Karen Egan
Technical Advisor ILM
Karen.Egan@i-l-m.com

**ILM – Management Apprenticeships
our End to End offer
Level 3 Team Leader/Supervisor &
Level 5 Operations/Departmental Manager**

Aims and content of today's webinar

Management Standards and EPA Process

- **Update on our response and support regarding Covid-19**

- **What is EPA?**

- **On-Programme delivery**

  - Off-the-job training

  - Prior Learning

- **Overview of the EPA Journey**

- **The assessment components and how they're delivered at each level**

- **Good practice for the assessment components**

- **ILM Resources**

- **Open Q&A and discussion**

Our response to the Covid-19 Pandemic

Please go to our dedicated web page

https://www.i-l-m.com/covid-19

for all other aspects of our support during this time including:

- On-line events
- E-workbooks
- EPA Guidance
- Other useful information and links

Keeping up to date with Covid-19 Dispensations

- EPA Dispensations

- Functional Skills updates

- Qualification updates

- Digital and E-learning free resources

- Support and contact numbers

- **https://www.cityandguilds.com/covid-19/epa**

Gateway and the use of digital signatures

- Digital Signatures allowed on declaration / authenticity documentation.

- We will also accept a **typed** in signature of the **learners name only. Employer and Training provider digital signatures must be provided.**

- If it is not possible to get a digital signature we will accept a letter from the Apprentices' employer stating the learner is able to go through gateway. This must be stated in the email and include the Employers email signature.

- For further <u>guidance</u> please click the link
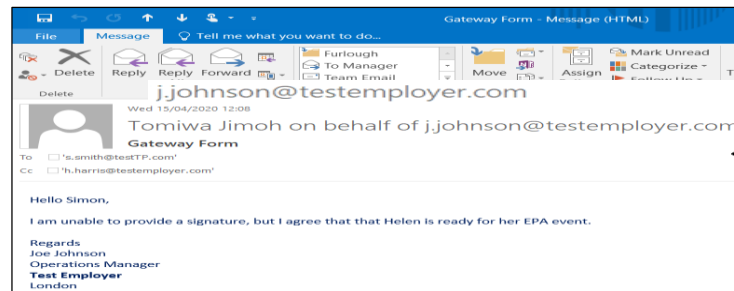
Email exemption
We are currently accepting a separate email uploaded directly to the EPA Portal. This should be from the employer, clearly stating the learner is ready for their EPA event.

Delivering Evolve tests remotely

Things to consider:

- **Only to be used for EPA knowledge tests**, not Diploma Evolve examinations

- Exams are invigilated on a 1-2-1 basis.

- 5 day booking window still required

- Invigilators must be fully trained

- Delivery platforms must allow the Invigilator to be able to view the candidate, their environment and their computer/laptop screen at all times during the test

- Test must be taken under exam conditions

- Remotely Invigilated e-volve tests will be delivered through a web-delivery application requiring no installation to the candidate computer

Apply online via a contact form on this link

**Technical guidance and 'how-to' guide**

Equipment required for delivery

Centre

The template checklist which will need to be completed by the invigilator during the event. This must be stored for 6 months after the event.

The Evolve exam will be booked on Walled Garden and an ULN link will be created to send to the learner to sit the live exam

Access to web based delivery platform – either **LogMeIn – Go To Meeting** or **Cisco WebEx**
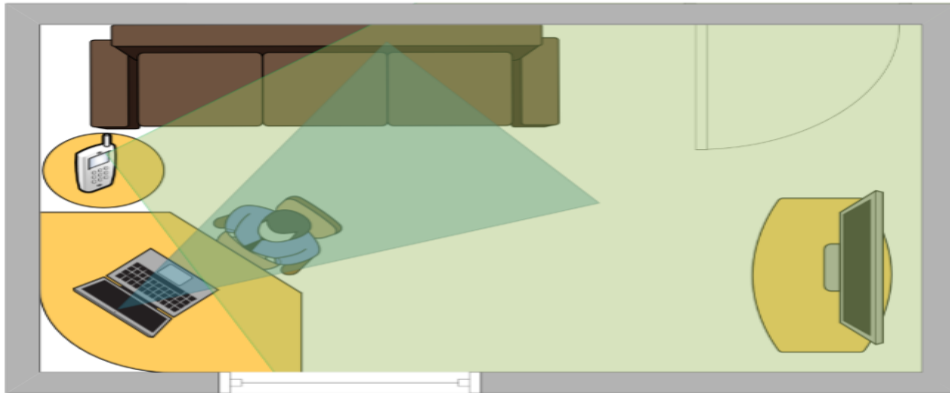
Learner

The candidate will need a laptop/computer with the following features:

- Screen resolution at least 1024x768;
- OS Windows 7, 8, 8.1 and 10 (Mac/Tablet/Chromebooks are not compatible);
- A supported web browser with ActiveX Flash enabled;
- Operational web camera that can face them
- Access to the preferred virtual meeting technology.

Also

The candidate will also need

- A smart phone or tablet with an operational web camera
- An email account
- Photographic ID.

Certificates and Functional Skills

- **PLR** can be accepted as evidence of achievement

- **Candidate History from Walled Garden** (City and Guilds only) can be accepted when it clearly shows the full achievement of the qualification by stating qualification conferred and certificated. Please note, if it states unit credits and not qualification this will not be accepted

- **A SIMS / CMIS** report is also acceptable but must be authenticated with a stamp from the relevant school/college and signed by the examinations officer or equivalent authority

- **National Record of Achievement** which must contain relevant awarding organisation verifiable achievement.

Functional Skills

We're seeking views on the exceptional arrangements we have set out for awarding vocational and technical qualifications, and general qualifications (other than GCSEs, AS and A levels).

https://www.gov.uk/government/consultations/exceptional-arrangements-for-assessment-and-grading-in-2020

Relaxation of Functional Skills – until the 31 July, no need to undertake Level 2 functional Skills Maths and English if they are on a Level 2 standard. Must still complete Level 1.

What is EPA?

Knowledge
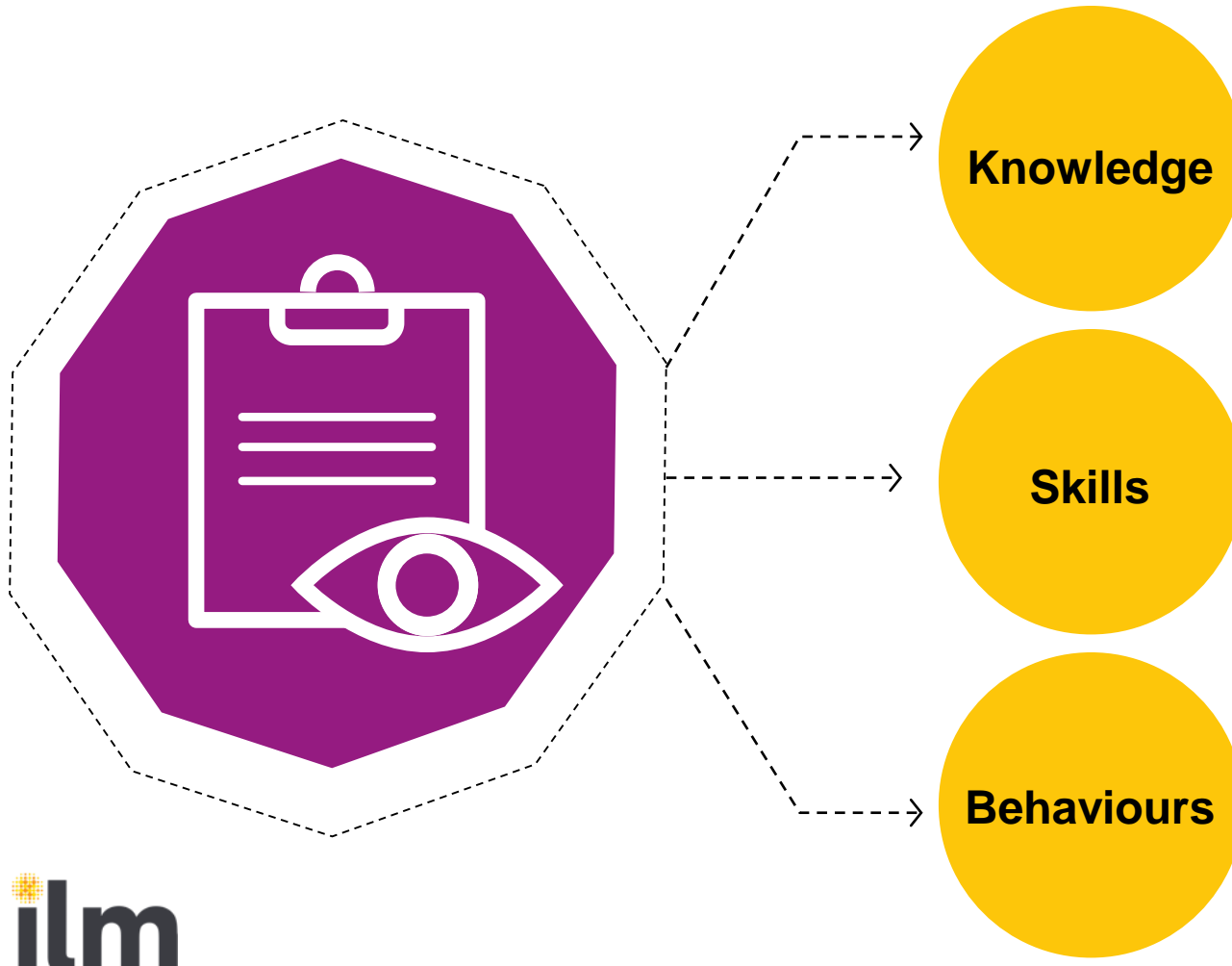
Skills

Behaviours

- Assessment(s) undertaken at the end of an apprenticeship by an independent End Point Assessment Organisation (EPAO).

- Carried out in line with the Assessment Plan to measure a candidates performance against the knowledge, skills and behaviours set out in the apprenticeship standard set by the Trailblazer Group.
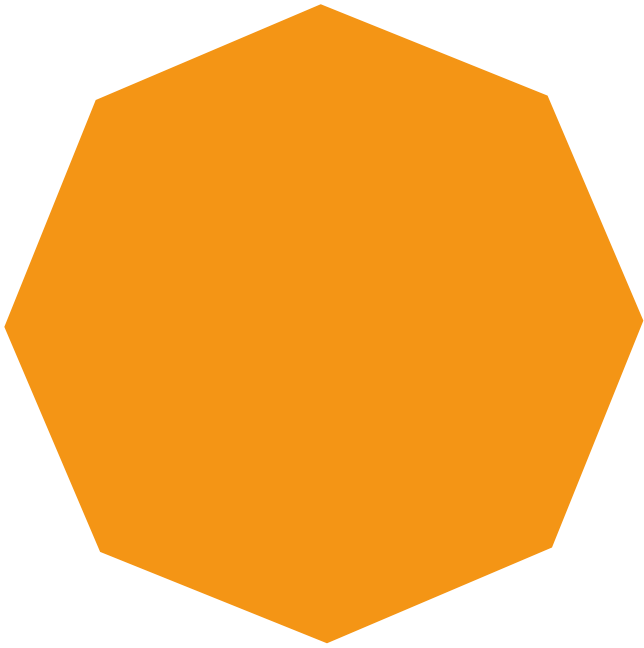
On Programme delivery

Including off the job training and prior learning

On-programme delivery

Learning and development aimed at developing the knowledge, skills and behaviours set out in the apprenticeship standards

- **On-the-job training and learning from / with others**

- **Off-the-job education, training and online learning**

- **Coaching, mentoring, formative assessment, review and feedback**

Created 2 new qualifications based on the apprenticeship standard and translate the standards into the more familiar language of a qualification:

8410-01 – Level 3 Diploma for Managers
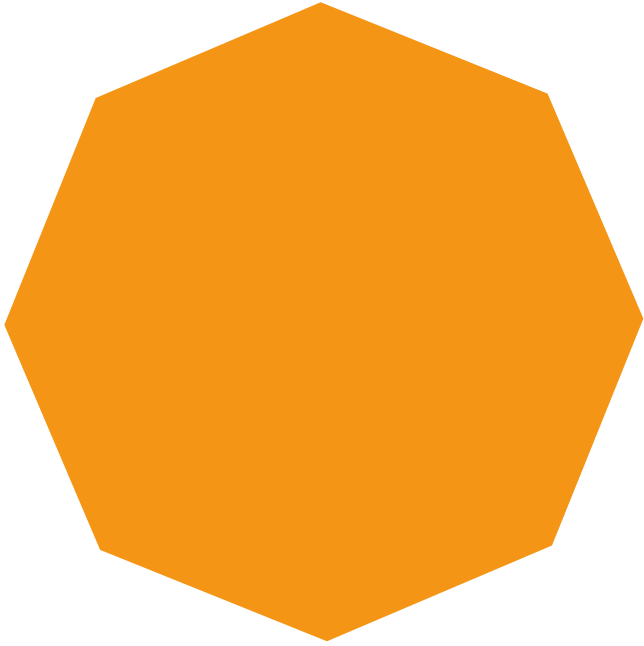
8420-01 – Level 5 Diploma for Leaders & Managers

- **Mimic the EPA to help prepare learners by allowing to experience online knowledge tests and professional discussions ahead of the formal EPA assessments.**

- **Result in the production of a portfolio of evidence, the best elements of which can be combined to create the Showcase portfolio submitted for EPA – more guidance on this later.**

Off-the-job training

- Content must teach **new** knowledge, skills and behaviours required to reach competence in the apprenticeship standard

- Any training carried out off-the-job must map to the standard

- Statutory holiday entitlement must be deducted before off-the-job hours are calculated.

- Off-the-job training must take place during PAID hours.

- By paid hours the ESFA mean the apprentice's normal contracted hours –

- Can include any training or learning (that is relevant to the apprenticeship standard) that falls outside of the candidates' usual day-to-day activities.

- 20% off-the-job should cover the planned duration of the apprenticeship before gateway.

- Off-the-job – clear calculations must be included in apprentice's commitment statement.

Prior Learning

- Funds **must not** be used to pay for learning or skills the apprentice has already attained.
- Providers must account for prior learning and reduce duration, content and price, where appropriate.
- Where accounting for prior learning would mean the duration would be less than 12 months or fail to meet the 20% off-the-job, the apprenticeship is ineligible.
- Providers must assess prior learning before the apprenticeship begins – including work experience, previous apprenticeships and prior education.
- Prior learning, knowledge, skills and behaviors must be quantified and evidenced.
- All of the above must be included in the evidence pack and written agreement with the employer.
- The ESFA have tendered for an organisation to research and investigate how apprenticeship providers are managing this requirement of the funding rules.
- CLICK HERE TO VISIT GOV.UK on Apprenticeships: Guidance for Prior Learning.
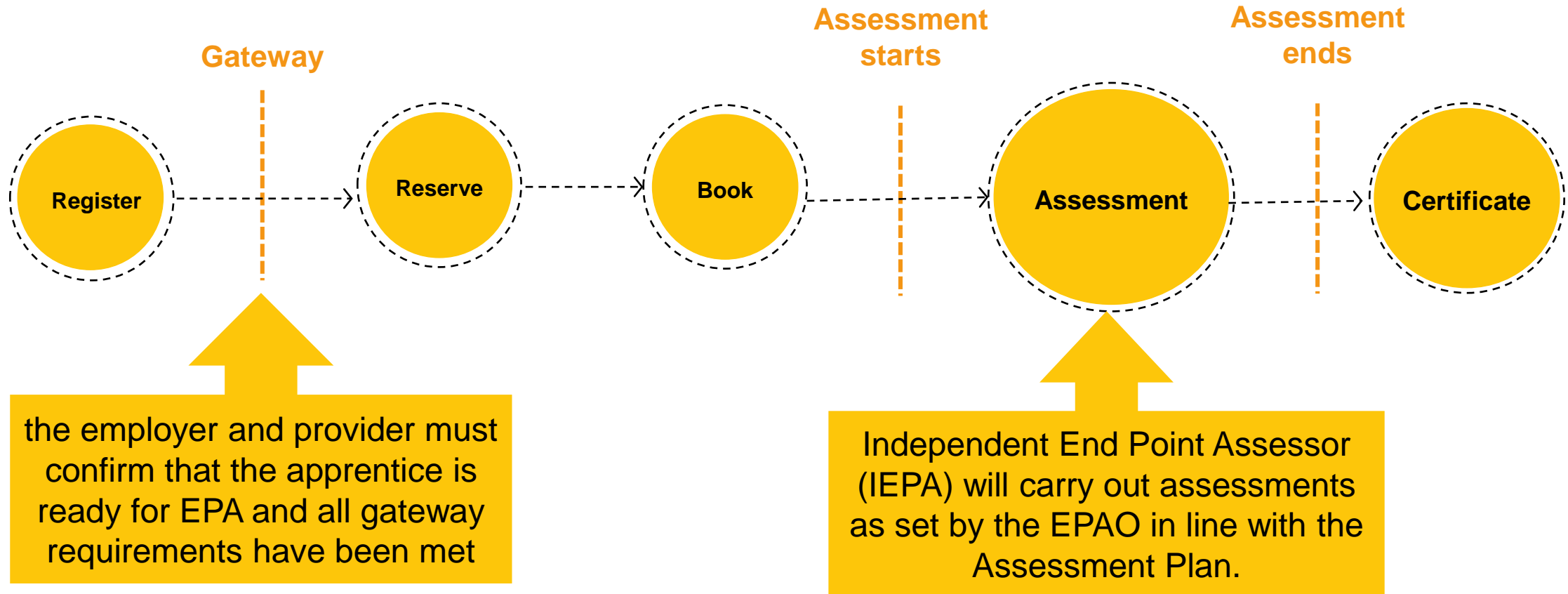- Recorded Prior Learning Webinar hosted by our funding guru Bryony Kingsland can be found here - https://www.cityandguilds.com/apprenticeships/events-and-webinars

The EPA Journey

Including components, grading and resits

EPA Journey

Gateway

Assessment starts

Assessment ends

Register → Reserve → Book → Assessment → Certificate

the employer and provider must confirm that the apprentice is ready for EPA and all gateway requirements have been met

Independent End Point Assessor (IEPA) will carry out assessments as set by the EPAO in line with the Assessment Plan.

Link: City & Guilds 8 Step Guide to your EPA journey

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The timeline of assessment

At least 2 weeks in advance

At least 1 week in advance

Booking

Evidence submission

Knowledge test

Interview, Professional Discussion, Presentation & Q&A
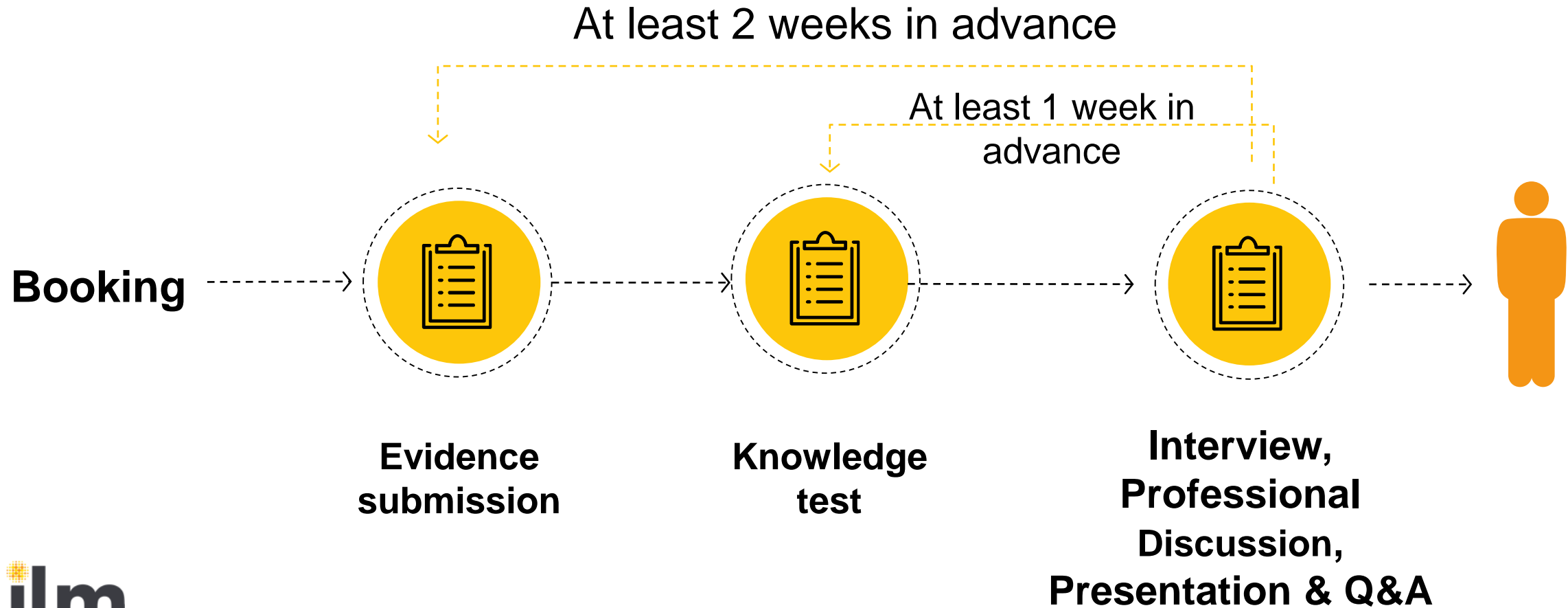
Level 3 Assessment components & delivery methods

Assessment Method

Knowledge test using scenarios and questions

Assessment of portfolio of evidence

Structured competency-based interview

Professional discussion relating to CPD activity

Delivery Method

Onscreen test
e-volve platform

Online
EPA Portal

Live online interaction
assessor, apprentice GoToMeeting

Level 5 Assessment components & delivery methods

Assessment Method

Knowledge test using scenarios and questions

Assessment of portfolio of evidence

Structured competency-based interview

Presentation on work based project with Question and Answer session

Professional discussion relating to CPD activity

Delivery Method

Onscreen test e-volve platform

Online EPA Portal

Live online interaction assessor, apprentice GoToMeeting

Assessment Components - Weighting
Level 3 Team Leader/Supervisor

50%
Minimum to pass

30%

20%

30%

20%

Knowledge Test

Portfolio of evidence

Structured competency based interview

Professional discussion relating to CPD activity

Option to resit assessment component failed

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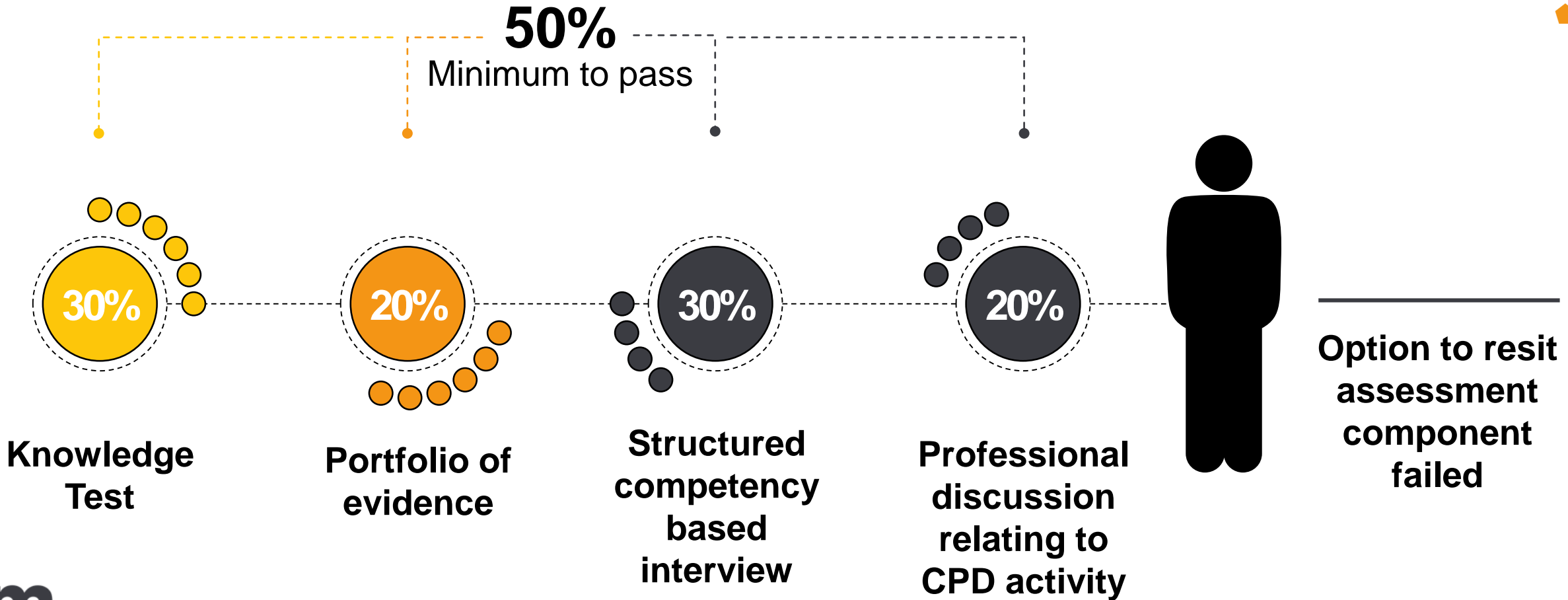
Assessment Components - Weighting
Level 5 Operations/Departmental Manager

50%
Minimum to pass

30% — **Knowledge Test**

20% — **Portfolio of Evidence**

20% — **Competency based interview**

20% — **Presentation on work-based project and Q&A**

10% — **Professional discussion relating to CPD activity**

Option to resit assessment component failed

Grading
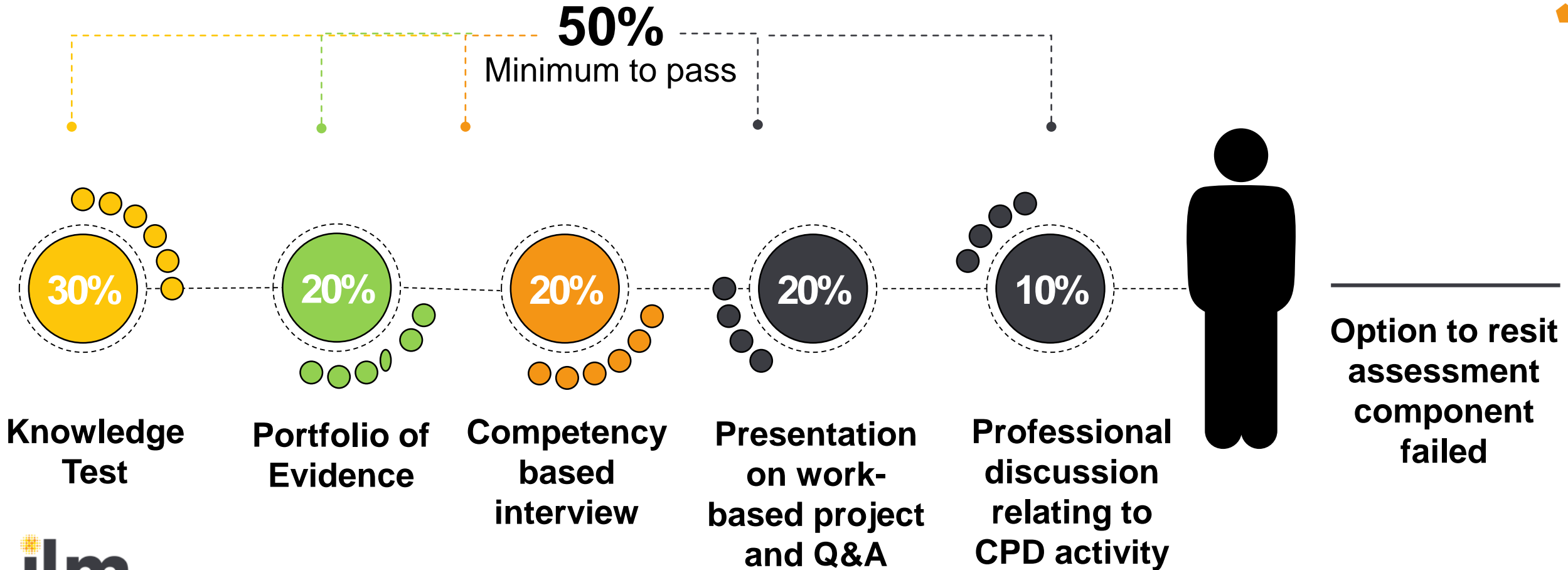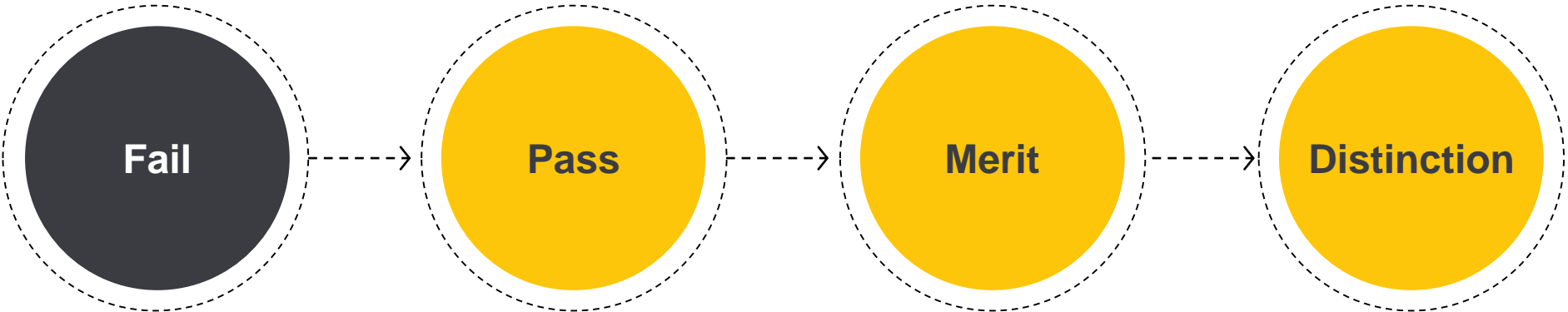
Fail	Pass	Merit	Distinction
Less than 50 marks	**Over 50 marks**	**Over 60 marks**	**Over 70 marks**
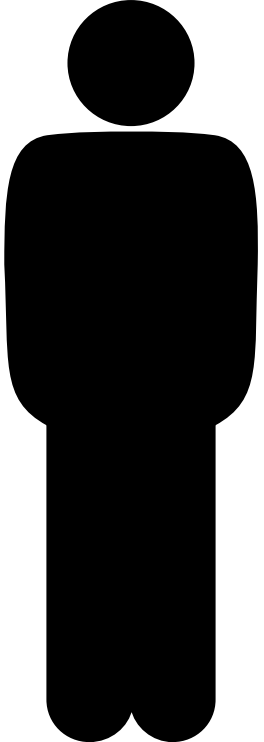
Focus on…
Knowledge test

Knowledge assessment criteria
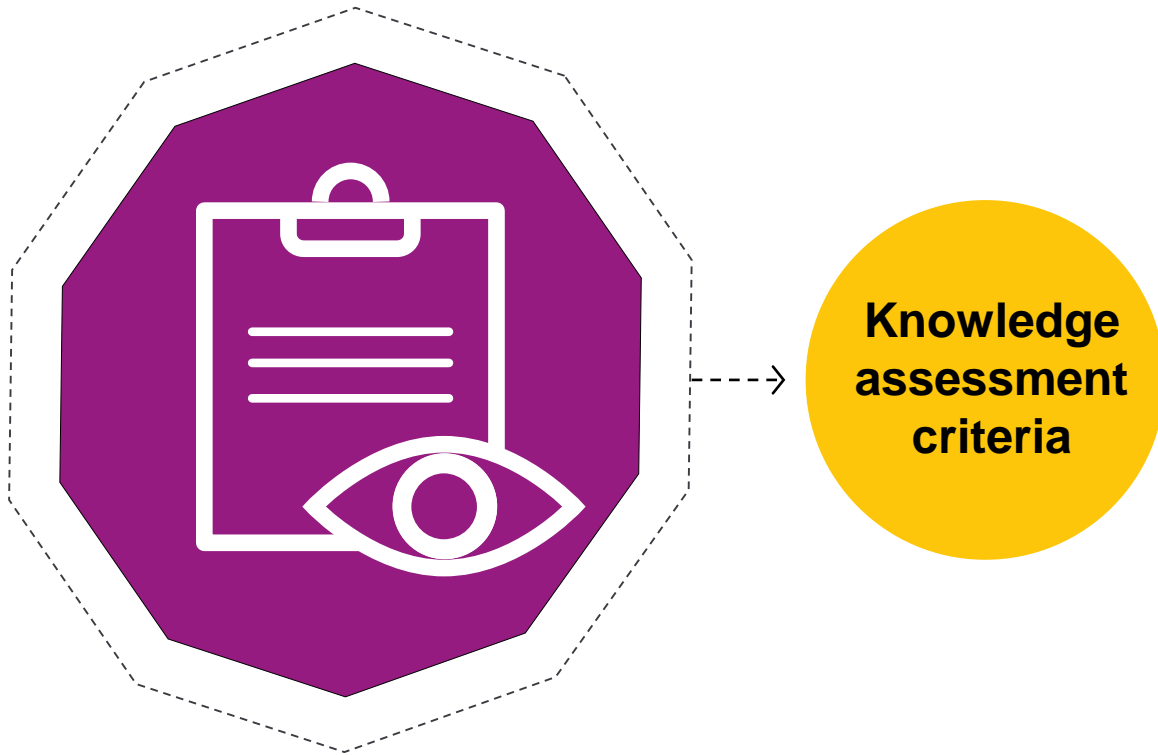
Knowledge Test covers 7 topic areas:

- Leading people
- Managing people
- Building relationships
- Communication
- Operational management
- Project management
- Finance

The knowledge test covers the knowledge elements of the above sections of the apprenticeship standards and will last a maximum of 60 minutes at both level 3 and level 5.
The test is carried out on our E-volve platform.

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Knowledge Test - breakdown

Level 3

The test will take a maximum of 60 minutes. There will be 40 questions leading to a mark out of 40. Once all components have been passed the weighting specified in Section 3.12 will be used to determine the final grade.

Topic	Coverage	Number of questions	Number of marks
Leading People	All 5 Knowledge ACs	5 questions	5 marks
Managing People	All 6 Knowledge ACs	7 questions	7 marks
Building Relationships	All 5 Knowledge ACs	5 questions	5 marks
Communication	All 6 Knowledge ACs	6 questions	6 marks
Operational Management	All 6 Knowledge ACs	6 questions	6 marks
Project Management	All 7 Knowledge ACs	7 questions	7 marks
Finance	All 4 Knowledge ACs	4 questions	4 marks
Total	**39 ACs**	**40 questions**	**40 marks**

Level 5

Topic	Coverage	Number of questions	Number of marks
Operational Management	12 Knowledge ACs	13	15
Project Management	2 Knowledge ACs	2	2
Finance	2 Knowledge ACs	2	2
Leading People	6 Knowledge ACs	6	8
Managing People	5 Knowledge ACs	4	4
Building Relationships	6 Knowledge ACs	4	5
Communication	3 Knowledge ACs	3	4
Total	**36 ACs**	**34 questions**	**40 marks**
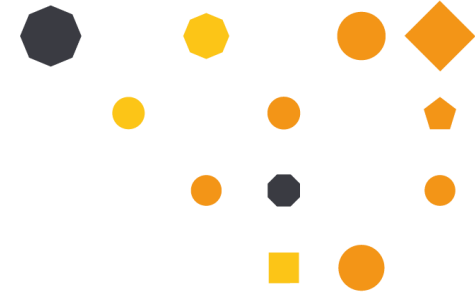
Knowledge test
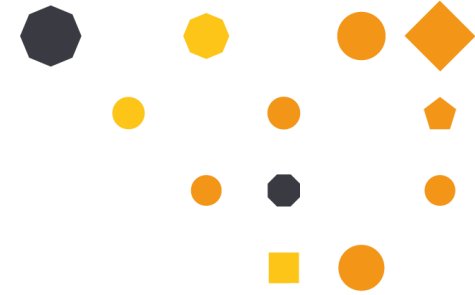
- Providers must ensure that secure assessment sites are provided and that trained invigilators are in place to administer EPA knowledge tests.

- Knowledge criteria are tested using a series of structured questions based on a number of scenarios.

- Results are generated automatically and will be available within 24 hours on Walled Garden.

- A practice test is available on our website (via Walled Garden, access provided once learners are registered), our EPA Guidance Pack also contains a series of example MCQ questions to allow learners to practice.

Focus on…
Portfolio of evidence

All skills assessment criteria

Knowledge criteria from 3 Personal Effectiveness units
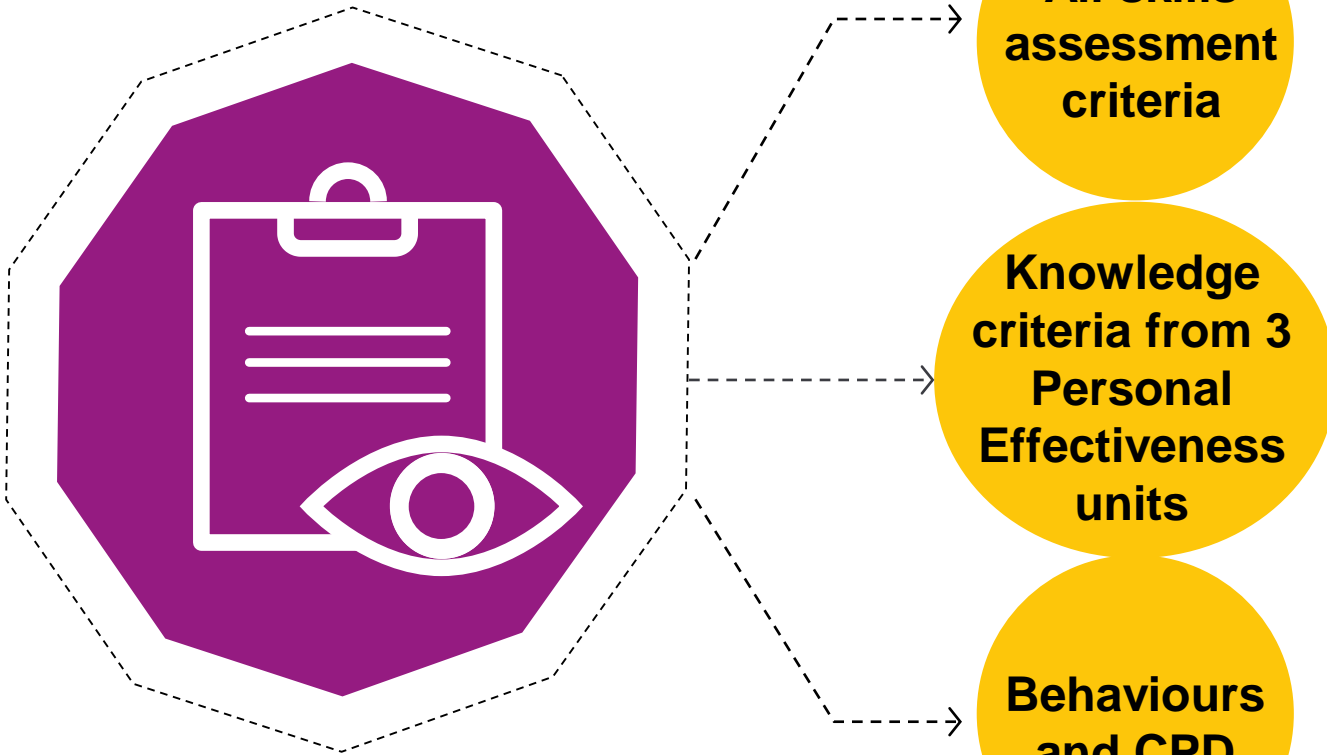
Behaviours and CPD

Testing Application of knowledge and demonstration of skills and behaviours relating to:

- Leading people (Skills)
- Managing people(Skills)
- Building relationships (Skills)
- Communication (Skills)
- Operational management (Skills)
- Project management (Skills)
- Finance (Skills)
- Self-awareness (Knowledge and skills)
- Management of self (Knowledge and skills)
- Decision making (Knowledge and skills)
- Behaviours - taking responsibility, inclusivity, agile, professionalism – behaviours won't be marked but will expect to see them

25

Portfolio of evidence – Evidence types
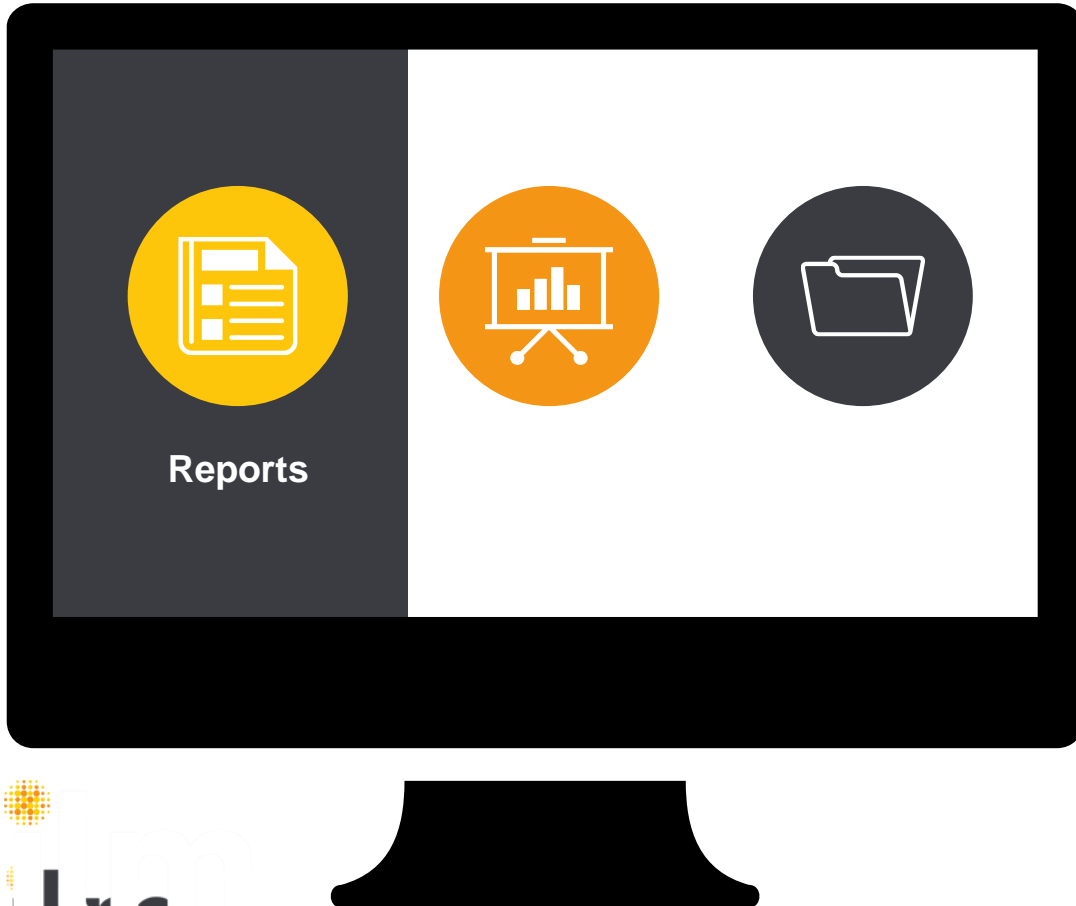
- Work products
- Reports
- Presentations
- Performance reviews between employer and apprentice
- Observations (recorded by the training provider)
- Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider)
- Reflective statements
- Feedback from line manager, direct reports and peers including 180/360 degree feedback approaches

Reports

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Tips for compiling a portfolio:
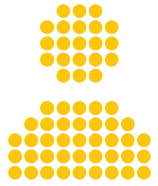
There are large number of criteria to assess so **only include evidence that is relevant**

Plan/map work activities to assessment criteria to identify how a holistic approach can be adopted – proper planning can significantly reduce the assessment burden for all involved

Use the sample evidence matrix (or similar) so that the evidence is easy to find for the IEPA – clear, accurate referencing will make it easier for all to see how the candidate has met the criteria and how evidence is being used.

Quality of evidence – e.g. ensure observations/ recordings are clear, with audio or visual aspects of a high enough quality to be able to make an assessment decision.

We want to see apprentices **best work** – so if you have evidence of chairing 6 team meetings – **pick the best one**!

Contextualisation by learners is key, it allows them to demonstrate

- the role they played in creating the evidence presented, and
- provides a platform for the learner to demonstrate why they made decisions, why they chose to implement a certain model, etc.

End-point Assessment Team
General guidance for the portfolio

- Evidence must meet the requirements of **VACS**:

  - **Valid/Relevant** – it must be obtained in a real working environment that accurately reflects the candidates day-to-day work. It must relate to the criteria being evidenced.

  - **Authentic** – it must be the candidate's own work, unguided and in a real working environment (where possible). It must be clear what role the candidate has played in producing the evidence presented

  - **Current** – the evidence must have been produced while the learner was on-programme/doing their apprenticeship.

  - **Sufficient** – the evidence must fully cover the criteria it's intended to, partial coverage of an assessment criteria does not demonstrate full knowledge or competence.

Focus on…
Competency based interview

Skills assessment criteria

Knowledge assessment criteria

Testing Knowledge and skills relating to:
- Leading people
- Managing people
- Building relationships
- Communication
- Operational management
- Project management
- Finance

Competency based interviews

Level 3: 45 minutes interview

Level 5: 55 minutes interview

Structured interview will:
- Explore topic areas to analyse the full range of the standard and confirm performance against the standard.
- Cover the softer skills of the standard e.g. verbal communication, influencing people, etc.
- Explore what has been produced in the portfolio, how it has been produced and confirm understanding.

Feedback from LIEPAs

Portfolio

- **Be aware of the verb in the assessment criteria**
- **Product evidence, Product evidence, Product Evidence!!**
- **Over reliance on Professional Discussions**
- **Weak witness statements**
  - E.g. "the apprentice managed the meeting well" does not demonstrate that the apprentice met the criteria.
  - Statements should
    - What was the meeting about
    - What did the apprentice do
    - How did they do it

Competency Based Interviews

- **Make sure the apprentice knows what a Competency based Interview is**
  - Real Practical examples required
  - Will be asked – "give me an example"
- **IEPAs will probe but if the apprentice is prepared they have a better chance of gaining more marks in the time allowed**
- **The IEPA will not lead the Apprentice – they need to know what's in their own portfolio**
- **Apprentices need to say what they did personally (use the word I) rather than what the team did (we)**
- **Apprentices can take notes and their portfolio in with them**

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*. This method could also be used when writing up "projects" that are required at level 5 as evidence using S.T.A.R.R as 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 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?
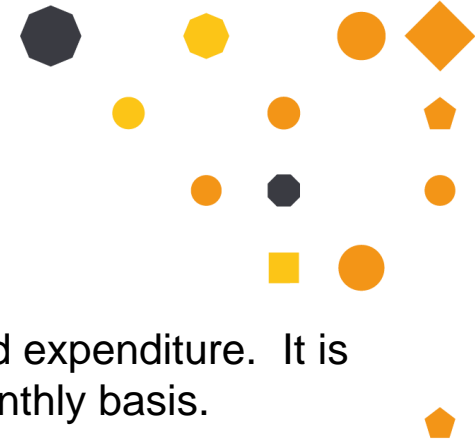
S.T.A.R.R: Example

I manage a small budget within my area of work which has different elements of income and expenditure. It is my responsibility to monitor the spend and income and report back to my manager on a monthly basis.
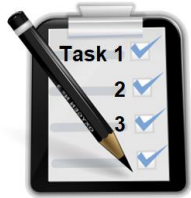
I have an overview of the budget (evidence in portfolio) and each of the income /expenditure elements that need to be reviewed and checked. It should take for me XX hours to gather this information and the deadlines I need to meet. As part of my plan, I check records of expected activity and liaise with various departments to check all costs and invoices have been processed.

These are the checks I perform (*screenshots with annotation in portfolio)*. This is how I ensure all activity has been recorded (*screenshots with annotation in portfolio)*. Here are examples of the budget analysis I carried out comparing expected activity against actual (*screenshots with annotation)*.

All this is recorded and here is the report to my manager OR not all of the activity was as planned and I therefore did a report to my manager with an action plan to remedy this (*screenshots with annotations in portfolio)*

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/not so well and I would recommend a change/no change to this process in the future. *Changes to be outlined if appropriate.*

Focus on…
Professional discussion

Continuous Professional Development (CPD)

The IEPA will undertake a professional discussion with the apprentice to identify the objectives of their CPD activities. The apprentice will be asked to reflect on the outcomes of these and how they have applied what they learned. It is expected that the discussion will cover the whole of the learner journey and include a range of CPD activity types.

Can include activity undertaken during the Level 3 diploma (if undertaken), and can also include:
- any assignments or projects
- Details of any formal or informal learning undertaken
- Details of any professional discussions undertaken or support provided through Professional Bodies.

Professional discussion

Level 3: 30 min discussion

Level 5: 40 min discussion

Presentation on work-based on project with questions and answers (level 5 only)

Presentation based on project

Focusses on the outcomes of the project and seeks to evidence the application of knowledge and skills to meet the outcomes in the Standard.

15 minute presentation delivered to panel including IEPA, Delivery centre and employer. Followed by Q&A

ILM does not need to agree or approve the project topic. This is agreed between the Employer, Delivery Centre and apprentice.

Presentation will demonstrate:
- What the apprentice set out to achieve
- What they have produced in the project
- How they approached the work and dealt with any issues
- Appropriate interpersonal and behavioural skills

Frequently Asked Questions (1)

Question	Answer
Are the on-programme qualification certificates enough for the Outcomes in the Summative Portfolio?	No. We need to see how the apprentice links what they have learned to what they do.
Can apprentices use a report format they are familiar with?	Yes there is no template for this
Should I include everything the apprentice has done in the portfolio submitted for EPA?	No. It is meant to be Summative, so the best they have per Outcome.
Should I include some early work and then their improved work for the portfolio?	No. We want to see what they have become and not the journey, unless it is to show why they make a specific decision, carry out a task or act in a particular way.
Does the portfolio have to be submitted in a word processed document?	No. Many Standards will allow alternatives, especially if you have apprentices that are uncomfortable with long written documents.

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Delivery model - Recap

Tests delivered via e-volve

Portfolios and projects (Level 5 only) submitted digitally on our EPA Portal

Online video conferencing for structured interviews, project presentations and Q&A, professional discussions

Customer pre-checks

Need to ensure are in place/working prior to EPA taking place

Knowledge Test

💻 Access to a computer with the e-volve on screen testing platform installed prior to the test starting

🚪 Quiet room where the test can be undertaken under invigilated conditions

👤 Invigilator

Structured competency-based interview

Professional discussion

Presentation on work-based project (level 5 only)

💻 Access to a computer with video-conferencing software installed prior to the assessment starting. The video-conferencing software will be advised at point of booking, currently this is GoToWebinar

🚪 Quiet room, free from distractions and interruptions
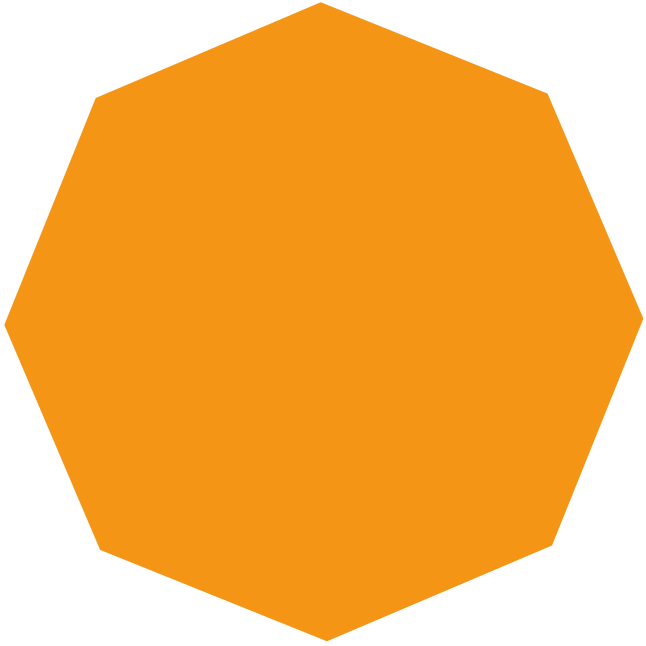
EPA support

For tutors/coaches/assessors and learners

Links to Key Documents

Level 3 Team Leader/Supervisor
9308-12
June 2018 Version 1.3

End-point Assessment
Customer Guidance Pack
For EPA Customers/Employers/Training Providers/Centres

Level 5 Operations/
Departmental Manager
9309-12
June 2018 Version 1.2

End-point Assessment
Customer Guidance Pack
For EPA Customers/Employers/Training Providers/Centres

- ILM Customer Guidance packs, recording forms and sample tests linked on the left.

- [Lv3 Team Leader/Supervisor Apprenticeship Standard](#)
- [Lv3 Apprenticeship Assessment Plan](#)

- [Lv5 Operations/Departmental Manager Apprenticeship Standard](#)
- [Lv5 Apprenticeship Assessment Plan](#)

L5 Operational Departmental Manager End-point assessment (9309-12) – Customer Pack   1

EPA resit fees

	Level 3	Level 5
Knowledge test	£15	£40
Portfolio of evidence	£235	£255
Professional discussion	£155	£170
Competency-based interview	£220	£255
Presentation/Q&A based on project		£230
	£625	**£950**

Resit fees available on this page of our website.

EPA Prep Tool

Useful learning resources relevant to the standard

Relevant to assessment method

Organised by assessment skills most relevant to that individual and standard

City&Guilds
End-point Assessment service

HI, MATTHEW

ACTIVITY LEVEL

0%

Your apprenticeship

Your experience

Current learning

You haven't yet started any learning, Choose a title below to get started

1 Presentation Skills

VIDEO — Be a More Confident Public Speaker — 1 MINUTE

VIDEO — Giving a Presentation — 1 MINUTE

ARTICLE — Five Tips to Make PowerPoint Business Presentations More Effective — 6 MINUTES

VIDEO — When Giving a Presentation, Never Do This — 2 MINUTES

2 Selecting Key Pieces of Evidence

TED VIDEO

BBC PODCAST

ARTICLE

BBC PODCAST

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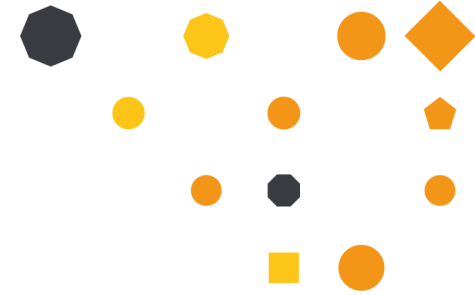
What is the EPA preparation tool?

- Quality assured generic content, aligned to occupations and EPA components
- Tested by own in-house apprentices
- Built following customer feedback – interviews, survey
- Supports learner preparation for the EPA event
- Presents *unique* and *personalised* experience for each learner

Availability
- Accessed via SmartScreen, only to those centres making EPA registrations
- Available for all occupations that have a City & Guilds or ILM EPA

Personalised to each apprentice with up to 6 hours of generic content per standard

Organised by assessment skills most relevant to the apprentice and the standard

Apprenitces can gain confidence in areas like interviews, presentation skills, writing and exam prep

Useful and relevant learning resources relevant to the standard and assessment method

Demo video

URL: https://vimeo.com/250767683/af446c3150

18_01_12 Get to know your City & Guilds EPA preparation tool

Learning Resources

ILM Get To Gateway (formerly SOLAR)

The ILM Get To Gateway platform fuses award winning LMS and e-portfolio to manage qualifications, learners and assessors, all in one place.

Pricing is available on our website here: https://www.i-l-m.com/assessment-and-resources/ilm-learning-resources/apprenticeship-resources

Or discuss with your account manager if more information is needed.
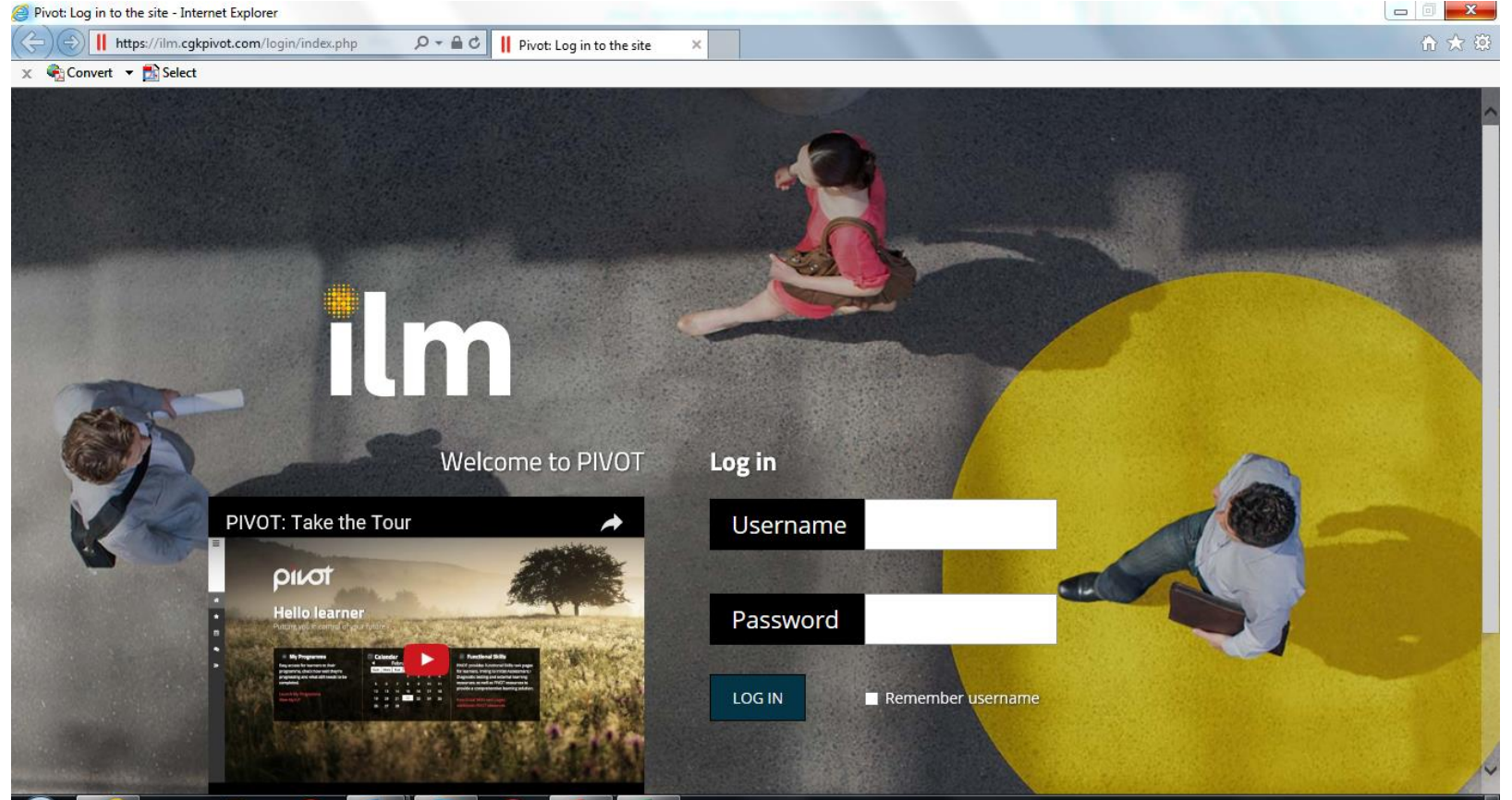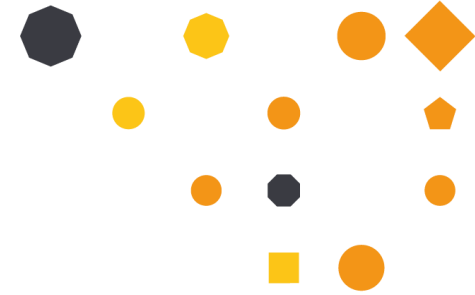
On Programme Resources – Illuminate e-Workbooks

Pricing

Level 3
Per user - £125 (Product code: WB3/DIG/PL1)
Unlimited users, Annual Licence fee -
£12,250 (Product code: WB3/DIG/AL1

Level 5
Per user - £155 (Product code: WB5/DIG/PL1)
Unlimited users, Annual Licence fee -
£15,500 (Product code: WB5/DIG/AL1)

Mapped

One workbook per knowledge/skills unit (combined) covering each of the themes/topics within the qualification/apprenticeship standard. 10 workbooks for each qualification/level.

Aid to delivery

Aid to qualification delivery rather than a resource that generates assessment evidence

Writeable PDFs

Primarily knowledge based with a 'putting knowledge into action' section. Provides opportunity for skills learned to be transferred to the workplace.
Writeable PDFs – can be saved and uploaded to LMS or ePortfolio

ILM Level 3
Leadership and Management

Workbook:
Leading people

ILM Level 3
Leadership and Management

Workbook:
Management of self

ILM Level 3
Leadership and Management

Workbook 4:
Communic

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On Programme Resources – linking to the qualification handbook

Thank you

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A City & Guilds Group Business