has several star features when it comes to managing a smooth journey to EPA. This is the functionality that customers tell us makes their lives easier when used properly.





Reviews

We've already mentioned how valuable reviews are for EPA, but let's look at this functionality in more detail.

Reviews are essentially a bespoke form that can help you to monitor the quality of education being provided. They are the best way to capture conversations with a learner. Using reviews you can demonstrate progress to EPA and record learner experience throughout an apprenticeship. Aptem allows you to report against any review conducted with a learner.

If you are strategic about the timing and standardisation of reviews, you can generate incredibly powerful data. When used consistently across learners, questions like 'do you feel ready for EPA?', 'why/why not?', 'can you give any examples?', not only create a detailed picture of the learner's progress and what is enabling them or holding them back, but tracks trends across learners.

As well as supporting preparation for the EPA, reviews can produce evidence packs for the DfE and Ofsted. We've seen customers use these to great success in direct response to feedback from Ofsted. By creating reviews to address specific areas for improvement, you can generate powerful evidence to prove progress during your next Ofsted assessment.

Reviews can be both customer facing and internal. For this reason, reviews can either be included in the learners Learning Plan, or be available in a virtual space for all learners on the programme. The benefit of reviews being configured to also appear in the learning tab is that it enables any manager to track a learners' progress, contributing towards the collective knowledge of how a learner is doing at any given time.



Pro tip

Programme status gives a one-glance update on the status of a learner throughout their apprenticeship. The programme status can be updated manually in the learner profile, but best practice embeds it into a review, and used as part of a structured process flow. This prompts conversation between managers and learners to keep the status current. Including the status selector in the final review before EPA enables the apprenticeship administration team, internal quality assessor, or tutor to update the status to 'Entered EPA'. All teams with access to the learner's record can immediately see they have entered EPA.



Portfolio export

This functionality makes portfolio creation during the Gateway period very simple.

As we've already mentioned, any evidence uploaded to a Learning Plan can be exported later as part of the learner's ePortfolio. This functionality can be found by navigating to the Learning Plan and using the dropdown menu at the top to select 'Evidence Summary'.

Using checkboxes, the End-Point Assessment team, usually with the learner, will be able to select which of all the documents that have been uploaded should be included in the exported portfolio. If the EPA portfolio showcase component has been used to add documents intended for the portfolio, these will be easily identifiable. The list view will include the competent name, 'EPA portfolio'. The learner or tutor will be able to quickly tick the documents they've already identified as the correct ones.

Once all of the final documents have been selected, you will be able to choose the criteria that you want to map the evidence against in your export.

An additional checkbox, 'evidence that is not mapped to criteria', will allow you to decide if you want to export review data: reviews are not necessarily mapped to any particular criteria.

Your export will include two views:

- 1 A file with the chosen criteria and all of the evidence mapped against it.
- 2 A list of the exported evidence with the different criteria matched to each document.

This functionality saves a huge amount of time spent on manually mapping evidence to criteria across different qualifications.

Exceptions from the export

It's helpful to note that there are some types of information that cannot be exported. Notes is one of these. ('Add note' appears beside 'Upload file' in any component which requires evidence.) If there is qualitative information that you want to be able to export for use in the portfolio, we recommend that you use the reviews functionality to capture this.

Likewise, evidence uploaded by an administrator, by tutors or assessors cannot be included in a portfolio download: learners must upload all evidence themselves.

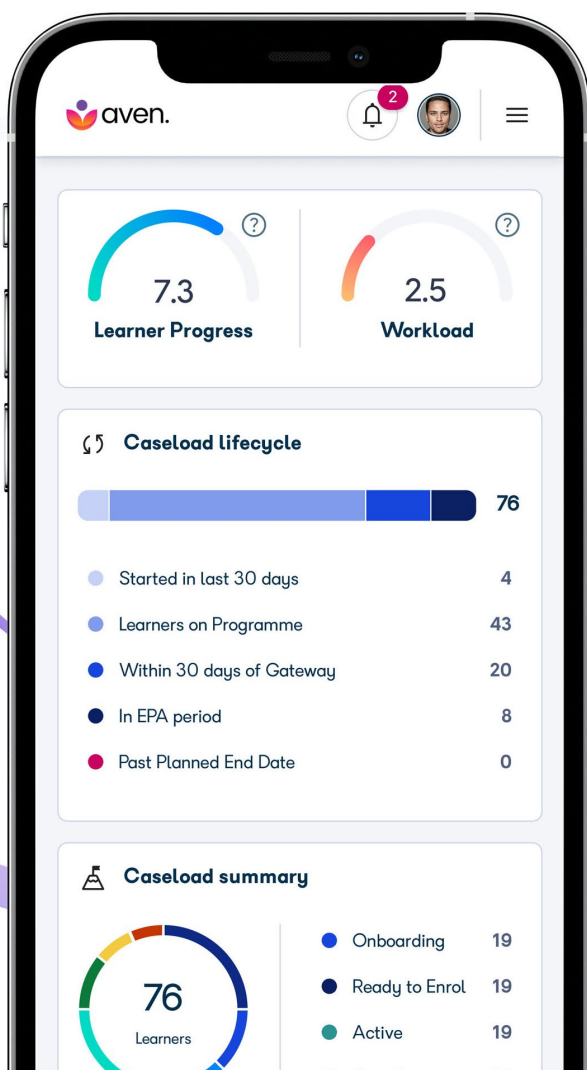
Dashboards

Dashboards can demonstrate at a glance whether or not a learner is ready to enter EPA.

Dashboards are just one element of reporting and data tracking available in Aptem. Anyone looking at these, from the tutor to the employer, will be able to quickly extract useful information about the learner's progress. Dashboards can be read in a different way once a learner is approaching EPA, but depend on the correct configuration of the programme to work.

There are three cards within the learner dashboard that you'll want to use as you prepare for EPA:

- 1 **Learning Plan components card** – this card will show the progress of the learner against their Learning Plan components. Once all are completed, you'll know that the learner is ready for EPA.
- 2 **Progress card** – this will give you progress bars against mapped criteria for the learner. The dashboard produces a status that tells you if they're on track, ahead or behind of where they should be at any given moment.
- 3 **Off-the-Job (OTJ) card** – this presents progress against the learner's pre-mapped off-the-job hours. When you build your Learning Plan components, you can plan the number of OTJ hours that should be undertaken by the learner during any given month. When OTJ is planned and configured systematically, this dashboard can be used as an indication of progress towards EPA.





Off-the-job hours (OTJ) are the required hours an apprentice must spend developing their KSBs. This is in addition to on-the-job training which is more hands-on and practical. Full-time apprentices must do a minimum of six hours of OTJ training per week. For part-time apprentices, OTJ training should make up a minimum of 20% of their working hours.

Combining different dashboards with an understanding of the learner's apprenticeship timeline will give you the best understanding of whether or not they are ready to enter End-Point Assessment.

Registration and Certification

This functionality can save smaller teams a lot of manual data work.

Let's imagine that EPA for your learner depends on three certificates coming in from different awarding bodies. With this module, administrators can easily import certificates into the learner record, giving managers and tutors one source of truth when it comes to understanding where the learner is in relation to EPA. They no longer need to check three different systems to get an update on the status of qualifications.

The Registration and Certification component is especially valuable to ITPs (Independent Training Providers) who do not have an in-house exams department. Universities and colleges use this function less as their exams departments often have systems already in place to manage qualifications across their full range of programmes.

The 'import and update', and 'export' functions in this module are what makes it so valuable to smaller teams. This functionality allows you to import data from the different awarding bodies or organisations you are working with, or export information to combine with other data sets, without any painful manual processes.

It's important to remember that this is a purely administrative module: this section does not communicate with other parts of the platform. Here, you can update a status to track the learner's progress against qualifications, add, edit or delete existing qualifications, and import/export as described.

Access to the Registration and Certification functionality will depend on your permissions. This is an administrative component only, used to manage and monitor the registration of a learner against their qualifications and assessments. As an administrator, **you will need the Manage Registration and Certification role to access the Registration and Certification area**, and view the assessment details and assessment history for each qualification.



Pro tip

The Qualification Configuration token within the programme needs to be completed in order to use all the functionality of this module. Watch out – this is often confused with, but is not related to, the Requirements for the ILR token.

Trackers

Trackers create smart, auditable ‘email trails’ without filling your inbox.

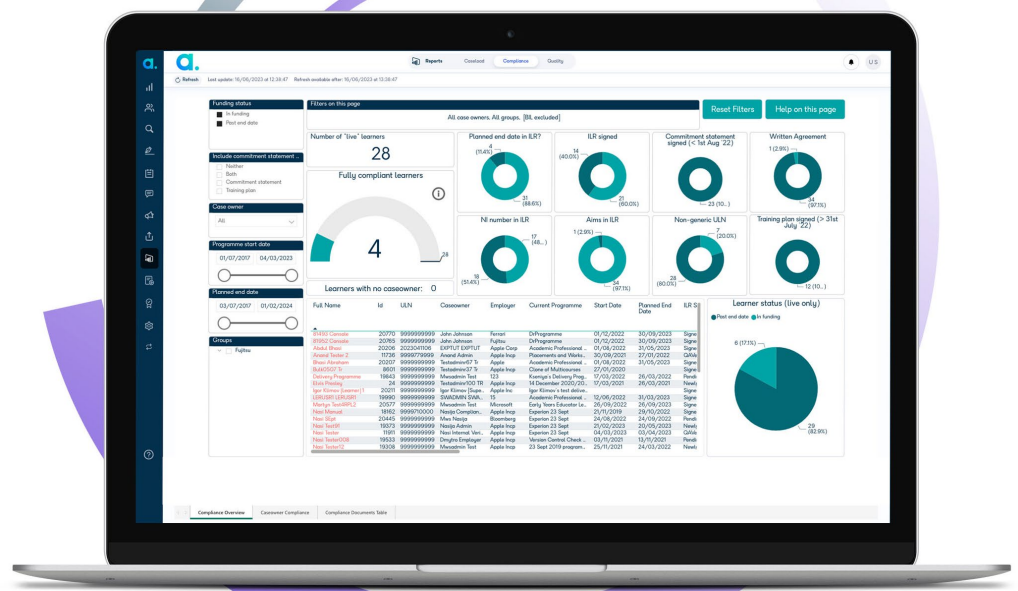
They are a method for communicating between teams and can, in some instances, support process automation. This means that some trackers, when completed, will complete an associated action in the ILR. They’re also reportable, making them even more helpful when preparing for End-Point Assessment.

There are three trackers that you might want to use to support the journey to EPA.

1 Completion of Component Aim tracker – this automates the tracking of progress towards component aims recorded in the Learning Plan. When the mapped criteria reaches 100% a tracker is generated, demonstrating that the learner has completed their component aims and is ready to enter EPA. To use this tracker effectively you need to carefully consider the component mapping that sits in the background.

2 Completion of a Programme tracker – this tracker becomes available once a learner has come all the way through the programme, including EPA. It confirms that they have fully achieved all requirements for their programme and completes their record. This tracker automatically amends the ILR (Individualised Learner Record) and compliance documents.

3 The ILR tracker – this is a basic tracker that doesn’t have automation features. It is a method for communicating with your ILR team. From this tracker you can: input text in a free text field, upload documents, open the ILR, and ‘exclude from batch’.



Data and reports

As well as the dashboards which we have already covered, there are a number of reports available in Aptem that are incredibly powerful tools for managing learners, their EPAs, and extracting information needed for auditing.

- 1 **OData** is an open data field and includes all of the data that has ever been put into your Aptem system. This is incredibly flexible, allowing you to create bespoke reports on any data you've gathered.
- 2 **Power BI dashboards** are built within Aptem to surface core data you are most likely to need to access regularly.
- 3 **User Generic Reports** are standard reports that exist for all users within Aptem. They're a helpful resource to check before digging into the details with bespoke reports.

All of the data and reports in Aptem can either be viewed within the system or exported, making it easy to share insights and evaluations with partners, assessors or auditors.



As a platform, Aptem gives us the functionality to manage our apprentices and help them to build quality portfolios for their End Point Assessment. Our faculty, employers, and our learners, really benefit from having all of their information in one central location, and we can use the various reporting, reviews and various functions to track the progress and engagement of the learners.

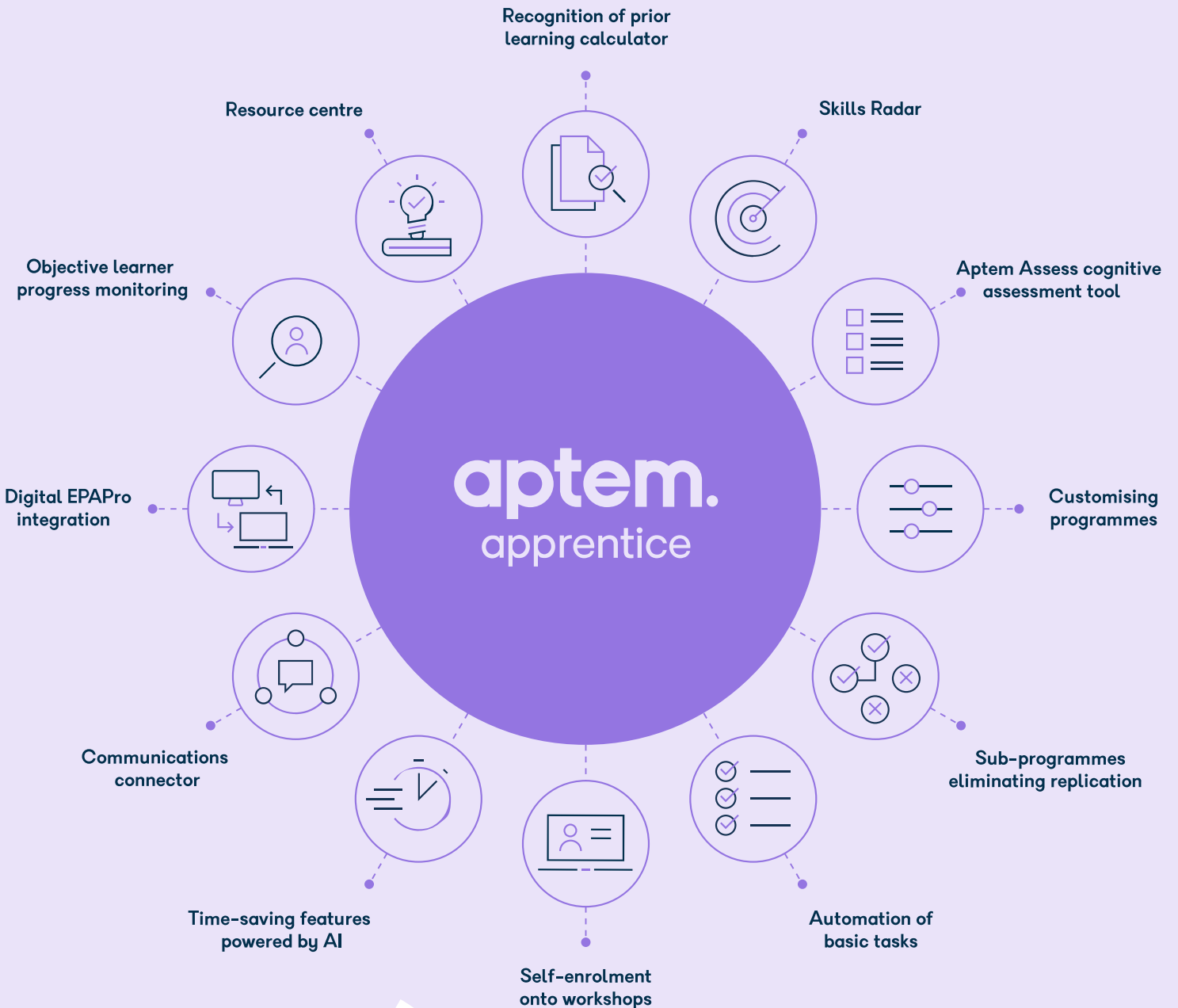
Operations and Quality Assurance Manager,
Northeastern University – London



Getting the right technology in place is a critical piece of the quality jigsaw. Since the introduction of Aptem, we're seeing increases in pass rates for those learners who began their apprenticeship journey with Aptem.

Claire Middleton, Degree Apprenticeship Manager,
University of Portsmouth

Aptem Apprentice unique features



How Aptem will support you to prepare for EPA

Choosing Aptem as your apprenticeship management system will give you access to one of our expert Implementation Consultants. All of our consultants have a deep understanding of the apprenticeship sector, with varying backgrounds including the management of apprenticeship provision.

Working with you, they will strip back your entire process, ask probing questions and advise you on how to get the most out of Aptem. With their support implementing the Aptem system, you will drive quality in your institution.





Intelligent technology®

If you would like to transform the way you deliver high-quality apprenticeships in a cost-effective, efficient and compliant way, get in touch:

enquiries@aptem.co.uk

020 3758 8540

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- ✓ **Aptem Enrol**, remote onboarding of apprenticeship students, for colleges and universities.
- ✓ **Aptem Employ**, a unique, flexible, award-winning employability system that helps to get people back into the workplace quickly and for the long term.
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