

THE LOWDOWN ON THE LATEST PRACTITIONER-LED PEBBLEPAD WEBINAR

If you're big on great ideas, but short on time, this document contains the highlights from the latest practitioner-led PebblePad webinar, along with a link to the full recording. The Special Interest webinar: **Degree Apprenticeships - CMDA End Point Assessment** is led by Emma Purnell from the University of Plymouth, UK, and represents yet another example of innovative practice from the brilliant PebblePad community. **Enjoy.**



ABOUT THE PRESENTER

Emma Purnell works in the Digital Education team at the University of Plymouth, where she is a Senior Digital Learning Designer. She supports staff across the institution in a range of learning technologies that make up the Digital Learning Environment at Plymouth, one of which is PebblePad. She has worked with PebblePad in a number of different capacities over the last 10 years, including roles as a student, teacher, researcher and staff developer. Emma has worked closely with colleagues across the University in the design, implementation and support of a number of PebblePad initiatives and projects at the University. Most recently these have involved supporting the use of PebblePad in areas such as student Digital Capabilities, Optometry and the Chartered Manager Degree Apprenticeship.

ABOUT THE WEBINAR

The University of Plymouth has been running a Level 6 Chartered Manager Degree Apprenticeship (CMDA) for approximately 3 years. In December 2019, the first group of students completed their degree and received their Chartered Management Institute (CMI) Apprenticeship accreditation after going through their end-point assessment with assessors from the CMI.

Although set in a CMDA context, this webinar will appeal to all who are looking for ways to support learners with gathering and collating comprehensive evidence against multiple Standards and Learning Outcomes. In the webinar, Emma shares the design and discusses the implementation of the End Point Assessment (EPA) portfolio in PebblePad. It looks at the processes put in place to help students collate, tag and streamline the evidence that they would then attach to their EPA portfolio. Their portfolio approach focused on how to present the evidence needed mapped against the CMDA standards in the most straightforward way possible for learners and assessors. Within a PebblePad workbook, they used a combination of collections, checklists and reflective text boxes to provide a structure in which learners could piece together the evidence needed.



VERY EARLY ON WE REALISED THAT EVIDENCE NEEDED TO BE COLLATED IN AN EFFICIENT WAY THAT MEANT MULTIPLE LEARNING OUTCOMES WERE COVERED BY A PARTICULAR PIECE OF EVIDENCE.

EMMA'S TOP TIPS FOR SUCCESS

In the webinar, Emma draws attention to a range of things practitioners designing frameworks for evidence collection and End Point Assessment should consider. Below we've highlighted Emma's three top tips for success from the webinar.

TOP TIP NUMBER ONE

Check with your end point assessor what their requirements are before you design the assessment or portfolio in PebblePad.

TOP TIP NUMBER TWO

In the early stages of the degree apprenticeship it is important to familiarise students with both PebblePad and the Apprenticeship standards, but it's not always necessary to share the EPA portfolio itself immediately. Students can be familiarised with PebblePad through an activity such as keeping a learning journal and completing weekly activities that can be reused when it comes time to transition to the EPA portfolio.

TOP TIP NUMBER THREE

As students are uploading evidence, encourage them to get into the habit of tagging the asset with the relevant learning outcomes (which can be shared through cascading tags in the workbook).

View the full webinar recording at:

<https://pebblepad.wistia.com/medias/666gd6mla2>



WE NEEDED TO SUPPORT STUDENTS IN UNDERSTANDING WHAT MAKES A GOOD PIECE OF EVIDENCE – THAT IS MORE DIFFICULT THAN THE TECHNOLOGY SIDE OF THINGS.