



Collaborative FE/HE Degree Apprenticeship Programme Development - the Case for a New "Signature Pedagogy" for Work Integrated Learning

UVAC National Conference (Manchester)

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Level 5 – Higher Apprenticeship
(Operations and Dept Manager)

Level 6 – Chartered Manager Degree
Apprenticeship

Level 7 – Senior Leaders Masters
Degree Apprenticeship

Higher and Degree Apprenticeships
delivered through work integrated
learning...

Fully mapped to the  **CMI** Chartered
Management
Institute



Objectives:

- How has thinking about learning developed from WBL to work integrated learning and what are the key points to capture from current thinking when considering public sector employers?
- How is this interpreted in the context of the apprenticeship offering?
- How has the opportunity for FE/HE collaboration enhanced and sharpened the focus for a new signature pedagogy for public sector engagement?

What is a 'signature pedagogy' for Work Integrated Learning?

“With the increasing prevalence of WBL programmes in HE, there is a demonstrable need to evolve new pedagogical models to support facilitators and participants in conceptualizing and developing practice” **signature pedagogies**. (Dalrymple, Kemp and Smith 2014, p77)

“**work-integrated**' is used both as a broader term than 'work-based', and to emphasise connectedness of learning as opposed to academic and workplace learning taking place in parallel but independently of each other.” (Lester, Bravenboer and Webb, 2016; p1)

An opportunity for closer collaboration with employer networks – improved employability!



The University Challenge: A Tripartite Relationship



Staff and tutors



University
of Worcester



Employees / Learners



Workplace - 'developing into a learning community'



The University Challenge: A Tripartite Relationship

- i. Understanding strategic priority areas for the public sector organization/employer
- ii. Ensuring appropriate assessments that provide genuine in-work opportunities for discovery and reflection.
- iii. Showcasing to other employees to broaden engagement across the workplace

The College's Mission Statement

Walsall College is uniquely and proudly vocational. Our greatest passion is unleashing the potential of individuals, communities and business; our greatest legacy is the talent of our students: skilled, professional and enterprising



Bringing talent to life...





The Apprenticeship Levy – putting employers in the driving seat.

- Apprenticeships need to meet the evolving needs of the public sector employer – flexibility is essential.
- Employers can dictate how they want the apprenticeship to be delivered.
- No longer “one size fits all”
- We need to adapt our business model – employers want to see a return on their investment

The aim is that employers will have “full ownership of apprenticeships, designing and owning the content of all apprenticeship standards and assessments” (BIS, 2015).

Training providers will need to be agile and operate more competitively in a more market-style environment to respond to the demands of employers as the purchasers of apprenticeship training (BIS, 2015)

Bringing talent to life...



BIS-15-604 English Apprenticeships our 2020 vision





Barriers to engagement

- A common complaint reported from employers' perspectives is that they perceive institutions as bureaucratic and slow, inflexible, not understanding the needs and timetables of business, concerned with academic curricula and theory-driven teaching rather than relevance to practice, and steeped in their own language, which may differ between institutions and not be particularly precise or intelligible (e.g. Nixon *et al* 2006, Boulden and Petrov 2008, Drake *et al* 2009, Kewin *et al* 2011).

(QAA 2016)

Bringing talent to life...



QAA Work Integrated Learning Lit Review Darryl et al



CMDA Apprentices May 2018



At least 60 universities and other higher education institutions across England were implementing or planning to implement degree apprenticeships for the 2017-18 academic year. (Bradon, HEA)



2. How is this interpreted in the context of the apprenticeship offering?

“I feel privileged & honoured to be part of the Chartered Manager Degree Apprenticeship (CMDA) where under normal circumstances degree studies perhaps would not have been available to me. As I embrace my new role in Management with Dudley & Walsall Mental Health Trust, I feel the course material will provide me with the necessary tools to undertake the position to its full potential”.

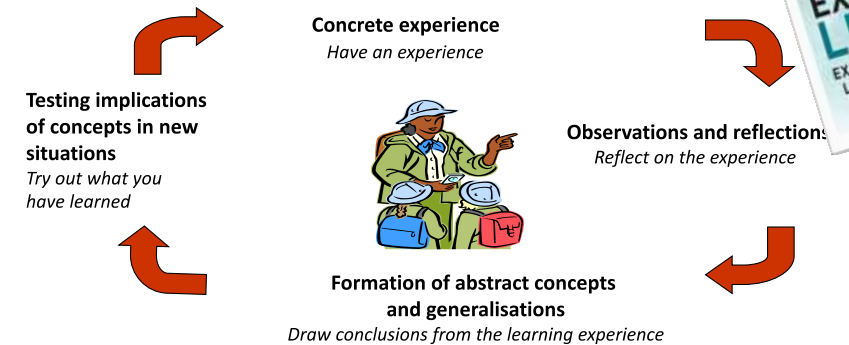


'CAN-Do'

- **C**apture – through reflective practice
- **A**cknowledge – link to knowledge, skills and behaviour components of the Apprenticeship Standard.
- **N**urture – consider how this 'learning' builds on previously recorded learnt actions or future anticipated experiences, to determine how this provides a developmental contribution to overall learning
- **D**o – put the learning into practice in the workplace



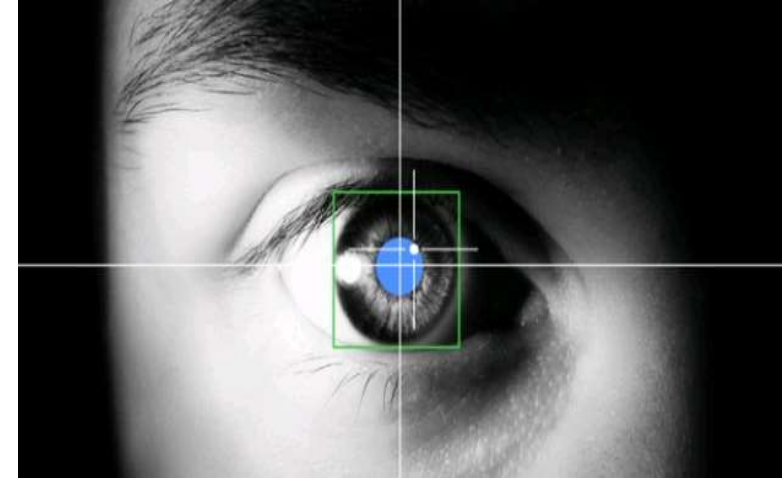
Kolb Experiential Learning Model



1. Led by the strategic priorities of the public sector employer
2. Guided by the Prog Spec
3. Link to EPA
4. Link to ILP
5. Link to the Standard

GOAL: a positive disposition towards 'learning to learn' is essential (Dalrymple, Kemp and Smith 2014, p76)

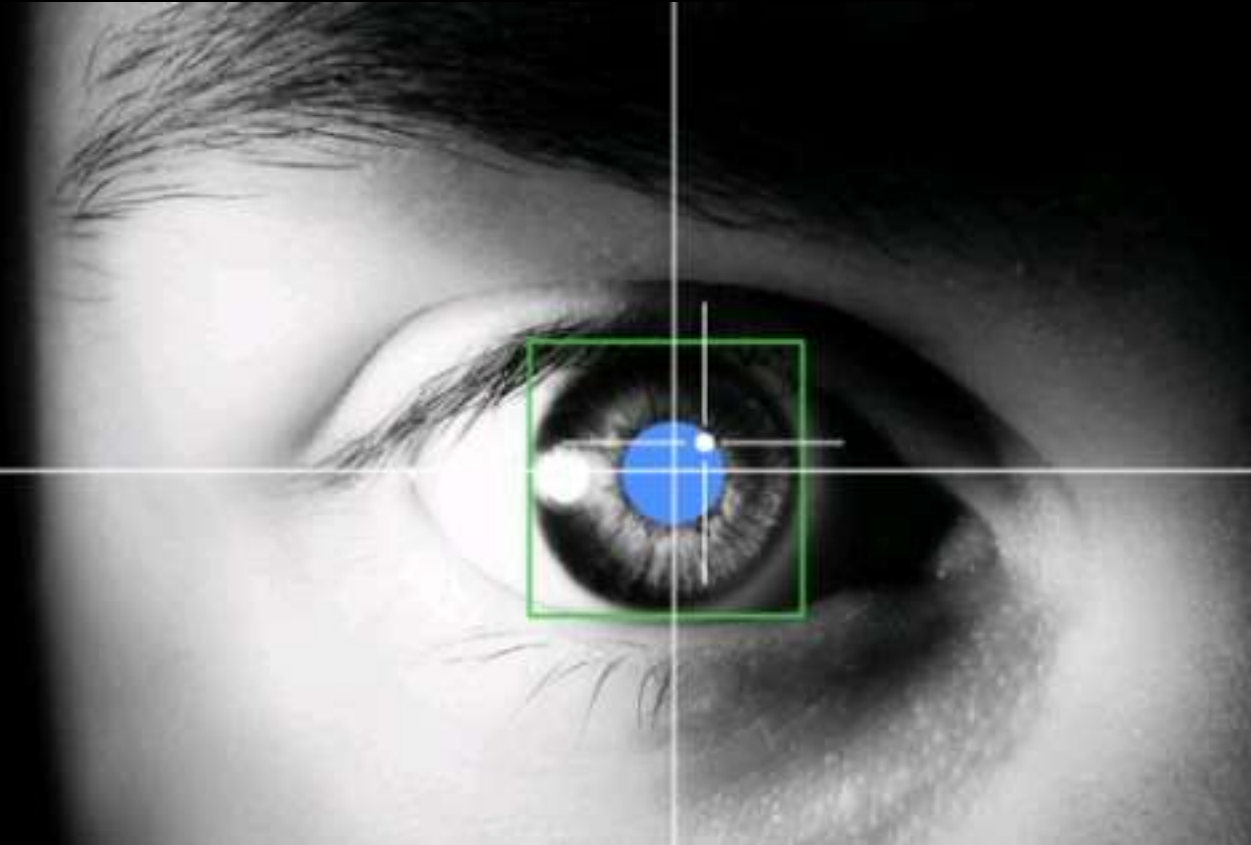
3. How has the opportunity for collaboration enhanced and sharpened the focus for a new signature pedagogy for the public sector?



Benefits of Collaboration:- (L&T and non L&T related)

- Geography and recruitment
- Contract and Client management expertise
- Knowledge sharing partnership – our partner has a wealth of experience and know-how of the apprenticeship processes, systems & approaches.
- UoW contributes expertise in WBL, Bus Development and L6 delivery

For FE/HE Collaboration to be a success.....



- a. Trust – balanced with proper auditable practices
- b. Genuine and honest recognition of the other skills, knowledge and expertise that the other partner brings to the partnership.
- c. Fairness and equity
- d. Shared values for L&T
- e. Collaborative listening

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How can the benefits of FE/HE collaboration be better managed to provide even greater impact to the public sector employer?

- How collaboration better promote - *Stretch and Challenge*?
- How does collaboration better support the whole **workplace as a site for learning** (a learning community)?
- How can collaboration build better linkages (**integration**) between 20% off the job PLUS 80% on the job learning?
- What other **online tools/platforms** provide added-value support for the learner?





Tools available to support work-integrated learning

- E-portfolio (Smart Assessor)
 - Online access/mobile app.
 - Access for learners, teachers/assessors, employers.
 - Speed of response – do not have to wait for face-to-face contact.
 - Smart rooms
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- Online learning platforms (Mindful)
 - Allow for repetition of recordings in areas of uncertainty.
 - Tracking for teachers/assessors.
 - Scheduled weekly delivery/activities.
 - SMART targets.
 - Reduction in face-to-face delivery – cost effectiveness.