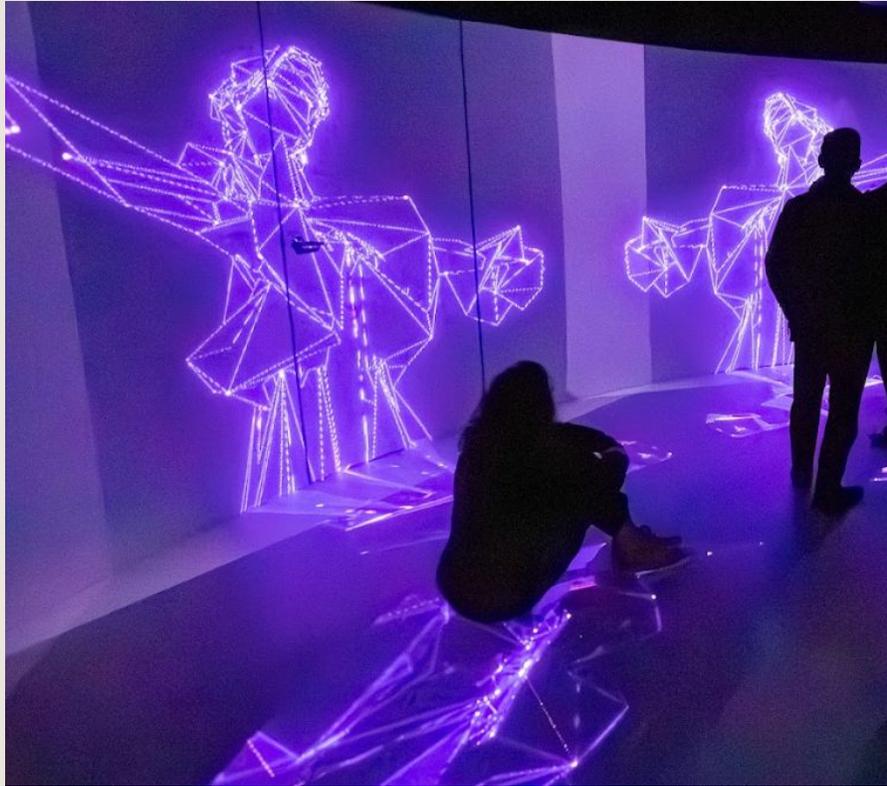


EPA – Out of the Melting Pot (and into the furnace)

Sam Moorwood, Associate Director of Skills



Liminal spaces and dotted lines

occupying a position at, or on both sides of, a boundary or threshold.

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EQA of EPA – Out of the Melting Pot

Original Plan

- OfST Monitoring Visit
- Two outcomes from EPA Modules
- Potential Solutions
- Translation Tables

- 10 years of Apprenticeship delivery
- OfSTED journey
- 3000+ apprentices
- 700+ employers
- Up to 35 Standards
- Significant restructuring and working into stabilisation



Leadership & Management

- Operations/Departmental Manager
- Chartered Manager
- Senior Leader
- Supply Chain Leader
- Accounting Finance Manager

Digital & Technology

Digital & Tech Solutions Professional

- Data Analyst
- IT Consultant
- Network Engineer

Digital & Tech Solutions Specialist

- Software Engineer
- Data Analyst

Creative Digital

- Creative Digital Design
- Digital User Experience Professional

Building & Surveying

- Surveyor (Quantity, Commercial / Valuation)
- Construction Site Supervisor / Manger
- Construction QS (& Technician)
- Construction Design Manager
- Architect
- Chartered Town Planner

Food & Drink Sector

- Food Technologist
- Packaging Professional

Engineering

- Electrical (X2)
- Materials Science Technologist
- Product Design and Development
- Rail Engineering

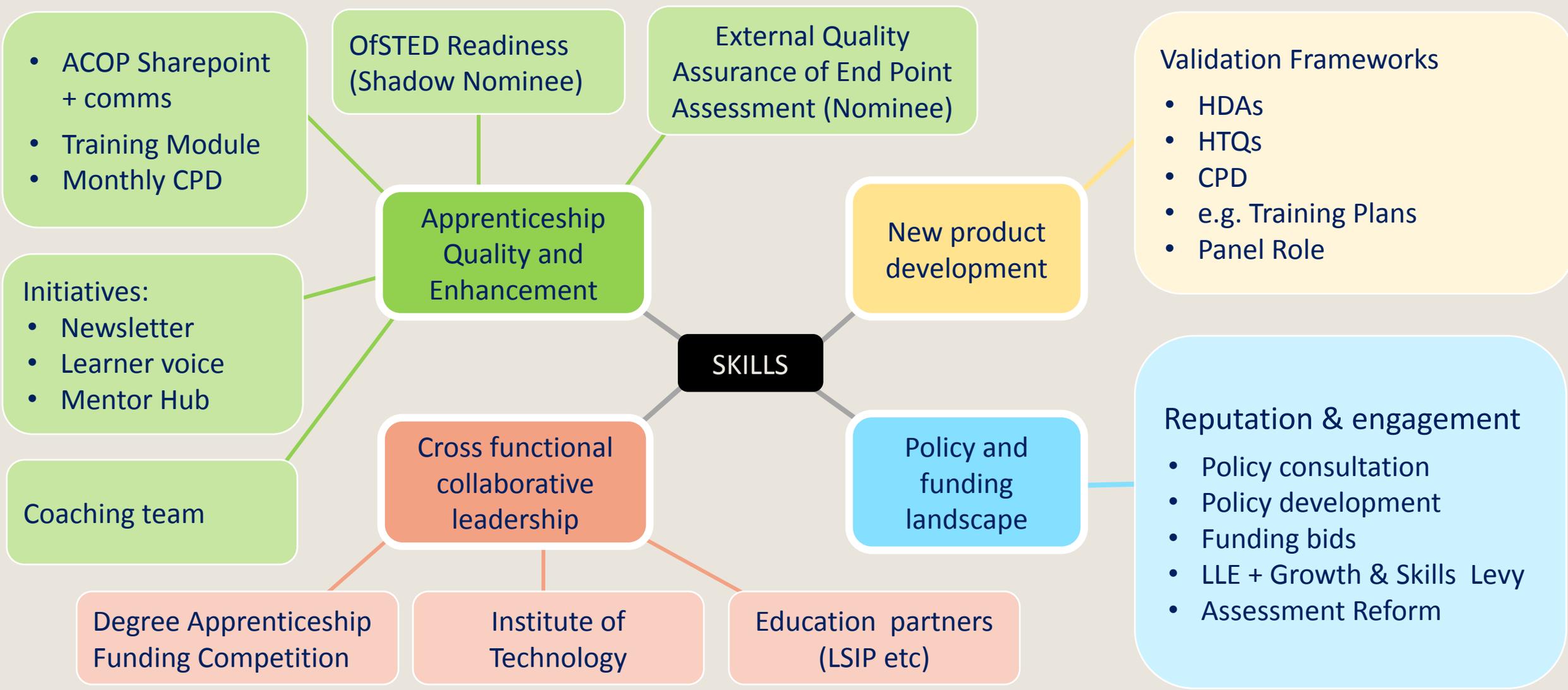
Health & Social Care

- Assistant Practitioner
- Social Worker
- Occupational Therapy
- Physiotherapy
- Healthcare Science Practitioner.
- Advanced Clinical Practitioner.
- Enhanced Clinical Practitioner
- Diagnostic Radiography
- Therapeutic Radiographer
- Sonographer
- Operating Dept Practitioner
- Dietetics
- Registered Nurse

Policing

- Police Constable DA

Sam Moorwood, Associate Director of Skills





EQA of EPA

Out of the Melting Pot

Original Plan

- OfST Monitoring Visit
- Two outcomes from EPA Modules
- Potential Solutions
- How we baked our cake

*Ofs
Monitoring
Visit
March 2024*



Dual Grading / Outcomes

- Your EPA technical task 1 is to bake chocolate chip cookies...
- One event, but with two different judgements as to performance!

Assessment Criteria Version 1

- Utensils cleaned to maintain a safe working
- Ingredients use by dates are checked
- Oven gloves are used
- Timers are set and adhered to
- Ingredients have been weighed
- Thermometer used to check food temperature
- Cookies safely cooled on wire rack
- Sealed storage labelled for allergens

Assessment Criteria Version 2

- Cook has brought their own twist to the recipe
- The balance of chocolate chips is yummy
- A bit of bite to the edge
- Soft and gooey in the middle
- They smell to die for
- Proper coffee is ready to accompany the testing



SHU EPA Policy:

Attributing an academic mark to EPA modules

5 Models of EPA Module

- Model 1: **Dual Assessment:** SHU's standard approach, which involves dual assessment, generates a grade for the module and a separate outcome for the whole Apprenticeship (12 Das at SHU, March 2023). Academic Departments may define in the Module Descriptor which activities from the IfATE-stipulated EPA methods generate the SHU grade as distinct from the overall EPA outcome.
- Model 2: **Pass Fail Module:** The final module is pass/fail, so only the Apprenticeship grade (outcome) is calculated from the EPA assessment methods (by exception- 1 DA at SHU)
- Model 3: **Regulated / wholly Integrated:** A Capstone Module for gateway confirms KSBs are met and also contributes a mark towards degree award classification. The EPA is the Exam Board, which generates a pass/fail decision for the apprenticeship overall, based on clinical competencies (applies to Regulated Health DAs at SHU and more recently Police Constable)
- Model 4: **Zero Credit Module:** EPA is after the final credit-bearing module and is set within an additional zero credit module for administrative purposes: (One single case for unusual Assessment Plan - DTSS).
- Model 5: **Translation:** The SHU award (calculated according to Assessment Regulations) is translated directly into the EPA outcome (one single DA – DTSP has now been reviewed)

New Model – Translation Tables

What is a good institutional model?

Model 1: **Dual Assessment**

Double the work – Impact on Independence - Learner jumping hurdles whilst throwing a javelin

Model 2: **Final module is pass/fail**

Risk of demotivation? - Academic Integrity? – e.g. 60 credits EPA

Model 3: **Wholly Integrated**

Coach and employer agree KSBs met. Competence confirmed by a Practice Educator in the workplace

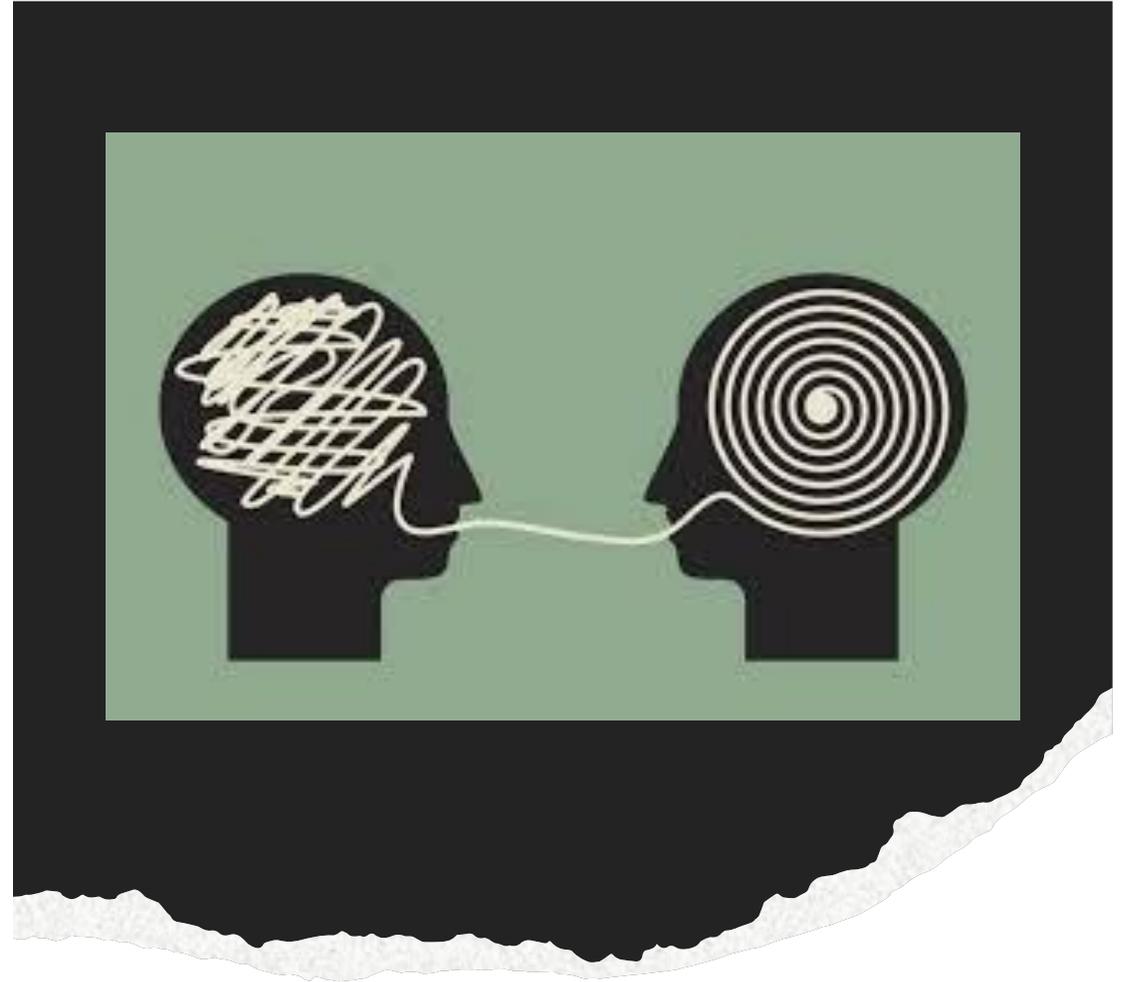
A new option for SHU... *Translation Tables:*

- Recognise the workplace as an authentic Source of Learning
- Remove uncomfortable relationship with Independent Assessor
- Reduce the workload for everybody
- Clear and consistent Information Advice and Guidance

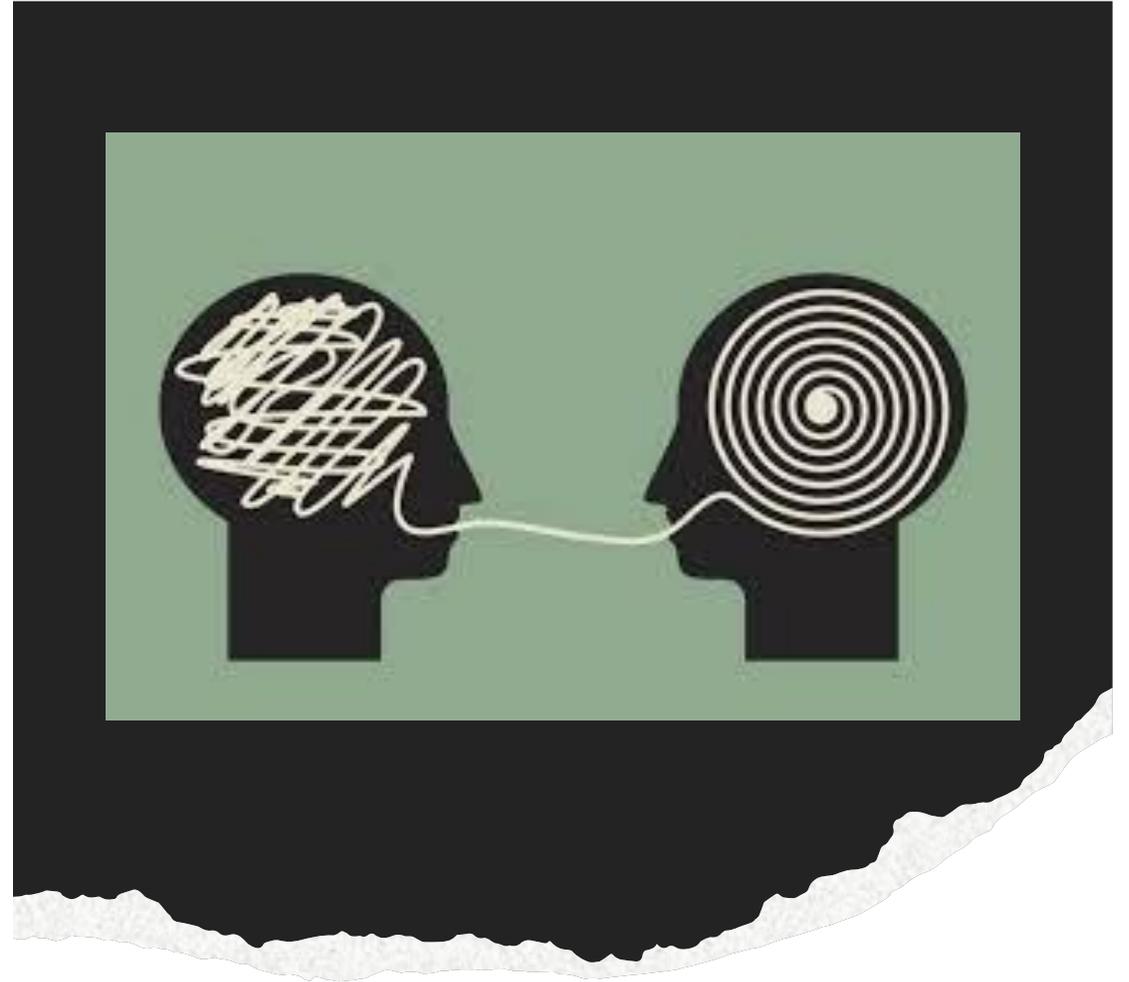
1.2 Translation Table 1B for Undergraduate, where no EPA Merit Grade is available

Apprenticeship Outcome	Translation to SHU Grade				
	Generic grade descriptor: relationship of grades to percentage mark ranges Based on Level 6 Generic Grade Descriptor. https://www.shu.ac.uk/myhallam/university-life/university-rules-and-regulations/study				
Overall outcome	Class	Category	Mark Range	%	Translation to SHU module mark
Distinction	1st	Exceptional 1st	93 - 100	96	74
		High 1st	85 - 92	89	
		<u>Mid 1st</u>	78 - 84	81	
		Low 1st	70 - 77	74	
	2.1	High 2.1	67 - 69	68	65 Available following academic review*
		Mid 2.1	64 - 66	65	
		Low 2.1	60 - 63	62	
Pass	2.2	High 2.2	57 - 59	58	55
		Mid 2.2	54 - 56	55	
		Low 2.2	50 - 53	52	
	3rd	High 3rd	47 - 49	48	
		<u>Mid 3rd</u>	44 - 46	45	
		Low 3rd	40 - 43	40	
Fail **	Fail	Borderline Fail	30 - 39	35	25
		Mid Fail	20 - 29	25	
		Low Fail	6 - 19	10	
	Zero	Zero	0 - 5	0	

Translation Tables



Questions...



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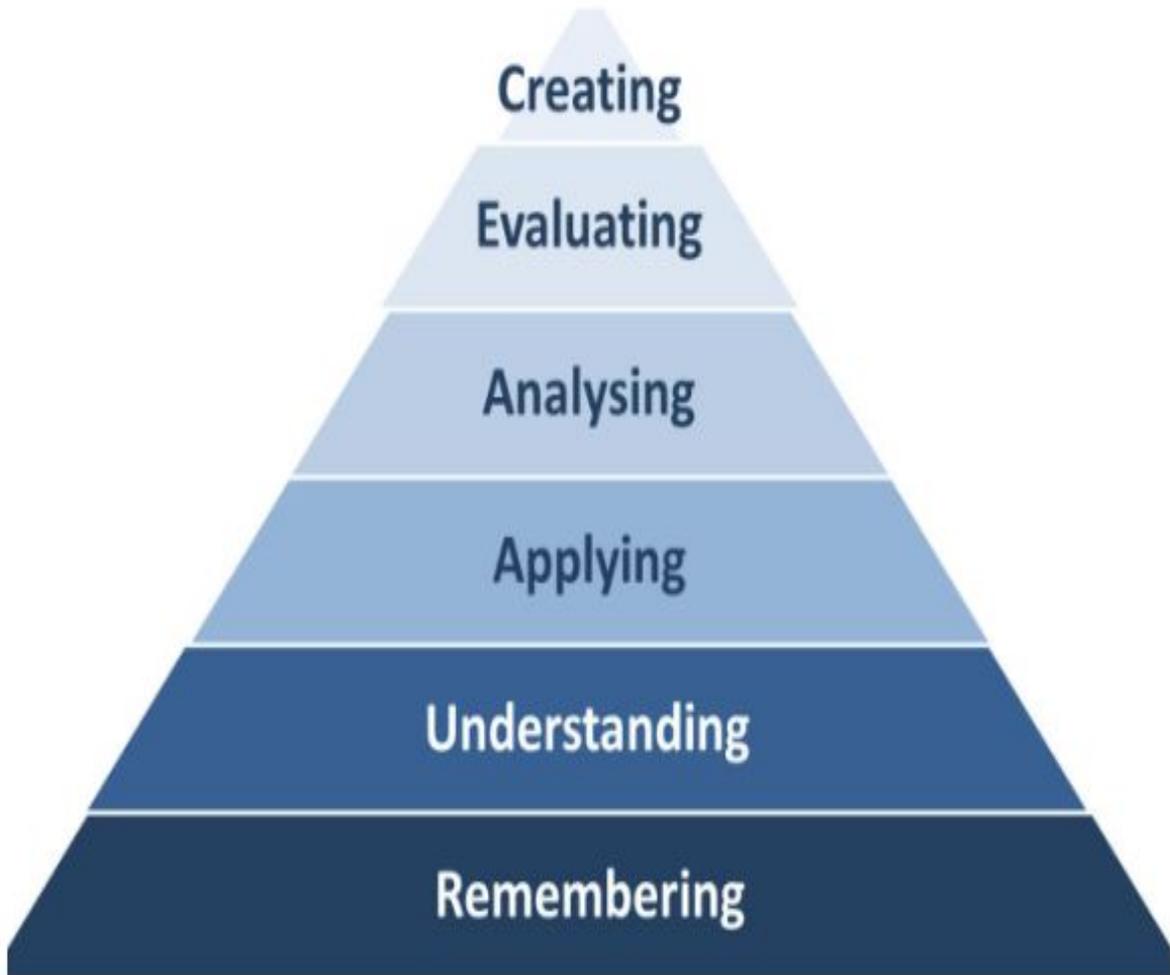
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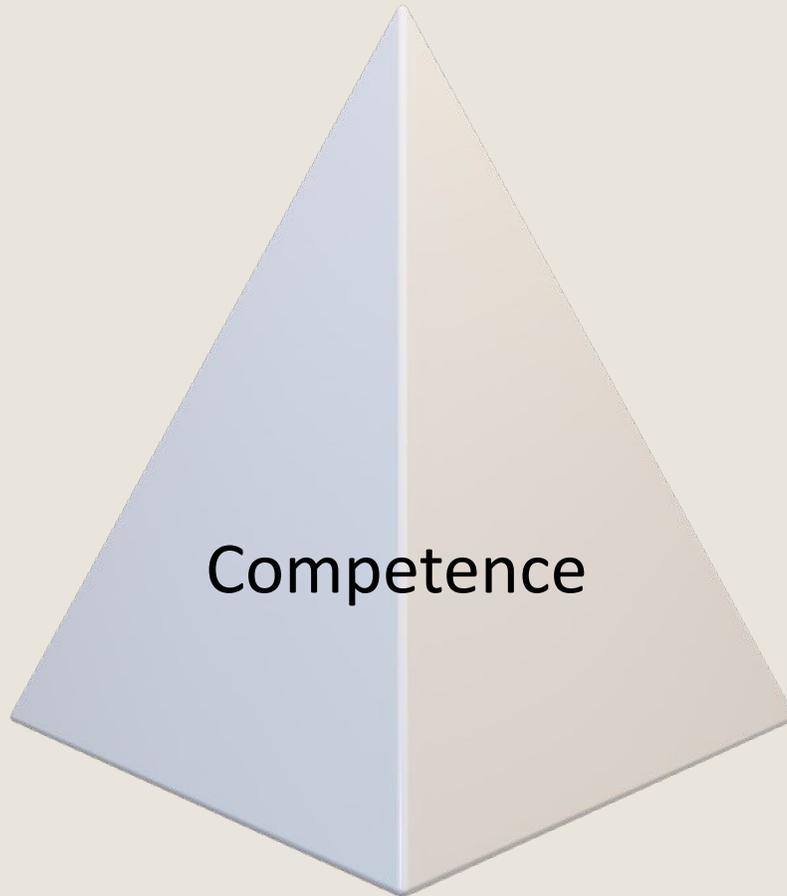


Assessment Reforms - uncaged



Blooms Taxonomy

Assessment Reforms: What about behaviours?



B

As I have grown as a leader, I have refined my skills and reconstructed my knowledge base to enable behaviours which demonstrate inclusive leadership

S

Through experience I have learned how to foster my leadership strengths and find applied strategies to recognise and manage areas for development, becoming a competent leader with the skills to help others thrive

K

I understand a model of strength-based leadership explained to me by an expert and have reflected on this to develop an interpretation I can place in my own constructed framework

Behaviours will be signed of by the Employer at the “gateway to completion”
Might this pre-empt the outcomes of the final synoptic task to assess knowledge and skills?

Assessment Reforms - (and into the furnace)

