

Destination EPA: Begin with the end in mind

Mastering EPA Planning & Results For Success



Destination EPA: Begin with the end in mind

Workshop: For Providers, Curriculum staff, Programme Leads and managers.

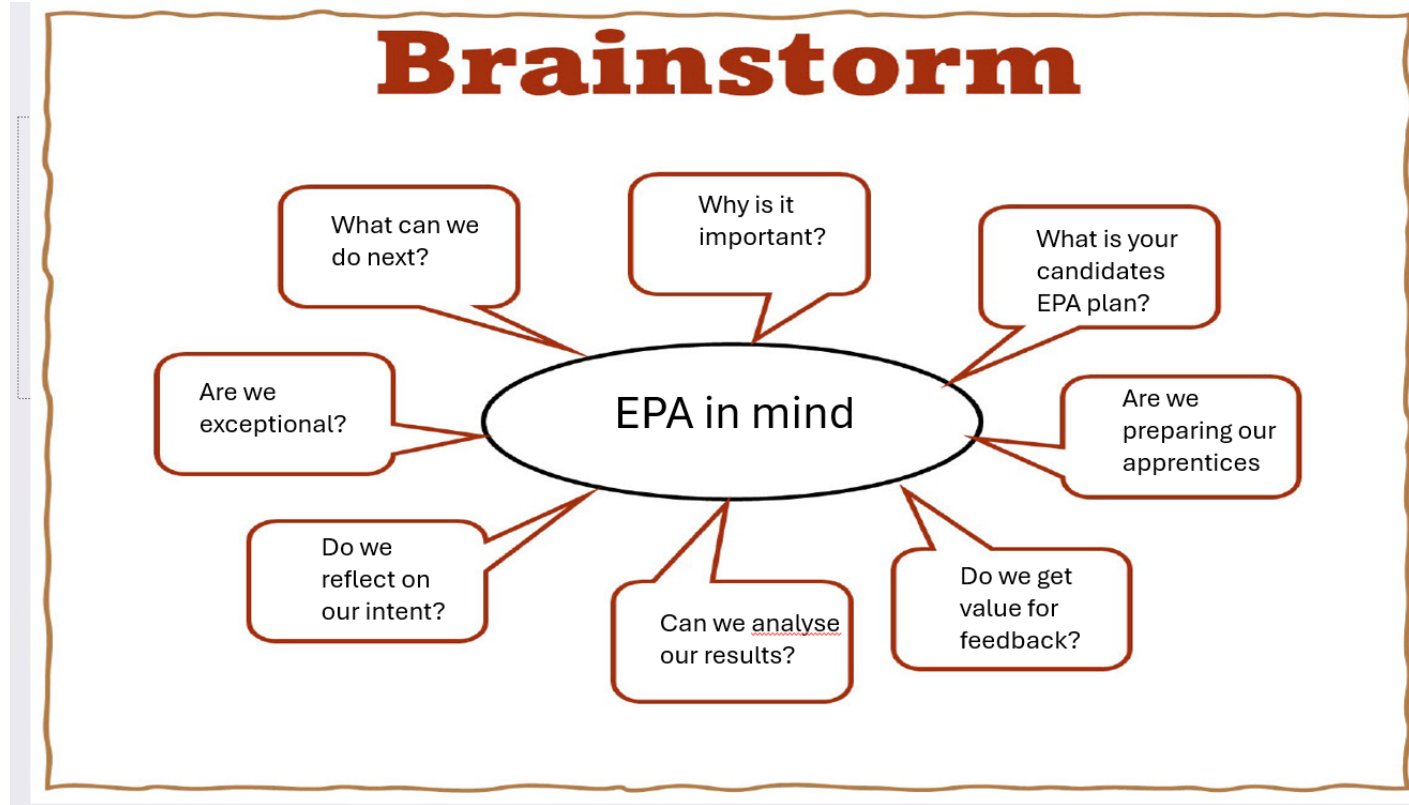
Overview: An interactive workshop to help Apprenticeship providers to identify and implement actions to improve EPA planning for better outcomes and results.

Resources Required : Group activities, discussion and note taking.

Learning Aim:

To understand the importance of focusing on the End-Point Assessment (EPA) at the beginning of the apprenticeship journey. Ensuring best results through preparation, effective use of feedback, and continuous improvement.

Welcome



1. Mastering EPA Planning & Results – Why is it important?

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Your experience and journey so far?

Where do you feel you are now?

Start with the EPA in mind - IAG?

Do you concentrate on EPA or more time on embedded quals?

What about finance, reputation, QAR data, Ofsted results.



2. What is your candidates EPA plan?

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Activity interaction, fact finding

What's the EPA plan you use?

What are the assessment methods required?

Do you look at the top-level assessment requirements but not the requirements of the assessment method?

Do you obtain guidance from your EPAO?



TIPs : Understand Your EPA Plan - Focus on Detailed Requirements

Deep Dive into KSB Criteria: Understand the detailed criteria of each assessment method, not just the top-level requirements.

Utilise Guides: Make full use of the Guides and guidance provided by your EPAO.

Regular Updates: Frequently check for updates or new materials from your EPAO.

Seek Additional Support: Don't hesitate to reach out for extra support or clarification when needed.

Identify Improvement Areas: After reflecting on your current practices, pinpoint specific areas for improvement.

Implement Changes: Develop a clear action plan to implement these improvements in your training and assessment strategies.

Feedback Loop: Establish a feedback mechanism to continuously gather insights and make necessary adjustments.

Stay Informed: Keep abreast of any changes in EPA requirements or best practices.

3. Are we preparing our apprentices?

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Activity interaction.

Is EPA covered in IAG?

Initial assessment, do we check their confidence to present or conduct a professional discussion?

Do we include EPA preparation in the Review process?



Tips: Initial Assessment, Curriculum and Reviews

Ensure that the initial assessment process effectively evaluates the learners' confidence being ready for the Assessment, for example practice in presenting and conducting professional discussions, mock exams to the highest level of the grade requirements (Distinction)

Improve Support where required - Following the Initial assessment, build in adequate opportunities and Guides for EPA practice in the curriculum – make sure that they are as confident as possible to meet the Distinction criteria.

Include EPA Preparation in the Review Process.

Regular Reviews – During the review process, have checks in place to monitor the levels confidence for EPA and build in additional support or Guides that might be beneficial? Utilise EPA kits, practice tests, and feedback sessions as SMART targets.

4. Do we get value from feedback?




Activity interaction

Do you feel EPAO feedback is consistent enough for you to develop and improve your training content?




TIPS: Leveraging EPAO Feedback


Evaluate Feedback Strength - Assess whether the feedback you receive is detailed and actionable enough to make meaningful changes.



Reflect on specific examples where feedback leads to weaknesses in your in your training content.



Gaps in Feedback- Identify any gaps in the feedback you've received. What additional information or insights would be helpful in further developing your training content?



Encourage Comprehensive Feedback - Consider how you can encourage EPAOs to provide more comprehensive and constructive feedback.

5. Can we analyse our results?



Activity interaction

Do we review feedback or just accept the grade? (Except when a fail)

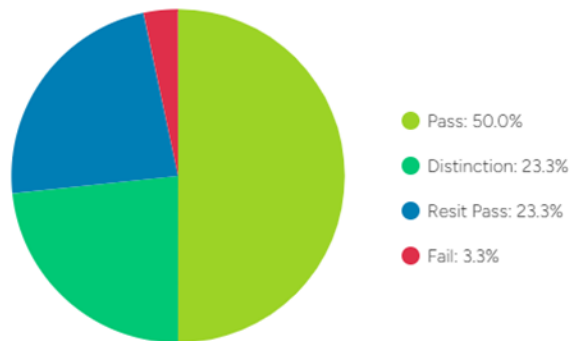
What can we do to analyse our EPAO feedback to aid continuous improvement for future delivery?



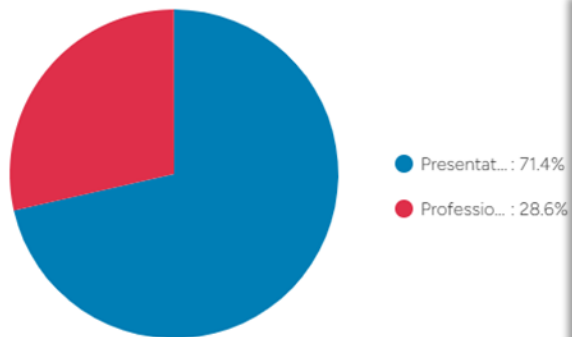
How deep can you dive?



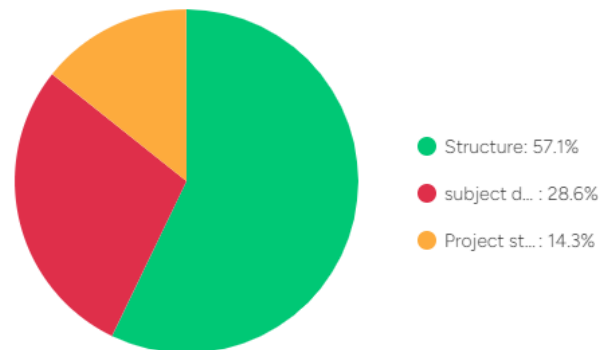
Apprenticeship results



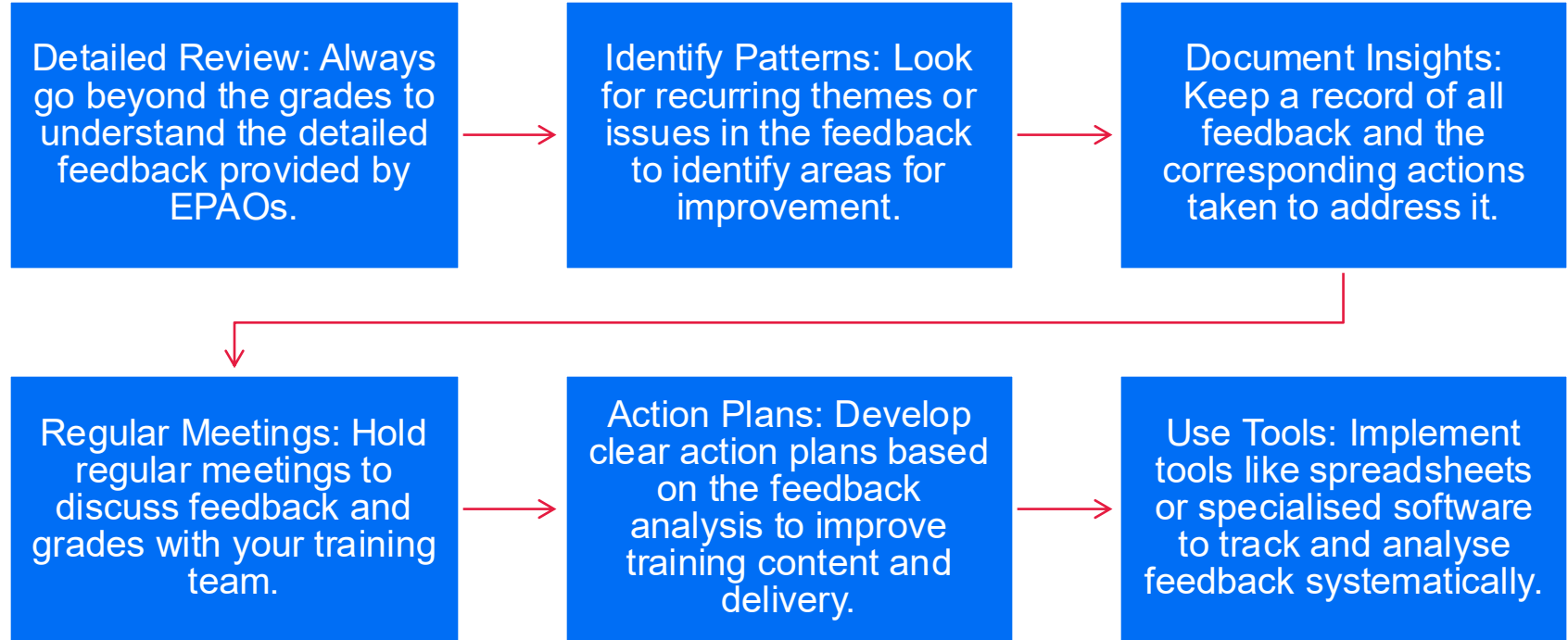
Apprenticeship fail analysis



Apprenticeship reasons



TIPS: Effective Analysis



6. Do we reflect on our intent?

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Activity interaction

Can you apply your analysis to the curriculum intent?



TIPS: Reflect on the Curriculum Intent

Regular Review: Schedule regular reviews of your EPA outcomes to ensure they show evidence of meeting your curriculum intent.

Documentation: Document all changes and adjustments made based on your reflections and feedback analysis to provide evidence during OFSTED inspections.

Continuous Improvement: Implement a continuous improvement cycle where you regularly update and refine your curriculum intent based on new feedback and changing standards.

Collaborative Reflection: Involve your training team in the reflection process to gain diverse insights and ensure a comprehensive approach to curriculum improvement.

Learner-Centric Approach: Ensure that all changes and adjustments made to the curriculum intent prioritise the needs and success of your learners.

7. Are we exceptional?

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Activity interaction

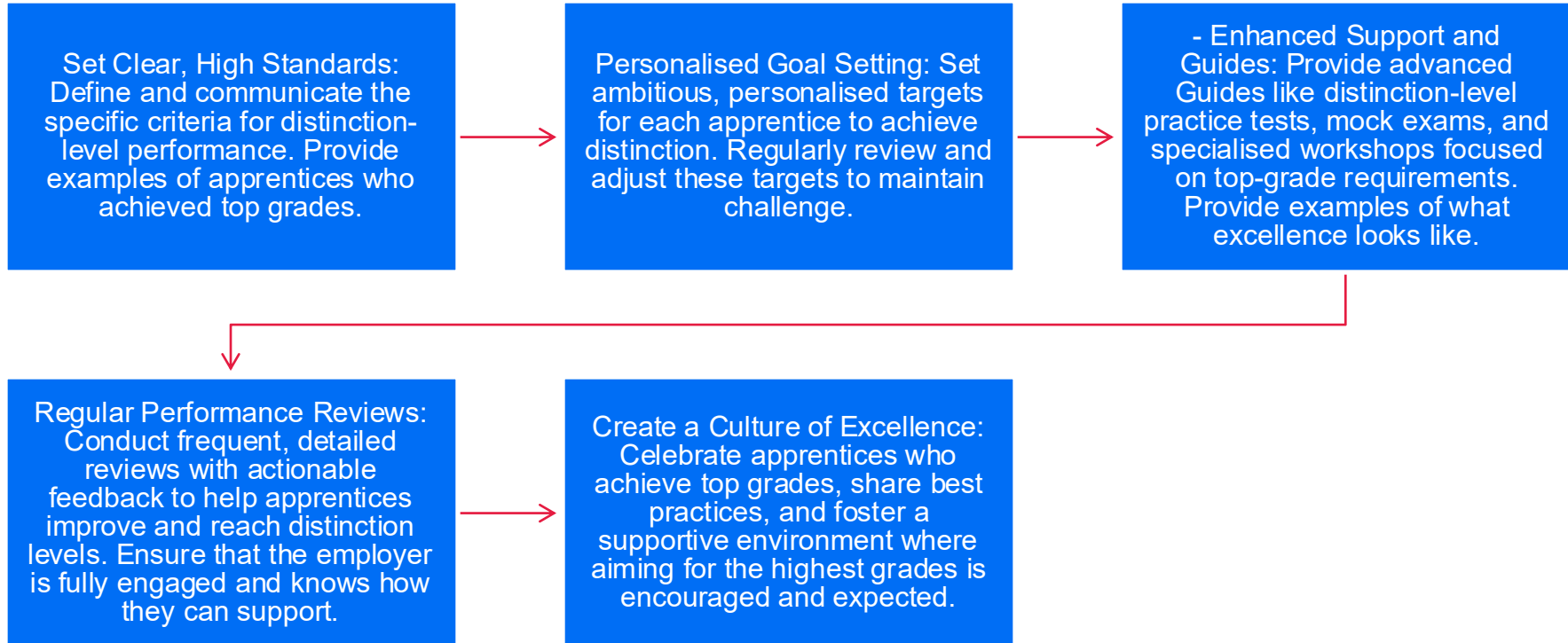
Are we setting high expectations or happy to accept a pass?

Do we know why we cannot get beyond pass?

Are expectations high enough? If not, is that down to the apprentice or us?



Best Practice Tips for Achieving Top EPA Grades



8. What can we do next?



Be honest about where you are now and where you need to be.

What needs to be done to achieve the future targets set of 67% achievement rates?

Ensure that all stakeholders are involved for success.

Complete your action plan with practical steps to improve EPA planning and preparations .



awd@etfoundation.co.uk

ETFFOUNDATION.CO.UK



Thank you
Any Questions?