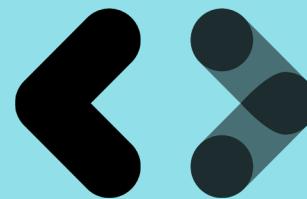


Core Skills 2

14th/15th December 2020



Manchester
Digital

Feedback:

“Maybe a discussion between the full group at the end. To talk through some of the questions they struggled with and some examples of good answers.”

Task: Model Answers – What is the assessor looking for?

- To work in your groups to develop a model answer to the questions allocated
- To then apply the knowledge to your personal circumstance

Why have you embarked on a career
in software development?

What is the assessor looking for?



Tell me about where you work. What type of business is it and what does the organisation do:

What is the assessor looking for?



Tell me about your role and the team that you are in:

What is the assessor looking for?



Tell me about your team's way of working:

What is the assessor looking for?



Competency Question: Give an example of a project that you been working on recently:

What is the assessor looking for?



Competency Question: Give me an example of when you have ensured quality in your work:

What is the assessor looking for?



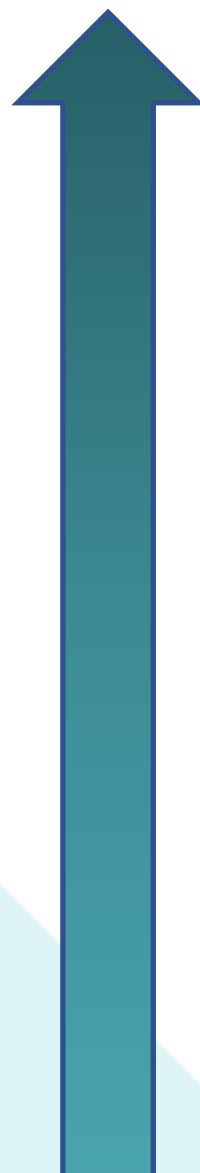
Competency Question: Tell me about your favourite learning experience during this apprenticeship:

What is the assessor looking for?



Blooms Taxonomy

Distinction



Merit

Pass

CREATING

USE INFORMATION TO
CREATE SOMETHING NEW

*Design, Build, Construct,
Plan, Produce, Devise, Invent*

EVALUATING

CRITICALLY EXAMINE INFO &
MAKE JUDGEMENTS

*Judge, Test, Critique,
Defend, Criticize*

ANALYZING

TAKE INFO APART &
EXPLORE RELATIONSHIPS

*Categorize, Examine,
Compare/Contrast, Organize*

APPLYING

USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION

Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate

UNDERSTANDING

UNDERSTANDING & MAKING SENSE OUT OF INFORMATION

Interpret, Summarize, Explain, Infer, Paraphrase, Discuss

REMEMBERING

FIND OR REMEMBER INFORMATION

*List, Find, Name, Identify, Locate,
Describe, Memorize, Define*



Blooms levels of cognitive learning

There are six levels in the framework, here is a brief look at each of them and a few examples of the questions that you would ask for each component.

Knowledge: In this level students are asked questions to see if they have gained insight from the lesson. (What is... Where is... How would you describe?)

Comprehension: During this level, students will be asked to interpret facts that they learned. (What is the main idea... How would you summarize?)

Application: Questions asked during this level are meant to have students apply or use the knowledge learned during the lesson. (How would you use... How would you solve it?)

Analysis: In the analysis level, students will be required to go beyond knowledge and see if they can analyze a problem. (What is the theme... How would you classify?)

Synthesis: During the synthesis level of questioning students are expected to come up with a theory about what they learned or use predictions. (What would happen if... What facts can you compile?)

Evaluation: The top level of Bloom's Taxonomy is called evaluation. This is where students are expected to assess the information learned and come to a conclusion about it. (What is your opinion of...how would you evaluate... How would you select... What data was used?)

Blooms Corresponding Verb Examples

Remembering: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state

Understanding: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate

Applying: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write

Analyzing: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

Evaluating: appraise, argue, assess, attach, choose, compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate

Creating: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write

Sample question stems using Blooms Taxonomy

Remember	Understand	Apply
<p>Who? Where? Which one? What? How? Why? How much? How many? When? What does it mean? What happened after? What is the best one? Can you name all the ...? Who spoke to ...? Which is true or false?</p>	<p>What does this mean? Which are the facts? State in your own words. Is this the same as ...? Give an example. Select the best definition. Condense this paragraph. What would happen if ...? Explain why ... What expectations are there? Read the graph (table). What are they saying? This represents ... What seems to be ...? Is it valid that ...? What seems likely? Show in a graph, table. Which statements support ...? What restrictions would you add? Outline ... What could have happened next? Can you clarify...? Can you illustrate ... ? Does everyone think in the way that ... does?</p>	<p>Judge the effects of ... What would result ...? Tell what would happen if ... Tell how, when, where, why. Tell how much change there would be if ... Identify the results of ... Write in your own words ... How would you explain ...? Write a brief outline ... What do you think could have happened next? Who do you think...? What was the main idea ...? Clarify why ... Illustrate the ... Does everyone act in the way that ... does? Draw a story map. Do you know of another instance where ...? Can you group by characteristics such as ...? Which factors would you change if ...? What questions would you ask of ...? From the information given, can you develop a set of instructions about ...?</p>

Underpinning skills, attitudes & behaviours (USABs)

USAB	Proficiency Standard	Work Activities Demonstrating Expected Level of Competence	Work Activities Demonstrating Competence Beyond the Minimum Expected
USAB1	Business Skills	<p>Demonstrates an analytical and systematic approach to issue resolution.</p> <p>Takes the initiative in identifying and negotiating appropriate personal development opportunities. Demonstrates effective communication skills.</p> <p>Contributes fully to the work of teams.</p> <p>Plans, schedules and monitors own work (and that of others where applicable) competently within limited deadlines and according to relevant legislation, standards and procedures.</p> <p>Appreciates the wider business context, and how their role relates to other roles and to the business of the employer or client.</p>	<p>Works independently and takes high level of responsibility. Undertakes work that is more complex, more critical or more difficult.</p> <p>Independently demonstrates an ability to extend or enhance their approach to work and the quality of outcomes.</p> <p>Doesn't just solve the problem but explores creative or innovative options to do it better, more efficiently, more elegantly or to better meet customer needs.</p> <p>Shows strong project management skills, in defining problem, identifying solutions and making them happen.</p>
USAB2	Complexity	<p>Performs a range of work, sometimes complex and non-routine, in a variety of environments.</p> <p>Applies a methodical approach to issue definition and resolution.</p> <p>Undertakes all work in accordance with agreed safety, technical and quality standards, using appropriate methods and tools.</p>	<p>Demonstrates a disciplined approach to execution, harnessing resources effectively.</p> <p>Drives solutions – with strong goal focused and appropriate level of urgency.</p>

USAB	Proficiency Standard	Work Activities Demonstrating Expected Level of Competence	Work Activities Demonstrating Competence Beyond the Minimum Expected
USAB3	Influence	<p>Interacts with and influences colleagues.</p> <p>Has working level contact with customers, suppliers and partners.</p> <p>May supervise others or make decisions which impact the work assigned to individuals or phases of projects. Makes decisions which influence the success of projects and team objectives.</p>	<p>Externally – works with customers, suppliers, and partners in a variety of situations.</p> <p>Actively inspires and leads others, takes others with them, leads by example.</p>
USAB4	Autonomy	<p>Works under general direction.</p> <p>Uses discretion in identifying and responding to complex issues and assignments. Usually receives specific instructions and has work reviewed at frequent milestones.</p> <p>Determines when issues should be escalated to a higher level.</p>	<p>Internally – works alone, 1:1, in a team and across the company with colleagues at all levels.</p> <p>Reads situation, adapts behaviours, and communicates appropriately for the situation and the audience.</p> <p>Can be trusted to deliver, perform and behave professionally, manages and delivers against expectations, proactively updates colleagues and behaves in line with the highest values and business ethics.</p>

Timelines

EPA Gateway

- 3 weeks minimum

Synoptic (1 week long)

- 6-8 Weeks

Prof Interview

- 1 week

Final Result

On programme Assessment

Apprentice: carries out work as defined by their employer, selects evidence from their portfolio from work carried out toward the end of their apprenticeship, and passes the tests for underpinning knowledge and understanding.



Vendor or professional qualification

Regulated knowledge module (s)

Employer: creates opportunities for the apprentice to carry out work and produce outcomes; confirms that apprentice is ready for end point assessment

Training Provider: maps and assesses work against the Standard, helps apprentice select evidence for their summative portfolio, confirms readiness for end point assessment

Ofqual regulated assessment organisations: set and assess the regulated knowledge module(s)

End Point Assessment

Apprentice: submits portfolio, completes synoptic project and attends interview

Employer: completes a reference

Summative portfolio

Synoptic project



Employer Reference

Interview

Independent Assessor: assesses the apprentice on the basis of synoptic project, summative portfolio, employer reference and the interview

Independent Assessor: grades the apprentice, following the interview

Internal Verification and Moderation: ensures the consistency of assessment and grading within the Assessment Organisation.

Independent Moderation: ensures the consistency of assessment and grading across different Assessment Organisations

Threshold: Apprentice deemed to be ready for end point assessment

EPA Folder Structure

▼	Documentation
	 DeclarationSummativePortfolioBlank.docx
	 EndPointAssessmentGateway.docx
▼	Employer Reference
	 BCS End Point Assessment - So...oyer Reference V1.1 Blank.docx
▼	Knowledge Modules
	 Language cert.docx
	 Software Methodologies.docx
▼	Summative Portfolio
	 Portfolio Pieces.docx

Moving Forward...

- The last formal delivery session
- Monthly – workshop support with previous apprentice to support progress
- Review meetings will continue until completion
- Support through to EPA

Final Q&A