

Team Leader / Supervisor – version 2 assessment plan: FAQs

These FAQs will be reviewed and added to regularly.

Please re-visit our [webpage](#) regularly to see additional questions. **Last updated 18.08..2020.**

| Question | Answer |
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| Background/General | |
| Is this change just ILM / C&G or across the board with other awarding bodies/EPAOs? | Apprenticeship Standards and their associated assessment plans are set by IfATE and all EPAOs must work to the published standards and assessment plans. |
| Are these changes applicable for delivery in Wales? | No, these are specifically for delivery within England. |
| Is Gateway still 90 days before EPA? | Gateway is 60 days before EPA. |
| Is there any limit on how many times the apprentice can re-sit? | Apprentices who fail one or more assessment method will be offered the opportunity to take a resit or a retake. When the result notification recommends a re-take, the employer and training provider should consider a supportive action plan that responds to the weaknesses identified from the original EPA result notification. The action plan should clearly state the nature and extent of the re-training and include the estimated time to prepare the apprentice for the retake. There are costs for resits. The number of resits that can be taken by an apprentice will be at the discretion of their employer, unless the assessment plan limits this to one. The ESFA recommends a limit of 2 resits, however more than 2 resits can be taken if needed, unless otherwise specified in the assessment plan |
| When you say registered is this registration on the standard or registration for EPA? i.e. submission of the data capture from information? | Throughout our communications for the new assessment plan whenever we refer to registration; we are referring to registering the apprentice for end-point assessment. |
| Will there still be a declaration to complete? | The recording form for centres pack will ask you to fill in a declaration of authentication for both the portfolio and the presentation |
| How many distinction criteria needs to be met to gain a distinction overall. | In order to achieve a distinction grade the apprentice must meet all of the distinction descriptors. if just one descriptor is a pass then the grade overall is a pass. |
| Do apprentices need to sign (e-signature or handwritten) to authenticate their work? | It is best practice to sign and date individual evidence, although the declaration that is signed is enough |

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| Could EPAOs interpret the standards differently than another? | All EPAOs are regulated by IfATE who ensure through their quality assurance processes that all EPAOs work in a consistent manner |
| If a student gains a pass in one element and a distinction in another element what will they be graded at? | In this case the overall result will be pass, as to achieve a distinction overall, both assessments require to be at distinction. |
| Does the learner need to achieve 50% for the KSBs? | There is a 100% requirement for all Knowledge, Skills and Behaviours. |
| Will there be training for providers for preparation for PD? | A professional discussion is a widely used assessment method through EPA and also within a training provider environment. ILM is running a webinar on 16 July on best practice for the assessment methods within the Team leader / Supervisor EPA. Additionally, there is guidance and exemplars within the EPA Preparation Tool to support the learners and tutors |
| Is there a mapping document to the KSBs to themes? | The End-point assessment pack for centres has an appendix which clearly shows the Knowledge, Skills and Behaviours (KSBs) assessed in each method which have been distributed in different KSB Groups |
| My learner has already begun their CPD logs - should they still continue? | If the learner is to be assessed through version 1 of the assessment plan, then they should continue with their CPD log as this will be assessed through the professional discussion. If they move over to version 2 then this is no longer assessed in the same way. However, it is good practice to encourage a personal development plan and record of CPD. |
| Are there any plans to offer support materials for the soft skills now required for EPA? | We are always looking to improve our offer. If there is something specific that you would like us to develop then this can be considered. Please get in touch with EPA Partnership Managers. |
| Who should we speak with for queries if we are working nationally? | You will have dedicated sales support based either in the direct sales team or if you have a large centre you will have a business manager allocated to you. They are regionally based and ILM uses your main centre location to allocate that support. Your EPA Partnership Manager is similarly allocated however please don't hesitate to reach out to any one of them, they will be happy to support you. |
| Will the new KSBs be put onto learning assistant to be used as a guide or will we need to create this ourselves? | The KSBs are the same – there has been no change to the standard only how they are assessed. |
| When allowing off-the-job hours, at the moment we are allocating until gateway, can some of these hours be allocated to the presentation preparation? | This is a funding requirement that off-the-job hours are calculated and allocated up to gateway. |
| Are there allowances for learners on programme who due to Covid-19 are working from home for the | During the pandemic we have worked with our regulators and IfATE to provide mitigation to allow assessments to continue. However, what has not changed are the KSBs which still need to be met and evidenced. Different methods other than face-to-face observations are acceptable if they can be evidenced (zoom/teams etc). |

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| foreseeable future? What can be done if an assessor is unable to observe them face-to-face? | |
| Where can I access the EPA toolkit for the old standards? | The EPA guidance pack can be found on Walled Garden once you have been approved for this standard with ILM |
| Assessment Methods and evidence requirements | |
| Will the assessments be done virtually or face-to-face? | We will continue to offer as standard a video based EPA. We can offer face-to-face at an additional cost. |
| What are the advantages of the new assessment methods against the old method? | The Trailblazer group (of which ILM is a part) and IfATE have worked closely together to develop this new assessment plan. The changes align with IfATEs policy and has taken on board extensive feedback from training providers and employers to provide a clearer and more focussed assessment plan. |
| Will Reflective Accounts still be valid evidence for learners following the 'old' Assessment Plan? | Yes, it will be a valid piece of evidence for the old assessment plan – nothing has changed on the old assessment plan |
| Does an apprentice need to provide one piece of evidence for every KSB? | To gain a pass each assessment descriptor must be passed (i.e. 100%) There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to this assessment method. Each piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement - and we actively encourage this holistic approach |
| Would a PDP be classed as reflection/self-assessment? | A Personal Development Plan can be included in the portfolio as a valid piece of evidence as long as it meets the requirements of the assessment plan. So the PDP is not valid if it only contains personal reflection and self-assessment. |
| Will both the Presentation (50 mins) and Professional Discussions (60 mins) be completed on the same day and is there any option to have these completed over different days? | Ideally, they can be completed on the same day however this is not a mandatory requirement. |
| How is knowledge assessed at EPA now there is no test? | The End-point assessment pack for centres has an appendix which clearly shows where the knowledge is assessed across the two assessment methods, there isn't an evolve test anymore |
| Are witness testimonies still acceptable types of evidence? | Witness testimonies are accepted as valid evidence for the portfolio – see the guidance pack on details of what makes a good witness statement. |
| Can progress reviews and evaluations be used to support the behaviours? | Evidence needs to be provided rather than the Apprentice simply stating that they can or have done something. A progress review is a performance management document that should have been completed with a line manager, so this is acceptable evidence. |

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| <p>Is written evidence still allowed in the EPA portfolio if it is describing a workplace situation that has happened rather than reflecting on own performance?</p> | <p>A reflective account is not sufficient alone to demonstrate a skill. Product evidence, observation or witness testimony would be needed to evidence a specific workplace situation.</p> |
| <p>Can evidence be presented/submitted that is dated after the last day of learning?</p> | <p>All evidence submitted needs to be within the Apprenticeship period.</p> |
| <p>Would a personal SWOT be applicable evidence for the Managing Self unit or would this be classed as self-assessment?</p> | <p>This is classified as self-assessment; evidence for the skills and behaviours, plus descriptions for the knowledge are needed.</p> |
| <p>Can a manager verified reflective account demonstrating competence be accepted? For example, a reflective account of a conflict within a team, with verification from a manager? Or would this still count as self-assessment?</p> | <p>In this case an observation from the manager would be accepted. A reflective account is not acceptable.</p> |
| <p>Is it okay if the learner embeds the evidence within a self-reflection?</p> | <p>Embedded evidence cannot always be opened, so please include all documents as full documents and not embedded files.</p> |
| <p>Do audio and video extracts over five minutes still require a written timeline as well as the recording?</p> | <p>Yes, we would need specific timestamps to show where each of the KSBs are covered.</p> |
| <p>Does product evidence still require a verbal authentication file with it or do they just stand alone now?</p> | <p>A written account is needed and not a verbal authentication.</p> |
| <p>In some areas such as social work it can be hard to find product evidence due to confidentiality. How can we get around this?</p> | <p>This challenge should be identified right at the beginning of the apprenticeship so that the TP and the employer can work together to gather evidence that will be suitable. You can redact certain details to ensure that GDPR and confidentiality is maintained but product evidence needs to be submitted to demonstrate the KSBs</p> |
| <p>What will you be looking for in the detail of the criteria that allows the independent</p> | <p>We are basing the decision on the grading descriptors, however the KSB Groups with the relevant KSBs will help apprentices to see a breakdown of the underpinned KSBs under each descriptor.</p> |

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| assessor to decide the grade? | There is a requirement of evidence for all the KSBs, which have been grouped and measured against the grading descriptors, so both the KSBs and descriptors are important. |
| What is the difference between a reflective account and a written statement? | A written statement gives context to a piece of evidence. Written accounts states that the apprentice has done something, but this only the word of the apprentice and does not demonstrate a skill or behaviour, as evidence is needed. |
| What do you mean by directly assessed? | The professional discussion and the Presentation with Q&A is 'directly' assessed, which means based on the answers provided by the apprentice during the assessment |
| If learners do not directly deal with cash but with hours as a unit of measurement does this still count? | Hours within a budget is acceptable, as this does equate to a monetary value |
| What if the learner is new to management and isn't able to supply evidence of say 'Data Analysis' for example will scenarios or theoretical responses be allowed as evidence to support their knowledge and experience? | <p>There is an expectation that an apprentice will be given the opportunity to develop and evidence across all KSBs So scenarios and theoretical responses are not acceptable; so the apprentice will be expected to have been given the opportunity to collect and analyse data to create a report.</p> <p>Even if they do not do it routinely as part of their role, they need to know how to and have acute understanding of how this operates in the organisation and the skills to carry out these activities.</p> <p>They need to provide evidence to prove that if they were required to do so, they could undertake the activity as they understand the principles and have the skills set (through perhaps 'ghost budget management').</p> <p>We are providing further guidance on this and will share with you as soon as available</p> |
| Could documentary evidence from a project that has been completed by the apprentice be used across the board of KSBs? | Yes, this would holistically show how the apprentice has covered the KSBs |
| Feedback | |
| How will the feedback be provided? | Feedback will be sent through the normal channels in PDF format to the email provided at booking. |
| Now that there will be feedback on passes (as well as fails) will this mean the SLA for results will be longer? | The feedback on passes will not change the SLA for the results to be released. Please note regardless of pass or fail this is not developmental feedback it will identify where the learner has failed, passed or gained a distinction against each assessment descriptor. |
| Will feedback be given automatically to all apprentices who pass, or is it requested? If so, is there a charge? | Feedback will be given automatically, indicating where the apprentice achieved a pass and/or distinction, with no additional charge. |

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| Will feedback be provided on why the portfolio has been returned? | It will be clear as to what is missing from the portfolio. Please note the check is not looking at the quality of the portfolio merely that there is evidence against each required descriptor |
| Will the failed criteria receive developmental feedback? | The feedback is not developmental but rather indicates which pass descriptors were not met. |
| Will Professional Discussion and oral question recordings be classed as evidence for the portfolio? | Audio extracts can be included in the portfolio as a valid piece of evidence. Please ensure it is referenced to the mapping document and the relevant information is time stamped. |
| Portfolio | |
| Will feedback be provided on why the portfolio has been returned? | It will be clear as to what is missing from the portfolio. Please note the check is not looking at the quality of the portfolio merely that there is evidence against each required descriptor. |
| Is there a mapping guide available to support the learner on what evidence to collect? | <p>The End-point assessment pack for centres has an appendix which clearly shows the Knowledge, Skills and Behaviours (KSBs) assessed in each method.</p> <p>This document also provides guidance on suggested written accounts of activities completed and referenced against the relevant KSBs supported by appropriate evidence, such as video/audio extracts; written statements; project plans; reports; minutes; observation reports; presentations; feedback from managers, supervisors or peers; papers or reports written by the apprentice; CPD Log; Personal Development Plan; performance reviews.</p> <p>The Recording form for Centres has a portfolio evidence matrix pre-filled with the KSB Groups and the relevant KSBs for which evidence needs to be included</p> |
| Who advises the candidate on the volume of evidence for their portfolio? | The assessment plan states that the portfolio will typically have 20 pieces of evidence. Where the number of pieces of evidence is excessive or pieces of evidence have been missed off (there must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to this assessment method), the IEPA will return the portfolio without being reviewed. City & Guilds/ILM will contact the employer/training provider asking for the evidence to be revised and resubmitted.) The training provider should support the apprentice through the compilation of the portfolio of evidence to ensure it complies with the requirements. |
| Is the 20 pieces of evidence a minimum, maximum, or must be exactly 20? | It should typically contain 20 pieces of evidence, this is for guidance only, a recommendation from the assessment plan. If the total number of pieces of evidence goes significantly below or beyond 20 pieces there is a risk that the content might not be sufficient to evidence that the apprentice can apply the relevant knowledge, skills and behaviours that will be assessed within the professional discussion. |
| Is there a minimum amount of evidence? for example if there has been 12 pieces submitted would this be enough as long as it | The content must be sufficient to evidence the apprentice can apply the relevant knowledge, skills and behaviours that will be assessed within the professional discussion. It should typically contain 20 pieces of evidence, this is for guidance only, a recommendation from the assessment plan. If the total number of pieces of evidence goes significantly below or beyond 20 pieces there is a risk that the content might not be sufficient to evidence the |

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| covers the groups from KSB? | apprentice can apply the relevant knowledge, skills and behaviours that will be assessed within the professional discussion. |
| Of the 20 pieces of evidence what types should be included for the new assessment? | This EPA Pack for centres provides guidance on suggested written accounts of activities completed and referenced against the relevant KSBs supported by appropriate evidence, such as video/audio extracts; written statements; project plans; reports; minutes; observation reports; presentations; feedback from managers, supervisors or peers; papers or reports written by the apprentice; CPD Log; Personal Development Plan; performance reviews. |
| If the portfolio is not assessed how will any gaps be identified? | The professional discussion is directly assessed i.e. the answers given by the apprentice during the discussion. The portfolio is not directly assessed, but used by the IEPA to prepare the questions for the professional discussion. The apprentice should be familiar with the content of the portfolio. At Gateway a check will be made using the matrix document supplied with the portfolio <ul style="list-style-type: none"> to ensure there is a piece of evidence identified against each criteria for the professional discussion and that evidence complies with the guidance of 20 pieces of evidence |
| Can the learner have a copy of their portfolio of evidence with them during their professional discussion to be able to refer to it when answering the questions? | Both the apprentice and IEPA will have a copy of the portfolio during the professional discussion |
| What is the interpretation of the 20 'pieces' of evidence? | One piece of evidence can contain multiple parts. Also one piece of evidence can be used multiple times for example Chairing a meeting - evidence provided = audio/video of meeting, agenda, minutes/action points, witness testimony etc. these could be used across multiple KSBs e.g. communication, leading people etc. The piece of evidence can be clustered together in a folder or zip file Further guidance is being developed on this and will be shared as soon as completed |
| If the portfolio is returned what timescale does the learner have to resubmit? | If the portfolio is returned the apprentice needs to revise the documentation asap and resubmit. The professional discussion cannot take place without the portfolio being submitted and the IEPA having time to consider the content of the portfolio in preparation for the Professional Discussion |
| In the IfATE document it states 'The portfolio should contain written accounts of activities that have been completed and referenced against the relevant knowledge, skills and behaviours' does this mean other assessments methods such as Professional Discussions will not be classed as evidence? | Professional discussions can be used to evidence knowledge. |
| Would the STARR model be expected in the written account that | Any model or tool that can help the apprentice fully demonstrate and evidence the Knowledge Skills and Behaviours is valuable |

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| accompanies each bundle of evidence? | |
| Would product evidence need annotating? | The apprentice is expected to provide a written account, so this would be sufficient, and annotation would not be needed in addition to this. |
| Could you complete (record) a professional discussion/review with the learner and their manager? i.e covering a specific piece of evidence. | A written account is needed for all evidence, so this would be a duplication of work. A manager would need to state what they have specifically observed and what the situation was for a witness testimony. |
| What should be included in witness testimonies? | A witness testimony should relate to a specific situation that the witness has observed and detail exactly what the situation was and what they saw the apprentice do in that situation |
| Often an apprentice will include a statement to explain the group of evidence and put it in context - would that be classed as a personal statement and therefore not allowed? | This would be classed as the written account that is now asked for in the new assessment plan. |
| How should prior KSBs be evidenced in the portfolio, or as part of the initial assessment upon entry to the qualification? | The knowledge skills and behaviours for the portfolio need to be demonstrated within their time on the apprenticeship. The EPA assessment does not focus on the prior learning, it focusses on the application of learning within the time on the apprenticeship. |
| Can one piece of evidence contain all KSBs rather than individual pieces? | We want individual pieces or groups so that the referencing against each KSB is clear. Scrolling through one long document is time consuming and it is not clear where each KSB is met. |
| How many pieces of evidence is needed for a cluster? | You would need to use your judgement for a cluster, as it would depend how many documents are needed to evidence that particular KSB or descriptor. There is no set number, however you need to make sure that each document in the cluster clearly relates to the same situation / example and contributes to the achievement of that KSB (if removing it would still allow the KSB to be met then do not include it) as excessive evidence will cause the portfolio to be rejected |
| If learners cannot write reflective accounts to explain situations they have dealt with at work e.g. dealing with a customer complaint - can they write this up in a report that is authenticated by their manager? | If the manager has observed this situation then a witness testimony written by the manager would be accepted. |

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| Will the mapping document allow us to time stamp the video recording? | The apprentice must reference the individual pieces of evidence against the KSBs clearly identifying the evidence number and page number/time stamp where appropriate. |
| Would you expect an introduction to the portfolio, where they explain who they are and what their job role is, as well as who they work for? | No, we would not need an introduction to the portfolio. |
| Is the learner still required to provide detailed referencing of criteria on portfolio related documents, or can an overall judgement be made through a discussion between the apprentice and tutor? | Specific referencing against the criteria is required. |
| For knowledge if a learner has completed training such as a coaching course at work could this be used? | Yes, any evidence that is relevant to the standard is acceptable. |
| Professional Discussion | |
| Is the old interview essentially the new professional discussion? | The KSBs have been distributed differently and in addition there are pass and distinction descriptors that need to be met. |
| Will the Professional Discussion only focus on portfolio and not the CPD? | The professional discussion will be based on the portfolio, a CPD log can be included in the portfolio but in this assessment plan the PD is not about the CPD |
| Can the learner have a copy of their portfolio of evidence with them during their professional discussion to be able to refer to it when answering the questions? | Both the apprentice and IEPA will have a copy of the portfolio during the professional discussion. |
| If an answer in the PD isn't in the portfolio will the mark be awarded? | The grade is not based on marks but rather on the grading descriptors and relevant KSBs. The grade is based entirely on the professional discussion, the portfolio is not directly assessed. |
| Will the PD be an introduction of a general topic and the apprentice asked for an | The questioning will be specific to the descriptors and KSBs. The portfolio of evidence will have been reviewed by the IEPA and sometimes evidence may be referred to, but not for every discussion point. |

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| example, or will the opening question be specific to the portfolio? e.g. Tell me about a time when you motivated your team or I can see in your portfolio that you motivated your team, tell me more about that? | |
| Can they refer to evidence not included in the portfolio? | Yes, as long as it still relates to the time they were on the apprenticeship. |
| Can observation reports be written or captured on a DVR? | Yes, it can be either, if total recordings in the portfolio are no more than 60 minutes and are timestamped. |
| Can tutor observations be included? | An observation of a specific real workplace situation detailing exactly what was observed is acceptable. A general list of what the apprentice is capable of or what has been observed in the training environment is not acceptable |
| Can self-assessment such as a recorded discussion be included to back up tangible evidence or is that not allowed either? | The assessment plan requires a written account, so this would be a duplication of effort. |
| Presentation | |
| How likely is it that ILM / City & Guilds are going to be able to adhere to the two-week window of agreeing a date following submission of the presentation? | Our coordinators will have SLA's to manage the 2 week window, we are embedding new working practices to ensure we can provide a date for the presentation following submission. |
| How is the presentation topic communicated? | An email is sent from the co-ordinator to the person booking the EPA |
| Is the learner able to use examples which have been provided in their portfolio towards their presentation or will it need to be a whole new example? | The portfolio is required purely to underpin the professional discussion. However, because you are likely to be taking a holistic approach there may be some evidence that cross references to the presentation and Q&A. |
| If a learner isn't heavily involved in finance or costs, could that subject be chosen for them? | It's a requirement in the new assessment plan for all the Knowledge, Skills and Behaviours (KSBs) within the standard to be assessed and evidence provided. Finance is assessed within the professional discussion and not the presentation |
| Are they required to do a PowerPoint? | To deliver the presentation the apprentice can have access to presentation software e.g. PowerPoint or another slide presentation tool, flip chart and writing and drawing materials, video, computer, notes. The apprentice should |

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| | be free to use whatever medium they wish, such as a poster, slides, or handouts etc. |
| Learners are required to give a 20-minute presentation, if the learner only takes 10-15 minutes will they get marked down? | The presentation with questions and answers will last a total 50 minutes plus 10% (at the discretion of the IEPA) if required. The presentation will typically last for 20 minutes and the questions and answers will typically last for 30 minutes in order to provide scope for the apprentice to demonstrate their full competence. The discretionary additional 10% time can be allocated in any proportion across the presentation and/or the questions and answers. Apprentices will not be marked down if they take less time, however they need to be confident that they covered through the presentation everything that was required. There is a large proportion of content to cover during the presentation that it's likely the apprentice will need the full 20 minutes. |
| When are topics confirmed for the learners? | Post gateway, the portfolio of evidence is submitted at gateway. once the date for the actual EPA is confirmed, the title will be sent out 20 working days before the actual EPA. The apprentice will then have 10 working days to prepare and submit their presentation. the IEPA then has 10 working days to prepare for the EPA by reviewing the portfolio and preparing their questions. There is an option to reject the title if the apprentice feels this is not a good title for them – they have 3 working days to do this. |
| Why are there more topics for presentation but only four on the assessment plan? | Additional topics to those stated in the assessment plan. we have done this in line with the statement within the assessment plan as follows <i>'the EPAO can add further topic areas, provided they cover the relevant KSBs and give adequate opportunity for the apprentice to meet the required 'pass' and 'distinction' grading criteria.'</i> The full list of topics will be available in the Centre Pack. |
| Can the presentation be amended at all between submission and EPA? | A copy of the presentation that the apprentice will deliver needs to be submitted 10 working days after the presentation title has been set. The presentation document cannot be amended after it has been submitted. |
| Is it a total of 25 questions asked within the 30 mins following the presentation or is it five questions from across the groups as it says each group which would indicate five per group? | A minimum of five questions will be asked, one question from each of the following KSBs Groups: <ul style="list-style-type: none"> • team building and development, • communication, • organisational culture and strategy, • problem solving, • data analysis. It is likely that follow up questions will be asked to seek clarifications. |
| How long will the break be between presentation and Q&A? | There will be a short break of 10 minutes between the presentation and the Q&A. |
| Will the topics for the presentation be the same for all EPAOs? | The four topics are within the assessment plan across all EPAOs. The EPAO can add further topic areas, provided they cover the relevant KSBs and give adequate opportunity for the apprentice to meet the required 'pass' and 'distinction' grading criteria |
| One of the presentations refers to performance management. Does the performance management process need to be new or the | It doesn't need to be new, the assessment plan states: 'a performance management process' |

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| same as the existing process? | |
| Will there be example questions for the presentation? | <p>There aren't example questions for the presentation. One question is selected from each of the following areas:</p> <ul style="list-style-type: none"> • team building and development, • communication, • organisational culture and strategy, • problem solving, • data analysis. <p>In addition to the minimum of five questions, follow up questions will be allowed to seek clarification, on any aspect that was not clear from the presentation; assess depth of understanding; enable discussion of the topic in greater detail; to confirm the apprentice's understanding of the presentation and how they demonstrate the relevant knowledge, skills and behaviours.</p> |
| Will there be a guideline on the number of slides/content required? | The centre pack includes guidance on the content to be covered during the presentation. There isn't a guideline on the number of slides. |
| Presentation - you suggest the topic will be based upon the portfolio - is that looking at the apprentices strengths and getting them to present on that area or for example, if the finance evidence is weak, will the presentation be on that subject? | In order to determine the presentation title that will be allocated to the apprentice, the IEPA will review the portfolio of evidence submitted and select the appropriate title, based on the evidence in the portfolio. We will take steps to ensure the apprentice is given a presentation title, which allows the apprentice the opportunity to draw on what they have learnt and experienced during their apprenticeship |
| For the presentation will the learner be given just the topic, or will they get the topic and key areas to cover within the presentation? | Apprentices will be given a title for the presentation with the addition of expected content to be included as part of the presentation. The KSBs to be covered are set out in the assessment plan and the guidance document. |
| Should we advise apprentices to cover all the pass criteria during the presentation and leave the distinction criteria for the Q&A? | The apprentice should aim to cover all the grading descriptors and underpinned KSBs mapped to this method. This includes both pass and distinction criteria. |
| The presentation topics: Will these be the actual topics or will there be a variation of these but still with the same main theme? | We currently have 5 topics (4 set within the Assessment Plan plus one we have developed) Each topic will have a title for the presentation. With time we might be able to expand on the range of topics and/or titles - these will be published by us. |
| Is it expected that the presentation would cover all the pass and distinction descriptors? | Apprentices should aim at covering all the required pass and distinction descriptors. The purpose of the questions and answers session is to seek clarification, on any aspect that was not clear from the presentation. Assess the KSBs not evidenced through the presentation and/or depth of understanding; enable discussion of the topic in greater detail to confirm the apprentice's |

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| | understanding of the presentation and how they demonstrate the relevant knowledge, skills and behaviours. |
| In relation to the presentation topics should they present what the apprentice would do or what they have done? | The EPA is about evidencing their KSBs in relation to the standard and so this must be about what they have done. |
| Will we be given example questions to prepare students? | We will not publish the questions to be used by the independent assessors, but to help prepare the learners you can create them from the pass and distinction descriptors |
| Does the presentation therefore have to be explicitly linked to the KSB groups? | <p>The presentation needs to cover the following:</p> <ul style="list-style-type: none"> • identification of the topic areas being covered within the presentation • overview of the activities undertaken relating to the topic area and how these related to their role • results of chosen activity and lessons learned • what was achieved as a result of the activities. <p>The content of the presentation will need evidence of the required KSB Groups and grading descriptors but it doesn't explicitly need to state the KSBs.</p> |
| Will a presentation topic have to be implemented as a project or would the proposal be sufficient if it fully reviews as per the descriptor? | As long as all the presentation KSBs and grading descriptors are met within the review, this is fine. |
| Switching to the new Assessment Method | |
| I have learners registered for EPA with you, they started their programme in March 2020 and will finish around July 2021 - will they still be able to complete the old EPA methods? | <p>Yes they will have a choice.</p> <p>The standard approach is any learner who started their apprenticeship on or after 26 June will work towards the new assessment plan</p> <p>Any learner who started their apprenticeship before 26 June will default to working towards the old assessment plan. However we are able to switch them over to the new assessment plan if required</p> |
| I am just starting a group of apprentices over the next few months, shall I start them all on the new plan? | Any new apprenticeship starts from the 26.06.2020 should be registered against this new version of the assessment plan and undertake EPA as per it's requirements. |
| Can learners swap to the new EPA if they are past their expected end date? | Apprentices can change to version 2 EPA as long as they have not been booked or have commenced the current EPA process |
| If they have gone through Gateway but not yet completed any components can they switch? | As a booking has already started and the apprentice has started their EPA process on the old EPA they cannot switch (note a portfolio is required to be submitted at Gateway for the new assessment plan and on different criteria) |

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| If we want to switch to the new EPA can we use the old mapping document? | There is a new mapping document specifically for the new assessment plan. The old mapping document will not be suitable as it covers different criteria. |
| If an apprentice is not registered with an EPAO and their start date was January, will they be able work with the new assessment plan? | Yes, if that is the preference from the learner employer and training provider. This needs to be a jointly agreed decision. |
| Documentation | |
| Where will the new support documents be found? | They are available through Walled Garden. |
| When will the documents be available? | All the documents will be available to access from 31 July 2020 |
| Get to Gateway | |
| Will Get-to-Gateway content support the new assessment methods? | We are amending Get-to-Gateway to align to the new assessment plan. This does not affect the on-programme learning as the standard itself (i.e. the KSBs) have not changed. It will be the EPA preparation that we are amending. |
| Qualifications | |
| Will the Level 3 Diploma for Managers be adapted to reflect these changes? | The Level 3 Diploma for Managers is designed to mirror the standard, (i.e. the KSBs) these have not changed it is only the assessment plan and therefore there is no need to change this qualification. |
| Will this mean any changes to the evidence/assessment methods required for the Diploma for Managers? | We are not proposing to change the Diploma for Managers at the moment. The content is still relevant as the standard itself has not changed. |
| Do you still recommend completing a qualification at the same time as the apprenticeship? | A qualification is not mandated within the standard however a qualification continues to provide a structure to deliver the teaching and learning and of course the learner comes away with an internationally recognised qualification |
| Will there still be a mapping document related to the Diploma for Managers? | A revised mapping document will be made available to assist you to put together a portfolio of evidence by selecting relevant examples of your work from your on-programme activities, that can efficiently demonstrate the skills the apprentice has learnt and applied during the apprenticeship programme. |
| What unit is Organisation governance covered in within the L3 diploma 8410-01? | Please refer to the Assessment Plan on the IfATE website here . The groupings highlight the KSBs that will be assessed in this group. The KSBs have not changed – the standard is the same however they have been grouped differently in the new assessment plan along with the new assessment methods so the qualification is still valid. |

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| Will a new mapping document be produced mapping the Level 3 Diploma to the new standard? | Yes, a new mapping document will be available. |
| Illuminate Workbooks | |
| Will the current ILM workbooks be adapted for this new assessment plan? | There is no need to adapt the workbooks as these cover the knowledge on the standard. The standard (i.e. the KSBs) has not changed it is purely the Assessment Plan that has been revised. |
| Do the current workbooks meet the distinction or just the pass criteria in the knowledge section? | The workbooks cover the learning for the knowledge – you can work with the apprentice to support them to respond to the distinction level – there is no extra learning required to achieve a distinction. |
| Accessibility | |
| What accessibility arrangements will there be for learners? | Every apprentice will be given every opportunity to access their End-point assessment. Please see the EPA Service manual which will provide you with details. Here is a link to this document: cityandguilds.com/-/media/cityandguilds-site/documents/apprenticeships/manual-for-the-end-point-assessment-service-pdf.ashx?la=en&hash=765D6B768FAF5BEDEBAFE94B7AFD1A986EFE2A8E |
| EPA Prep Tool | |
| How will the EPA Preparation Tool be made available for the new assessment plan? | ILM will be creating a new version of the EPA Preparation Tool to meet the needs of the new assessment plan. When a learner is registered onto the new assessment plan then this will be made available to them. |
| When does the apprentice get access to the EPA Preparation Tool? | As soon as the apprentice is registered with ILM for the EPA they will receive access to the EPA Preparation Tool. |
| How do tutors and assessors get access to the EPA Preparation Tool so that they can support apprentices? | The EPA Preparation Tool is available through our SmartScreen platform and access is available as soon as you have registered learners for the EPA. Your exams/administration team should be able to provide access to specific tutors/assessors. |
| Costs | |
| What are the costs for the new EPA? | The overall cost has not changed, it is £650. Re-sit fees are £275 for the presentation and £350 for the professional discussion (you do not need to pay the £25 registration fee again). Please refer to the current funding guidance on fees to employers. |