



APPRENTICESHIP WORKFORCE DEVELOPMENT PROGRAMME

Improving EPA Outcomes ±Collaborative Project

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Professional Apprenticeships,
College. But Different,
Seren Skills Network Ltd

CREATED BY



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find ns. Identifying these at an early stage will give you time to develop strategies to help overcome these barriers.

(E) Help by using different members of the team when students are preparing for EPAs, presentations, professional discussions etc. and ensure you are familiar with the EPA requirements.

Use of language

(L) (T) (E) During our research we found that language and terminology were important aspects. We found, perhaps not surprisingly, that many learners did not find taking tests and assessments the most appealing part of the process and this often reflected poor or uncomfortable experiences with tests and exams in the past. All three providers were using the word **μ P R N W** when preparing for tests (i.e., next week we are going to do a mock EPA test).

Our research showed that this gave the impression that learners were expecting that it has to be as good as possible (i.e., added pressure) whereas the real purpose of the

to something that seemed less threatening (and also did not have any connotations of mocks at school) and generally more positive.

We decided to use the word **μ U H K H P W H D** which would be understood by everyone as being some form of dry-run and also (b) things often go wrong during rehearsals (which is precisely the point of them) **μ C K** gave the impression that it was only going to happen once, whereas rehearsals gave the impression that a few might needed to get everything right.

Learners responded very positively to the change, and we believe this is one factor that increased success rates in each of the providers.

End Point Assessment Hints & Tips for Tutors, Learners, and Employers

