

The status of portfolios in end-point assessment and what it means in practice

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Welcome

Webinar structure

- Introduction
- Presentation
- Q&A
- Next steps

Q&A

- Use the Q&A panel to submit questions
- Focus your questions on the webinar topic
- Posts on social media: @sdn_hq

Introductions

SDN

- Team of specialists in FE, HE and apprenticeships
- Supported hundreds of apprenticeship organisations to prepare for standards and end-point assessment
- Supported employers and trailblazer groups
- Authors of the *Future Apprenticeships toolkit*



Introductions

Chair



Tim Chewter
Head of Research & Comms

Webinar facilitator



Chris Cherry
Senior Associate

This webinar

We'll be looking at:

- Where portfolios are found and why there is disparity
- How portfolios are used within end-point assessment
- The advantages and risks of portfolios as a method of assessment
- Practical points – what it means in practice for trainers and end-point assessors

Portfolios in end-point assessment - official guidance

*‘...As a general rule anything that is assessed at the end-point must have been completed after the apprentice has passed the gateway review. Therefore, neither a portfolio of work nor a showcase completed during the apprenticeship can be used as assessment methods **by themselves**, and so cannot be individually weighted or contribute to the overall grade....*

Portfolios in end-point assessment - official guidance

*...However, they can be included in conjunction with another method of assessment, for example an interview about the portfolio. **It is the interview only that will be assessed.** In this scenario, the portfolio or showcase can be collected at any point during the apprenticeship but should not have been formally assessed at that time. Where you want to do this, **it must be included in the EPA plan as a mandatory element of the on-programme phase** of the apprenticeship and be detailed as a gateway requirement to ensure that all apprentices complete it.'*

IfA trailblazer guidance

So why the confusion?

- Early trailblazer assessment plans pre-date this guidance and so different approaches were taken
- Until these earlier assessment plans come up for review, trainers and end-point assessors will need to work to the published assessment plan

In future there will be two types of portfolio

- a. those compiled as part of the on-programme training (*e.g. contributing to a qualification or a repository of training evidence*)
- b. Those developed specifically for the end-point assessment, during the gateway process

Starting with the basics

What are portfolios?



What are portfolios?

What it is...

- Repository of evidence
- Record of activity, progress and achievement
- Evidence of completing the apprenticeship

What it isn't...

- A valid, reliable and gradable assessment method
- Intended to demonstrate competence in isolation

What are portfolios?

Good quality portfolios...

- Cover a range of knowledge, skills & behaviours (KSBs)
- Can cover a long period of time, or a focused project
- Contains a range of elements and evidence
- Contains evidence easily identifiable as unique or solely the work of the apprentice
- Represent a significant investment by the apprentice *before* the end-point assessment

Issues with portfolios

- Structure not always controlled by the apprentice
- Are highly variable in content and structure
- Creating generic grading criteria may not be possible
- There are tasks set by multiple contributors
- The content may not be verifiably authentic
- May contain an excess of information
- Sampling for assessment may not be truly representative of achievement

On-programme

Clarify what the purpose of a portfolio will be with the apprentice (on-programme advice)

- Evidence storage
- Assessment and progress recording
- Format (e-portfolio or hard copy or both)
- Submitted to the EPAO – ungraded
- Used for EPA as a source of material
- Graded by the EPAO formally
- EPAO guidance support for trainers

End-point assessment

Clarify the trainer role in portfolio management

- Support the apprentice to build the evidence
- Annotate and 'red pen' assessment work
- Signpost their support within the document
- Identify clearly (un)original work
- Identify their role in portfolios during the end-point assessment
- Evidence verification/sample selection

End-point assessment

Clarify the assessor role in portfolio management

- Validate the portfolio (receive and check for compliance)
- Clarify the role of the portfolio in EPA
 - ✓ Graded formally as an assessment instrument
 - ✓ Read to provide prompt questions for PD or Interview
 - ✓ Read as a source document for an apprentice showcase

End-point assessment

Graded portfolios

- Grading criteria are essential, but difficult to write and work with in portfolios
- Wide range of evidence in hyper-variable formats even within the same standard/employer/apprentice group
- Grading should reflect content and not format
- Grading rewards originality, not trainer support
- Some portfolios are limited by the trainer's quality, not the apprentice's

Top tips for on-programme trainers

1. Clarify the purpose of the portfolio with the EPAO upfront
 - How it will be used
 - Its status within the end-point assessment
 - The format required
 - When it needs to be submitted
2. Be clear on your role as a trainer in supporting the apprentice to pull the portfolio and evidence together (*e.g. who selects the work to be included*)
3. Make sure the portfolio is well indexed and clear what is authentically the apprentice's own work and what is from other sources
4. Be clear on the grading criteria (where applicable) so you can encourage apprentices achieve higher-level grades

Top tips for end-point assessors (1)

1. Be clear of the portfolio status at the outset
2. Ensure that the trainer is fully briefed (through guidance) on their role in portfolio management
3. Ensure that the apprentice has understood their role in EPA (again through the guidance documentation)
4. Ensure you know the grading criteria thoroughly
5. Be clear what evidence will look like that meets the grading criteria

Ten tips for end-point assessors (2)

6. Have all grading possibilities in mind when you grade
7. Analyse the portfolio for inconsistencies and anomalies and flag these for discussion elsewhere
8. Ensure you are clear what entries are from the trainer and which from the apprentice
9. Cross reference and triangulate evidence wherever possible
10. Don't forget the portfolio represents an enormous investment from the apprentice and their employer

Working with Portfolios

“...The student being able to take away their portfolio in a useful form at end of their apprenticeship programme is potentially of very great value for the student and possibly also for the employer....”

Amanda Spielman

Chief Inspector, Ofsted

(Evidence for the Review of Apprenticeships 2016)

Delve into end-point assessment methods in more depth

8-part recorded webinar series:

1. Mastering the Professional Discussion
2. Working with Showcases or Presentations
3. The dynamics of Written Tests and Multiple Choice Assessments
4. Mastering Interviews
5. Getting the most from Observed Assessment
6. Working with Portfolios
7. Designing the Practical Assessment
8. Projects and assessment

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Webinar series: Measuring the progress of your apprentices on standards
12th & 13th June (12.30-1.30pm)

Webinar: Preparing your apprentices for the gateway
Thurs, 13th June (12.30-1.30pm)

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Questions and answers

*Type your questions into the
webinar panel*



Thank you

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