



1st for EPA

End Point Assessment made easy

Guidance Sheet:

6 Ways to Demonstrate Skills and Behaviours in End Point Assessment

The purpose of end point assessment is to judge how apprentices **applied** the knowledge, skills and behaviours they acquired during their apprenticeship. It isn't enough to say "I know the theory" or "I showed my adaptability." To achieve the marks, apprentices must **actively demonstrate** that they have the skills and behaviours detailed in the standard and have applied them in their role.

In this guidance sheet, we describe six ways that apprentices can demonstrate their skills and behaviours in end point assessment. We'll give you key phrases to use in projects, reports and discussions.

1. **Talk about yourself**

Write or speak in first person. This means saying "I" and not "we". By doing this, you put emphasis and weight on what you singularly did to apply your knowledge, skills and behaviours against the apprenticeship standard.

If your team were involved in a task, make sure to highlight your role. For example:

"My team were tasked with... I volunteered to ..."

"I was assigned task X and I immediately started brainstorming ideas and researching..."

"The manager's decision was to X and this was based largely on the research I carried out..."

2. **The assessor doesn't know you**

Remember that the assessor doesn't know you or your organisation. They don't see your skills and interactions – all they can grade you on is what you tell them. This is why it's essential to clearly state what you've done to meet the demands of the standard. Spell everything out, and don't assume anything is obvious – if you don't say it, the assessor can't grade it.

3. Mirror the assessment plan

Don't be afraid to use phrases directly from the assessment plan to describe your skills. For example, if the criteria says "Demonstrates their ability...", mirror this and say "I demonstrated my ability to... by..."

Not only does this help you meet all criteria, it also draws the assessor's attention to where and how you demonstrated that skill.

4. Ask yourself what and why

It can be difficult to understand what is meant by 'applying' your skills and behaviours, so for each one ask yourself **how** and **why** you demonstrated it.

For example, if the assessment criteria says: "Selects the most appropriate communication channels"

A poor answer would be: "I chose to communicate with my team by email."

This doesn't tell the assessor **why**.

A much better answer would be: "I applied my knowledge of marketing theory and determined the most effective way to communicate with my team was by email. This is because every staff member has access to email and past use has shown a high response rate. Marketing theory also shows that for a formal communication, written information is more easily remembered than verbal communication."

This answer is 58 words long and should cover the skill effectively.

If you're writing a report and struggle to keep within the word count, try highlighting everything in your report that relates to a knowledge, skill or behaviour. Then look back at what isn't highlighted – you should see information that can be taken out.

5. Key phrases to show skills and behaviours

We've put together this list of phrases to help you demonstrate your skills and behaviours.

WHAT?

These phrases will help you show **what** you did. "I..."

Organised	Decided	Networked
Coordinated	Collaborated	Trained
Researched	Raised	Developed
Implemented	Influenced	Brainstormed

Led	Streamlined	Recommended
Planned	Budgeted	Presented
Delivered	Took ownership	Performed
Persuaded	Shared	Recorded
Compiled	Advised	Supported
Concluded	Asserted	Communicated
Monitored	Spearheaded	Exhibited
Evaluated	Oversaw	Championed
Assessed	Managed	Took responsibility
Interpreted	Motivated	Identified
Interrogated data	Facilitated	Contributed
Committed	Expanded	Drove
Reflected	Proactively	Acted
Examined	Volunteered	Calculated
Consulted	Took the lead	Reviewed
Reconsidered	Encouraged	Updated
Adapted	Applied	Instructed
Articulated	Gave feedback	Directed
Demonstrated	Determined	Guided
Described	Considered	
Improved	Analysed	

WHY?

As we've described above, you need to say **why** you took the decision or action you described. These phrases may help.

Because	By	Reviewing
Due to	In order to	
Based on	Following	

Your WHY might be based on a number of factors, such as:

Theory (name it)	Relevant technology	Quantitative research
Experience	Options available	Project requirements
Past customer behaviour	Internal/external factors	Efficiency
Manager's instructions	Industry knowledge	Trends
Company policy	Consumer knowledge	Scope of the project
Company processes and procedures	Relevant models or frameworks	
Sector knowledge	Qualitative research	

6. Adding depth to achieve a distinction

To achieve a distinction, apprentices should take it one step further. You've demonstrated what you did and why, now describe how this will affect what you do in future.

On reflection	I would recommend	Results show
Next time	Lessons learned	I concluded

Always refer to the distinction criteria detailed in the assessment plan to see what is required for your standard.

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We hope you've found this guidance sheet useful. 1st for EPA is an End Point Assessment Organisation (EPAO) that aims to make the EPA process easy by providing full support to apprentices and training providers. Visit our blog at www.1stforepa.co.uk/blog for further tips, including [How to Prepare for EPA](#).