T2.8a: END POINT ASSESSMENT descriptor

|  |  |
| --- | --- |
| **EPA title** | Titles should accurately, but succinctly, reflect the module content (max. length 60 characters) |
| **EPA number:** | Seek advice from Student Central: Course & Student Administration Team |
| **Apprenticeship standard:** |  |

1. management DETAILS

|  |  |
| --- | --- |
| **EPA Manager:** |  |
| **Integrated/Non Integrated EPA:** |  |
| **EPA Assessor/s:** |  |
| **Standard EQA:** |  |

|  |  |
| --- | --- |
| **Programme/s in which the EPA is taken:**  List programme titles and codes.  Extend/shorten this list as appropriate. | **Status on programme:**  Compulsory, optional, etc |
| Programme title and code #1 |  |
| Programme title and code #2 |  |
|  |  |
|  |  |

1. epa Outcomes

|  |  |
| --- | --- |
| **Detail EPA outcomes** | |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

Extend/shorten list as appropriate – please number each intended learning outcome.\*\*  
  
**\* Please note that the module does not need to cover all Brookes Attributes.** However, please ensure that you refer to the correct level of Attributes (Foundation Degree, Graduate or Postgraduate) – see the [OCSLD Brookes Attributes wiki pages](https://wiki.brookes.ac.uk/display/GAA/Home) for more details.  
  
\*\*Note on the assessment of learning outcomes - since credit is awarded on the basis that students have met the learning outcomes of a module, it is the expectation that all stated learning outcomes will be assessed (see section 7 below).However, in the context of some programmes, it may be appropriate to indicate that a particular learning outcome is taught and/or practised but not assessed during the module – if this is the case, this should be clearly indicated in table 3 above, with an indication of the module in which the learning outcome will be assessed at a later stage of the programme, for approval by the appropriate programme approval panel or Faculty AESC/QLIC.

1. outline syllabus

|  |
| --- |
| Give an indication of how the apprentice will be prepared to undertake the end point assessment by the University |

1. TEACHING LEARNING AND ASSESSMENT STRATEGY

|  |
| --- |
| Briefly outline how the teaching and learning activities will enable apprentices to meet the EPA learning outcomes.  Outline how the assessment tasks described in section 6 enable students to demonstrate the achievement of the intended learning outcomes, and how the assessment strategy relates to the Assessment Compact (including the provision of opportunities for students to practice the activities on which they will be assessed and gain formative feedback on their performance).  This section should take up no more than half a page. |

1. LEARNING HOURS (10 notional learning hours per credit)

|  |  |
| --- | --- |
| **Scheduled learning and teaching activities\*** | **Contact hours** |
| Lectures |  |
| Seminars |  |
| Practical classes/workshops |  |
| Tutorials |  |
| Fieldwork/external visits |  |
| **Guided independent study\*** | **Learning hours** |
| Directed/independent study |  |
| Preparation for assessments |  |
| **Placement/Study Abroad\*** *–* see note below on placement hours**\*\*** |  |
| **TOTAL:** |  |

\*The lists given under each heading are indicative of the types of activity that may fall within each category, and these lines may be extended or shortened as appropriate to the module. However, do not delete the bold headings and do enter a zero value if the module does not include any activities in a particular category.

\*\*Please ensure that the number of **placement hours** students are required to undertake in order to complete the module can be accommodated within the delivery period of the module.

6. assessment tasks

6.1 EPA Summative assignments

|  |  |  |  |
| --- | --- | --- | --- |
| Describe assessment tasks below\* | **Word count/ length of exam** | **Learning outcomes assessed** | **Weighting**  **%** |
| **Coursework:** including in-class tests – see note below\*\* | | | |
|  |  |  | % |
|  |  |  | % |
| **Written examinations:** specifically, those that require timetabling by the Examinations Team (see note below\*\*\*) | | | |
|  |  |  | % |
|  |  |  | % |
| **Other:** including practical examinations – see note on presentations below\*\*\*\* | | | |
|  |  |  | % |
|  |  |  | % |

\*Please list assessment tasks under each heading, and extend or shorten the list as appropriate to the module. However, *do not* delete the bold headings; and *please* enter ‘not applicable’ if the module does not include any assessment tasks in a particular category.

\*\*Select from the following list of coursework types (this is the terminology used in Banner):

Written assignment (individual)

Written assignment (group)

Dissertation

Project work (Individual)

Project work (Group)

Portfolio (Individual)

Portfolio (Group)

Oral assessment / presentation (group)

Oral assessment / presentation (individual)

Practical skills assessment (Individual)

Practical skills assessment (Group)

Set exercise (includes in-class tests, online tests/quizzes, poster design)

Note that **in-class tests** are counted as coursework, as they do not require timetabling by the Examinations Team, but they should be run under examination conditions as described in section A3.3 of the University Regulations.

\*\*\***Examinations** should be either 1, 2 or 3 hours in length – please contact the Examinations Team if you require an examination of a different length to be scheduled. Please also contact the Examinations Team if you require more than one examination for a single module. **Examinations are likely to be conducted online in 2020/21 (in particular semester 1).**

The QAA publishes advice and guidance on assessment at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment>

6.2 Opportunities for formative assessment and feedback

|  |
| --- |
| This section must be completed. Please provide details, as appropriate. |

* 1. ALTERNATIVE ASSESSMENT/DELIVERY

|  |
| --- |
| For various reasons students may require an alternative form of assessment, e.g. through disability, mitigating circumstances, etc. In these cases, individual requirements may vary, however please provide a statement about how alternatives will be agreed. |

1. indicative reading list

|  |
| --- |
| Please provide an indicative reading list for the information of the approval panel.  Please ensure you have discussed the resource requirements with your Academic Liaison Librarian. |

Please ensure that this sentence and the rest of the red rubric in the template is deleted before submitting.