



Job Description & Person Specification	
<b>Post title:</b> EPA Coordinator	<b>Post No:</b> 011181
<b>School or Department:</b> Centre for Academic Development and Quality	<b>Date created:</b> 21 <sup>st</sup> June 2022
<b>Grade:</b> F	<b>Hours per week:</b> 37
<b>Fixed term end date</b> (if applicable):	
<b>Other requirements of the role:</b>	
<b>Immediate line manager:</b> Apprenticeships Quality Team Leader	
<b>Title &amp; Grade of posts line managed by postholder:</b> N/A	

**Job purpose:** To support the coordination and management of all activities related to successfully completing the end-point assessment process. The role is responsible for overseeing the quality and administrative procedures of end-point assessment across the apprenticeship portfolio at NTU and providing timely advice and guidance to course teams.

This role is ideal for an individual who thrives on being organised, as a first job for a graduate or as a progression for an existing administrator.

**Principal duties and responsibilities:** The role will encompass all of the following, but the balance of duties and responsibilities will be determined in discussion with the post holder's line manager:

EPA duties:

1. Work with NTU Schools and other Professional Service departments to coordinate EPA-related activities and develop appropriate tracking processes to ensure that EPA records are accurate and up to date, within the required timeframe and against University policy. For example, maintaining records of all special EPA requirements, Gateway decisions, EPA completion and apprentice's results.
2. Collect records and evidence of Gateway and EPA completion to update learner evidence packs within the required timeframe. Evidence of completion includes:
  - a. confirmation that the employer has been informed, as part of their contract, of their obligations around arranging end-point assessment;
  - b. signed statement by employer and provider that the apprentice meets the gateway requirements and is ready to undertake an end-point assessment;
  - c. signed statement by employer and provider that the apprentice is still employed until the end-point assessment is completed;
  - d. a copy of the contract between the University and the End Point Assessment Organisation (EPAO) for the apprentice's end-point assessment;
  - e. evidence of payments made to the end-point assessment organisation for conducting the end-point assessment.
  - f. verifiable evidence of the apprentices' achievement in English and / or maths

3. Lead the relationship with EPAOs for non-integrated apprenticeships and liaise with employers and NTU teams to ensure that EPA agreements are fit for purpose and in-line with individual EPAO expectations, NTU policy, and ESFA funding rules.
4. Carry out activities to maintain NTU's position on the register of End Point Assessment Organisations (RoEPAO). This includes but is not limited to;
  - a. Develop and monitor internal EPA processes for integrated apprenticeships
  - b. Produce guidance materials for apprentices, employers and internal NTU staff relating to EPA
  - c. Support the Apprenticeships Quality Team Leader to ensure that Internal Quality Assurance (IQA) mechanisms are in place for all integrated degree apprenticeships and evidence is accessible
  - d. Liaise with external EQA bodies and engage with their information requests
  - e. Liaise with NTU Schools to coordinate the recruitment of independent assessors and support the Apprenticeships Quality Team Leader with arrangements for standardisation events in-line with University policy.
  - f. Claim the apprenticeship completion certificate for integrated degree apprenticeships
5. Monitor the relevant ESFA Apprenticeship Provider Accountability Framework indicators, and the University's internal benchmarks, and trigger interventions when thresholds are met.
6. Take part in apprenticeship course design sprints to inform the gateway and EPAO decisions including preparing recommendations to employers about suitable End Point Assessment Organisations.
7. Ensure the annual start and end date reports are accurate, providing enough time to complete gateway activities within the practical period, complete EPA assessment before the end date, and that the EPAO and costs are present.

Other duties:

8. Act as the Servicing officer for the Apprenticeships Portfolio Sub-Committee. Duties include; preparations for the meetings, liaising with the Chair, collecting and publishing papers, minute taking, and following up on action points.
9. Support the Quality and Compliance team with admin duties around busy periods including building learner packs at intake points

**N.B.** The post-holder may be required to undertake any other duties which may reasonably be required as within the nature of the duties and responsibilities of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms.

## Personal Attributes

Attributes	Essential	Desirable
<b>Knowledge</b>	<p>Current knowledge of developments in higher education in the UK and government skills agenda</p> <p>Expert knowledge of Excel</p> <p>Knowledge of quality management processes</p>	<p>Knowledge of apprenticeship funding rules</p> <p>Knowledge of apprenticeships in higher education</p> <p>Knowledge of current apprenticeship-related policies such as functional skills or Safeguarding, Prevent, and British Values</p>
<b>Skills</b>	<p>Excellent organisational and time management skills, and able to demonstrate excellent attention to detail</p> <p>Excellent analytical and problem solving skills</p> <p>Good interpersonal skills and an ability to communicate effectively to both small and large groups</p> <p>Strong practical experience of a variety of PC-based business software packages including use of the following MS Office products in a business environment: Word, Powerpoint, Access and Outlook</p> <p>The ability to produce and present policy, process and procedure documentation</p> <p>The ability to be proactive, using own initiative to support senior colleagues</p> <p>Strong team working skills and ability to work using own initiative</p>	<p>Ability to relate to university staff at all levels</p> <p>Ability to use, Microsoft SharePoint and NTU's Student Records System, Banner</p>
<b>Experience</b>	<p>Experience monitoring compliance of processes</p> <p>Experience of dealing with and responding to complaints</p> <p>Experience of operating to strict deadlines</p> <p>Experience of supporting or directly developing, documenting and implementing new processes</p>	<p>Experience of higher education or equivalent large scale corporation</p> <p>Experience of working in apprenticeships.</p> <p>Experience in working with external regulations</p> <p>Experience in writing high level policy documents</p>

	<p>Experience in the manipulation of data to inform reporting and provide management information</p> <p>Experience of dealing with confidential information</p> <p>Experience of minuting varying levels of meetings</p>	
<b>Qualifications</b>	Demonstrable intellectual rigour shown by either degree level qualification and/or experience at an appropriate level	Customer Service qualification

<b>Competencies</b>	
<b>Essential Competencies</b>	<b>Desirable Competencies</b>
<p><b>Organisation and delivery (Level 3)</b> Takes account of organisational priorities to ensure that operational and strategic plans are being implemented and achieved.</p> <p><b>Team Working (Level 3)</b> Leads aspects of team work, seeking and implementing improvements to the team's outputs/service and developing colleagues within the team. Challenges colleagues.</p> <p><b>Communicating and influencing (Level 3)</b> Communicates information effectively to a wide range of diverse stakeholders, influencing events. Networks internally to keep ahead of developments.</p> <p><b>Making informed decisions (Level 3)</b> Uses a wide range of complex data to take controlled risks to achieve greater gain. Uses trends and data to establish controls and performance indicators.</p>	

[N.B All competencies should be drawn from the NTU Competency Framework, which can be found [here](#)]

**Job Description and Person Specification created by (post title): Head of Flexible & Work-Integrated Learning**