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University of  
**Kent**

# Portfolio Guidance for Apprentices

2023



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# End-Point-Assessment Portfolio

## What is the End-Point-Assessment Portfolio

The End-Point Assessment (EPA) is the final stage of your apprenticeship, where you demonstrate the skills, knowledge, and behaviours you've learned. It includes tasks like tests, projects, or interviews, assessed by an independent organisation. The successful completion and passing of your EPA will complete your apprenticeship and will confirm that you're fully competent in your field.

As part of your End point Assessment, you will be asked to complete a portfolio of evidence. A portfolio of evidence is a collection of work showcasing the skills, knowledge, and behaviours (KSBs) required by your apprenticeship. It includes real-life examples, such as reports, projects, or feedback, demonstrating your competency against the apprenticeship standards. The portfolio is reviewed as part of the End-Point Assessment to verify your progress.

Your apprenticeship standard will identify the amount of evidence that is required for your portfolio, and you can check this with your Apprenticeship Advisor. The collation of your portfolio evidence is completed holistically; this means that one piece of evidence can represent several KSBs. This evidence will:

- Be qualitative rather than quantitative
- Showcase your 'best work' - this means that you may wish to swap evidence as you progress throughout your apprenticeship as your evidence becomes stronger. Do not lose your original evidence though as this is great for you to reflect on.
- Cover the totality of the KSBs within your apprenticeship standard
- One piece of evidence can demonstrate a number of KSB's

Throughout your apprenticeship, you will discuss the evidence you collect with your Apprenticeship Advisor and your employer during your Tripartite reviews. While your Apprenticeship Advisor can guide and advise you, your employer (Line Manager), with their occupational competence, can play a vital role in supporting and assessing the relevance and quality of your work.

## How to layout your portfolio

There is no right or wrong way to lay out your portfolio and you should structure it in a way that

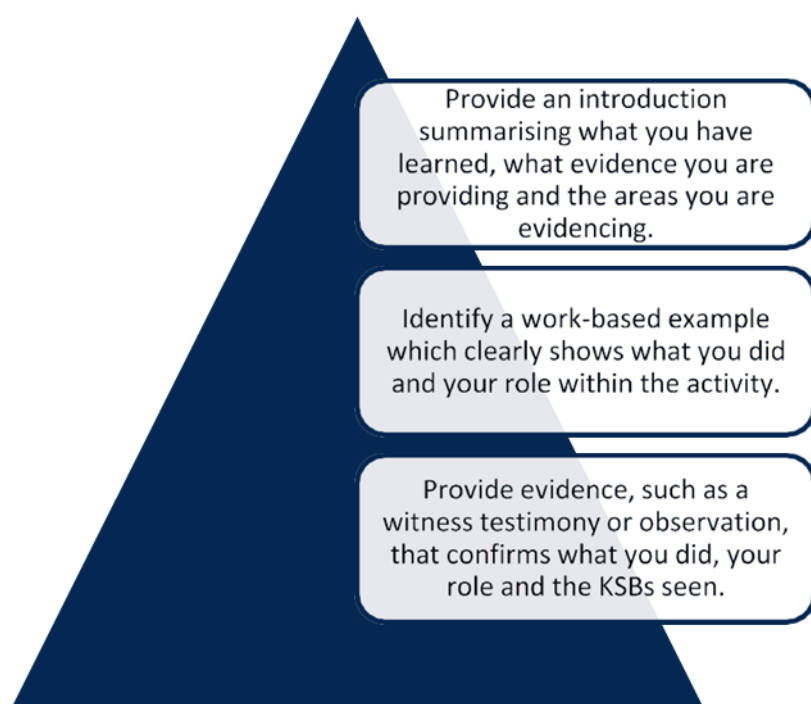
best showcases your work.

All your evidence in your portfolio **MUST** be clearly mapped to the KSBs! The Independent Apprenticeship Assessor marking your portfolio should be able to clearly see where to look and find the relevant evidence.

Some apprentices use a matrix, mapping document or contents page to help the map where the KSBs are being met within their work.

### Example of how to present your evidence

It is suggested that evidence is triangulated to ensure strength and understanding.



### Gathering Evidence for your portfolio

- You are encouraged to collect evidence for your portfolio as you go. You can discuss this with your Apprenticeship Advisor as you collate your evidence.
- Select evidence that showcases your best work. If you find that you have stronger evidence as time progresses, previous evidence can be swapped and replaced.
- Is it easy for the assessor to find and see what KSBs your evidence is mapped to?
- Can you reflect on your evidence to confidently explain what you have learned/done and how it meets the learning outcomes in your apprenticeship Standard?
- Your portfolio should be stored in a location suitable for you. Previous apprentices have found that their Kent Drive, or Personal Drives are useful for storage because they can be shared easily. Please note, work drives have been problematic as some do not allow sharing of information or have been lost when apprentices have transferred to a new employer.

**"Take nothing on its looks; take everything on evidence. There's no better rule." Charles Dickens**

# Explaining your evidence

There are many different methods to break down the pieces of evidence you have for each KSB. This will be very important for your EPA as each piece of evidence will be broken down into smaller pieces and it makes a much more methodical way of talking about the evidence you have gathered to the EPA examiner. These methods include:

"It is wrong always, everywhere, and for everyone, to believe anything upon insufficient evidence."

William James

## STAR method

The STAR method provides a structured approach to explaining behavioural approaches to situations.

- **Situation** -An event, project, or challenge that you faced in the workplace
- **Task**- The task and responsibilities you had in the situation
- **Action** - Steps you took to fix or complete the task
- **Result** - Results of the actions you took

### Example:

**Recognise when something has not been carried out correctly within the laboratory environment, promote behaviour amongst colleagues and explain the impact this could have.**

**Situation:** As a second year member of the lab, I had broad understanding of the health and safety risks in the lab when using a certain chemical, where the chemical should be kept and how it is safely stored. I noticed a new apprentice wasn't wearing appropriate PPE when handling the chemical and also noticed they many times they left the chemical on the lab bench when it should have been stored in a special locked cabinet.

**Task:** As a second year member of the lab and knowledgeable of the correct health and safety guidelines in the lab it was my responsibility to explain the correct procedures. It was also my responsibility to show the apprentice where the health and safety documents were so they could read them and understand what needed to be done when working with the particular chemical.

**Action:** I spoke to the apprentice and explained the issue and where he/she was not following the correct procedures regarding working with this hazardous chemical. I showed them the health and safety documents and explained the proper PPE that needed to be used and that after using the chemical, it needed to be stored in a specific cabinet. I also made a laminated sign to put on the cabinet with the relevant information to act as a reminder for anyone using the hazardous chemical. I did also

raise this to my line manager to make sure they were aware and to keep an eye on future situations with any new members of the lab

**Result:** The apprentice was very appreciative of me explaining the situation and took the advice on board. Going forward, they wore the correct PPE and always put the hazardous chemical back in the safety cabinet where it belongs. They were also now aware and keeping an eye out for any other members of the lab who may not be following protocol to keep everyone safe in the lab. We also made it a common practice to make laminated posters and put them in places as reminders for possible health and safety risks.

## CAR method

The CAR method helps a user to explain specific challenges, the actions taken and resulting outcomes. It is easy to adapt to different situations and provides a clear view of your problem solving processes.

- **Challenge** - Talk about a particular challenge that you encountered
- **Action** - Focus on the steps you took to address the challenge
- **Result** - Determine the end outcomes of your actions

## SOAR Technique

Similar to the both the STAR and CAR method, the SOAR technique helps an individual explain how they overcome challenges and provides a clear insight to handling project setbacks.

- **Situation** - What was the context of the scenario?
- **Obstacles** - What obstacles did you face?
- **Actions** - What Actions did you take to overcome these obstacles?
- **Results** - What were the results of these actions?

## SHARE method

The Share Model is useful for sharing your evaluation, including your own self-evaluation.

- **Situation** - Set the context of your situation
- **Hinderance** - Identify any obstacles that you faced
- **Action** - Understand the actions taken
- **Result** - Determine the outcome of these actions
- **Evaluation** - How do you evaluate your overall experience and performance?



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