Digital Skills

Apprenticeships

Thinking EPA
- Summative Portfolio

Spring 2020

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FAQs – We hope to answer

- **Do on-programme qualifications meet the "show evidence against ALL Outcomes" as per the Assessment Plan?**

- *Will you provide example Summative Portfolios?*

- **How long should a Summative Portfolio be? Each document submission and as a whole.**

- *My apprentice does not work on projects, how can they put together a Summative Portfolio of 3 as stated in the Assessment Plan?*

- **Does it have to be 3, can it be more? Can it be less?**

- **Should the Summative Portfolio be referenced to the Outcomes?**

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Lesson Learned and Good Practice – Summative Portfolio

Good practice	
Who are you? *Set the context for the evidence that follows in a Summative Portfolio*	'I work for Acme Ltd, who are a service company providing services to local SME businesses. We provide services and design, implementation and support. The majority of our customers have service contracts with us and we provide 24/7 support. My role is to work one-to-one with customers to establish their needs and implement their requirements'.
S.T.A.R.R	**S**ituation What's the piece of work? Were did it come from? **T**ask What will you do, how, etc. **A**ction You doing it **R**esult What was the outcome? **R**eflection Lessons learnt
V.A.C.S.C	**V**alid – evidence should be relevant to the standard **A**uthentic – you have carried out the work **C**urrent – the work has been carried out within the period of the apprenticeship **S**ufficient – the evidence is sufficient to show competency **C**onsistent – the evidence should show a consistent standard over all the evidence
Summative: *of or relating to a summation or produced by summation*	We do not need everything they have done. The best for any given Outcome(s) or only piece they have for an Outcome(s).

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S.T.A.R.R: A way to think about portfolio evidence

The key thing we want to see in a Summative Portfolio: *show us what you do*. When writing up the "projects" to submit as evidence the apprentice may find S.T.A.R.R a useful approach.

Situation: What were you asked to do, why and by whom? This can include regular maintenance activities, a collection of smaller activities on a single theme or a distinct task/project that has been set.

Task: The detail of what you propose to do and the plan of actions to be undertaken, with explanation as to why you have decided to do things in a certain way and why elements of the plan have to be done in a certain order.

Action: Walk through what you are doing/did with screenshots, photos, etc. and appropriate annotation.

Result: What was the outcome of the work you carried out? Success/failure? Who provided feedback? Did you hand the work over to someone who signed off the completion?
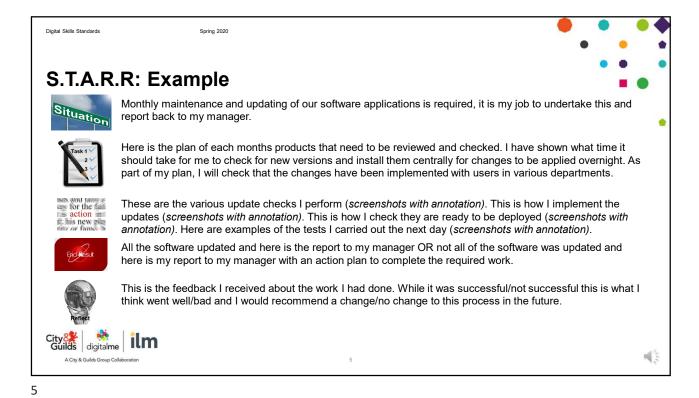
Reflection: Did it go to plan? Did the outcome and activity run as you expected? What would you do faced with a similar task in the future – do the same things or different? What else might have helped you carry out the task?

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S.T.A.R.R: Example

Situation

Monthly maintenance and updating of our software applications is required, it is my job to undertake this and report back to my manager.

Task 1 2 3

Here is the plan of each months products that need to be reviewed and checked. I have shown what time it should take for me to check for new versions and install them centrally for changes to be applied overnight. As part of my plan, I will check that the changes have been implemented with users in various departments.

action

These are the various update checks I perform (*screenshots with annotation*). This is how I implement the updates (*screenshots with annotation*). This is how I check they are ready to be deployed (*screenshots with annotation*). Here are examples of the tests I carried out the next day (*screenshots with annotation*).

End Result

All the software updated and here is the report to my manager OR not all of the software was updated and here is my report to my manager with an action plan to complete the required work.

Reflect

This is the feedback I received about the work I had done. While it was successful/not successful this is what I think went well/bad and I would recommend a change/no change to this process in the future.

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Supporting customers

Last week the Covid-19 team worked through a series of updates across category areas to provide centres guidance and support.

Covid-19 landing page
-   EPA (and FAQs)
-   Functional Skills and Essential Skills (to follow)
-   Technicals
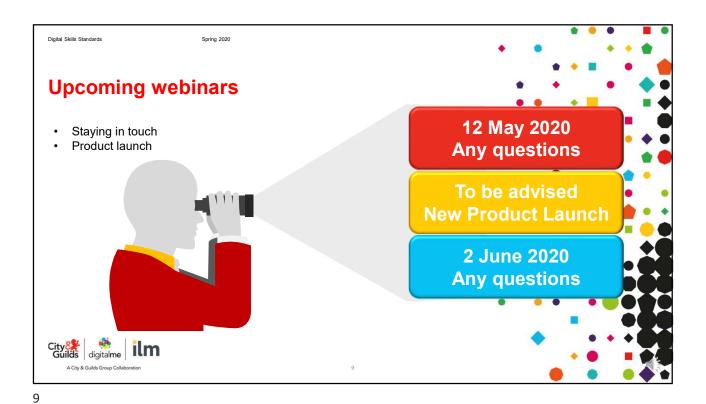-   "On the house" digital support offer
-   IVQs

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At a distance: our four propositions

We'll focus attention on four ways that we support distance learning – two of which have a clear focus on apprenticeship delivery

- **FREE** eLearning materials to support the management of COVID-19
- **FREE** access to platforms and content to support distance learning
- **FREE** tools to help an apprentice work with a remote assessor to prepare for end-point assessment
- **PAID** end-to-end solutions for apprenticeship delivery

SalesBriefing

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EPA Process Support

EPA Customer Success Team
- Provide support and offer guidance to customers who are new or unfamiliar with the EPA journey
- Ask your Business Account Manager or Technical Adviser to have them contact you

EPA Partnership Managers
Supporting providers and employers to work together and understand the City & Guilds End Point Assessment Service

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Thank You

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