.



**End-point Assessment Review**

**9308-12 (L3 Team Leader Supervisor)**

**APRIL 2019**

**Lead Independent End-point Assessor Report**

**For external use**

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1. **Introduction**

The purpose of this document to provide employers/ providers with feedback on the performance of apprentices for 9308-12 L3 Team Leader Supervisor.

It is designed to be used as a feedback tool for employers and providers who have apprentices on the abovenamed standard. It highlights areas of good performance, as well as areas for improvement, for each assessment method within the standard. In addition it offers recommendations and advice for employers and providers.

1. **Overall Performance**

This report covers the period from August 2018- March 2019.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Nov-18** | **Dec-18** | **Jan-19** | **Feb-19** | **Mar-19** | **Totals** |
| **Multiple Choice Test** | P | 30 | 24 | 58 | 65 | 92 | **269** |
| 9308-201 | M |  |  |  |  |  | **0** |
|  | D |  |  |  |  |  | **0** |
|  | F |  |  |  |  | 2 | **2** |
| **Interview** | P | 9 | 39 | 27 | 47 | 48 | **170** |
| 9308-701 | M |  |  |  |  |  | **0** |
|  | D |  |  |  |  |  | **0** |
|  | F |  |  | 3 | 1 | 3 | **7** |
| **Professional Discussion** | P | 9 | 38 | 28 | 48 | 51 | **174** |
| 9308-700 | M |  |  |  |  |  | **0** |
|  | D |  |  |  |  |  | **0** |
|  | F |  |  | 1 |  |  | **1** |
| **Portfolio Showcase** | P | 10 | 36 | 26 | 38 | 28 | **138** |
| 9308-702 | M |  |  |  |  |  | **0** |
|  | D |  |  |  |  |  | **0** |
|  | F | 1 | 4 | 2 | 11 | 23 | **41** |

* 1. **Areas of good performance**

**702 Showcase Portfolio**

There are some portfolios that show clear performance and link to the verb requirements within the standards. In these cases, performance has been observed/recorded or work product has been used. When this is the case, within the better portfolios, the work product has been linked to a personal statement explaining the apprentices’ involvement in the work product.

Within some examples, personal statements have been used with the work product embedded as files into the statement.

Within some of the portfolios, clear authenticity trail is shown, providing context for the witness testimony/observations.

**701 – Competency-Based Interview (CBI)**

There is evidence to show that some providers have provided clear guidance as to the purpose of the competence based interview (CBI). The apprentice has been given guidance on using the webinar, having their portfolios available to refer to, and have ID ready for the interview.

Some apprentices are confident in their use of the webinar and are comfortable detailing their skills within leadership and management.

**700 – Professional Discussion (PD)**

Within the webinars for the professional discussion (PD), there is evidence from some providers that the apprentice is aware of the style of the professional discussion (PD) – that this is a discussion and not a question and answer session. Some apprentices are also aware of the subject area for this activity – in that they are aware it is about their own continuous professional development (CPD) over the length of the apprenticeship.

The personal development plan (PDP) should commence at the beginning of the apprenticeship and reflect the journey of professional development, formal & informal, up until the end of the programme. Apprenticeships should have their personal development plan (PDP) prepared prior to the professional discussion (PD), uploaded as part of the portfolio and used as a term of reference throughout.

## **2.2 Areas for development**

**702 Showcase Portfolio**

The matrices used to support evidence in some portfolios are generally weak and some are not mapped to the standard but merely to the topics covered by the provider. The portfolio needs to reflect direct evidence (see examples section 3) and follow VACS. A context should be applied to evidence submitted to ensure assessment can be applied to skills, knowledge and behaviour of the standard.

The matrix must be clearly referenced, and evidence cross-referenced to the standards. Where possible holistic assessment should be used to showcase how standards have been met.

There is also a reliance of recorded observations from the on-programme assessor. Some of these are poorly recorded and not linked to the apprenticeship standards.

In some portfolios, the evidence has feedback attached that has been provided by the on-programme assessor. Evidence presented will be assessed by the Independent End-point Assessor and not the on-programme Assessor, so pre-assessed evidence should not be included.

There is also a lack of authenticity within some portfolios with observations/written statements included that do not give context or identify relationship to the apprentice.

Within some portfolios, generic organisational PowerPoint presentation slides have been used with a lack of supporting explanation of context or input from the apprentice.

**The apprentice should not include:**

* Evidence which cannot be directly attributed to the apprentice such as generic emails.
* Written testimonies which do not clearly include the name and signature/role of the person who has written the testimony.
* Large documents such as policies and procedures and pages of performance data.
* Customer information of a sensitive nature (i.e. date of birth, home address)
* **Unreadable screenshots**. This is a problem identified by Independent End-point Assessors who frequently comment on the difficulty to read screenshots presented.
* **Poor quality video/ taped recordings that** are muffled or have background noise that impacts on the clarity of discussions.

**701 – Competency-Based Interview (CBI)**

From some providers, there is a lack of clear guidance as to the purpose of the competence-based interview (CBI). The apprentice is not comfortable using the webinar, not having their portfolios available to refer to, or aware they should have ID ready for the interview.

Some apprentices are not confident in their use of the webinar and cannot discuss own their skills within a leadership and management arena. There is a lack of depth in understanding of the role in cases, with apprentices stating that they do not manage either projects or teams.

Where apprentices state theories/models learnt from on-programme, in some cases, apprentices cannot apply this to their job role or in a job context.

**700 – Professional Discussion (PD)**

Within the webinars for the professional discussion (PD), there is evidence that some providers have not explained the purpose of the professional discussion (PD) – that this should be a discussion and not a question and answer session. Some apprentices are also not aware of the subject area for this activity – there is evidence that the apprentice refers to their team performance and cannot discuss their own development.

**Recommendations / Advice for employers/ providers**

It is recommended that the matrices used in the portfolios clearly identify which piece of evidence meets each area of the standard. Providers should ensure that this is checked, and adequate guidance given to allow the Apprentice the best possible change of addressing all the standard areas. It would also be beneficial for the providers to work together with the apprentice to reflect on the evidence produced within their showcase. Some providers/apprentices tend not to use the matrix to full benefit – in some case not fully completed which means there is a potential some evidence to be missed for some areas of the standards.

In some cases, it is unclear what guidance has been given by the provider in terms of selecting quality of evidence for the showcase portfolio. Issues have arisen around currency of information and a high reliance of retrospective evidence generated before registration onto the programme. A recommendation is for the providers to provide clearer information with regards to what is acceptable in terms of product evidence and providing a statement to indicate the apprentices’ impact/context on this work product evidence presented.

Information should be available for the provider to identify the verb requirement and sufficiency within the areas of standards. Some providers are not clear on skills requirements and are relying on an academic method of evidence presentation.

There appears to be a lack of support at end point assessment (EPA) from the provider, with some apprentices carrying out the competence-based interview (CBI) professional discussion (PD) in isolation, with a lack of technical support from the provider. In some cases, there is evidence that the apprentice is unaware of how to use GoToMeeting and there has not been the opportunity for the apprentice to practice.

Within the PD, some apprentices are not clear about the purpose of Continuous Professional Development (CPD), what tools have been used to identify their strengths and weaknesses at the beginning of their apprenticeship or that the focus is on their own development. It is recommended that a clearer alignment of practices regarding learning and development is undertaken on the apprenticeship. The apprentice can then demonstrate how this has led to improved performance of self. The apprentice should be able to provide a clear explanation about the apprentice journey and the apprentice’s ability to reflect rather than the apprentice only listing either the learning activities or a range of CPD events. Some guidance from the provider around the use of CPD plans, logs and learning is recommended. It is recommended that the apprentice is aware that this discussion is about their own skills and development rather than their team.

1. **Additional Information**

**Direct evidence can include a variety of the following:**

* Performance being observed by assessor which has been signed/date/role or if a recording is used it has an introduction
* Projects or work-based assignments
* Personal reports
* Minutes of meetings, action plans, progress reports
* Internal and external correspondence
* Prior qualifications which relate directly to the units
* Product evidence e.g. examples, samples, photographs
* Responses to oral or written questions
* Video or authenticated audio tapes

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