

**Sheffield
Hallam
University**

Higher and degree apprenticeships



shu.ac.uk/apprenticeships

Training the Trainer - Maximising Productivity and Impact

Sam Moorwood

Head of Employer Solutions

Training the Trainer - Maximising Productivity and Impact

- Expressing Capability
- Cultural Collisions
- Collaborative Solutions
- Linking WBL Support to Productivity?
 - Social Mobility Premium
 - Mentor Development Resource
 - Teaching Essentials Toolkit
 - Measuring Success

Expressing Capability

- ESFA (RoATP, ITT) - Evidence of added value for employers
- Impact on economic and social metrics.
- HE contribution to socio-economic agenda through progressive up-skilling in any sector.
- Capability and capacity in WBL

Examining our capability to support the learner

- how we support our tutors?
- how we can support the employer?
- how we will measure our success?

Thoughts on Cultures

ESFA compliance
and completions ethos

DfE policy and
QA uncertainty

Employers drivers:
retention, productivity, levy

COLLISION

FE transition and
Framework legacy

School leavers:
Generation Z

Schools targets
residual stigma

HE as awarding
knowledge providers:

Addressing productivity through
Higher level vocational choice
(Sector focused readiness)

Employer Engagement
(Clear communication
responsive delivery)

Funding and
quality process
engagement
(Infrastructure)

Learner
Engagement
(Addressing
perceptions and
facilitation)

Agile and robust
Partnerships
(capability and
accountability)

Addressing School
perceptions (outreach)

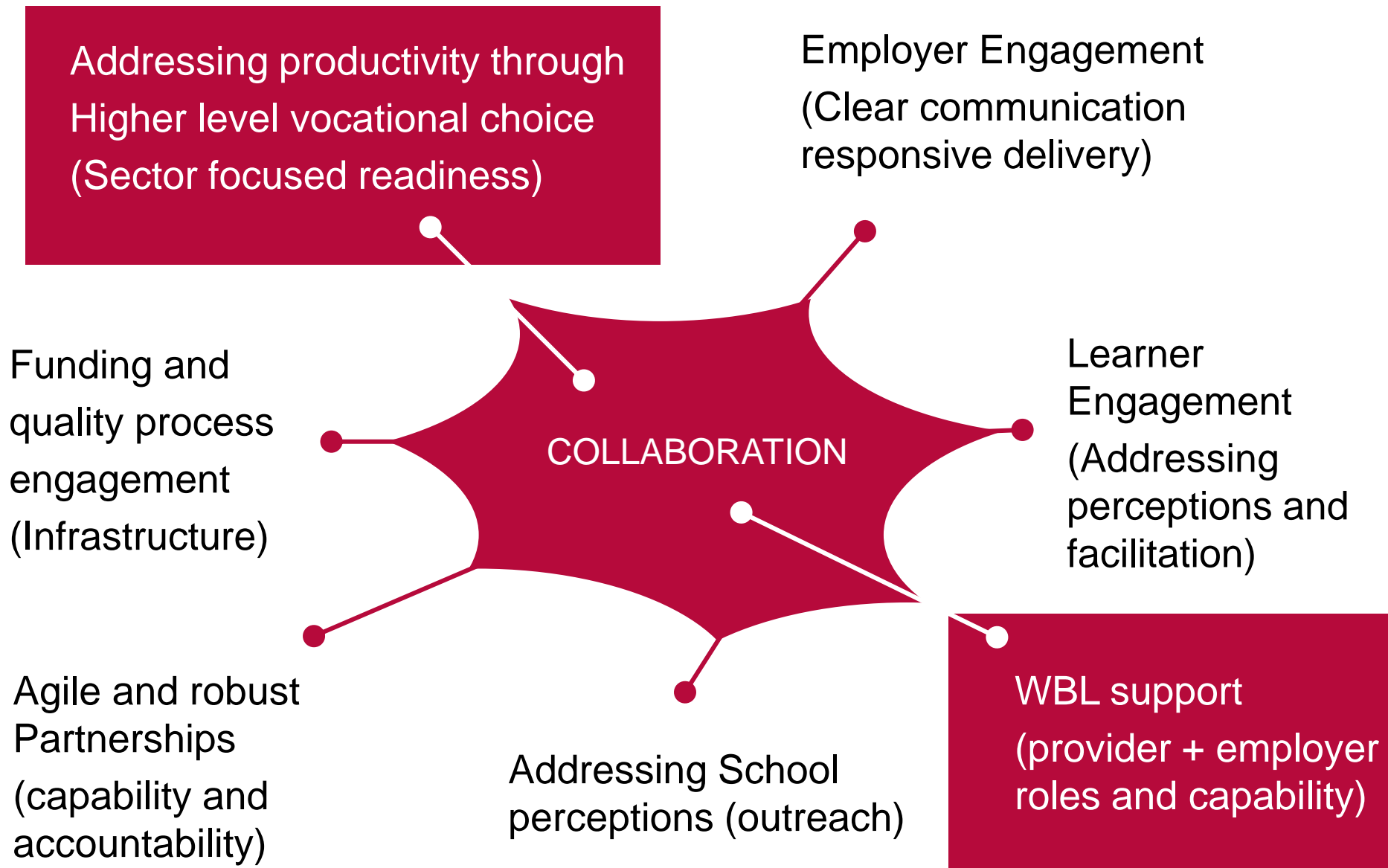
WBL support
(provider + employer
roles and capability)



Does this synopsis work?

Is there an authentic relationship shown by the white links?

If so what models of practice can work?



EMSI research & LEP alignment
DADF 1: Stimulating Growth
DADF 2: Phase 2 Social Mobility

DADF 1: Market Sector research
BD lines of engagement
Trailblazer Liaison, Breakfast
Events, Ambassadorship Scheme

ESFA Readiness TEST
Hybrid approach
OfSTED...

Outreach investment
Open Days
Recruitment Events

Partnerships:
Supply chain agility
Progression mapping
policies & contract evolution

NCOP / HEPP
collaboration.
Investment + training

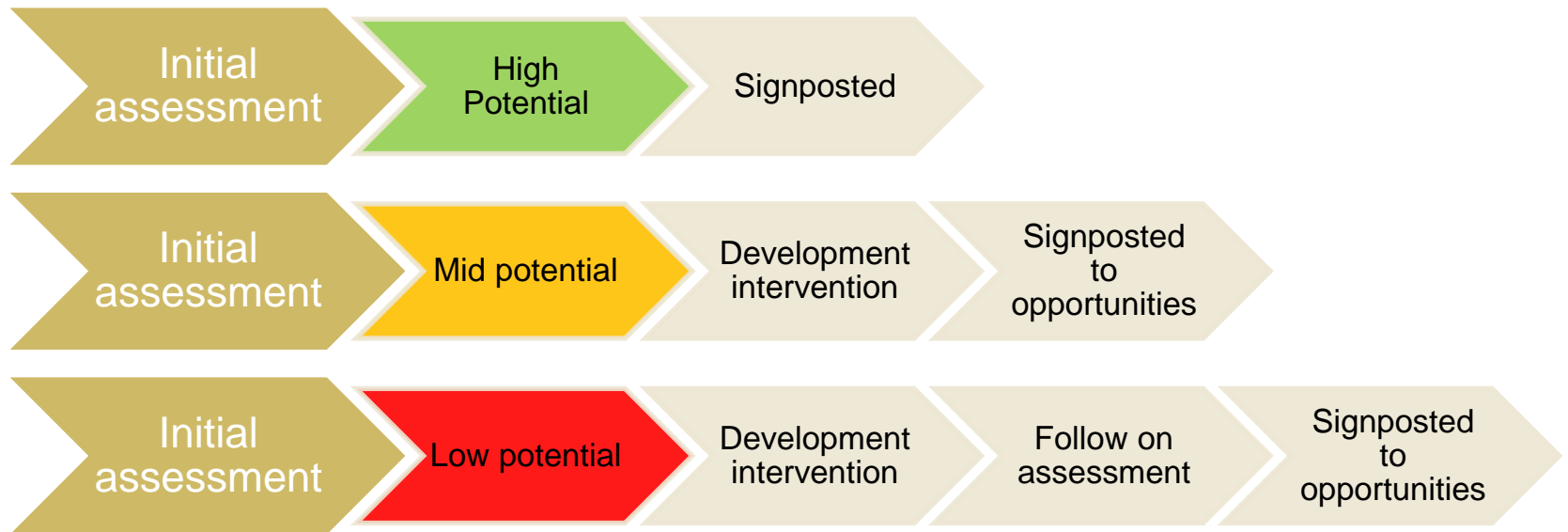
Teaching Toolkit
AWBL Group
Mentor Development
Resource

COLLABORATION

DADF Phase 2

- Part funded by NCOP and delivered in partnership
- Direct Contact with 30 Tier 1 Schools and 6 Colleges
- Estimated pool of 800 learners
- Identify 160 with transition potential
- Provide Specialist advice and support
- Learner Preparation Events
- Toolkit and National Dissemination Event

DADF II - Social Mobility Premium Programme outline



Approach

- Develop a set of school leaver appropriate assessments built around SHU attributes
- Deliver initial assessment centre for all 80 participants with assessors from Gradcore and SHU
- Optional personal feedback reports for all participants
- Involvement in development sessions for those requiring greatest support
- Second assessment for c20 students who need most support to demonstrate distance travelled in the programme and build confidence
- Follow up analysis of student performance contextualised against background characteristics to further develop the Social Mobility Premium in this context

Components of the Apprenticeship

- The Standard
- Commitment Statement (3-way)
- Induction information
- The award: discipline modules, specialist modules, project modules, PDP modules
- Three-way review
- 20% off-the job learning
- The Gateway period and requirements
- End Point Assessment

University



Apprentice

Employer

University

The Academic Award

Credits



Apprentice

Gateway Programme

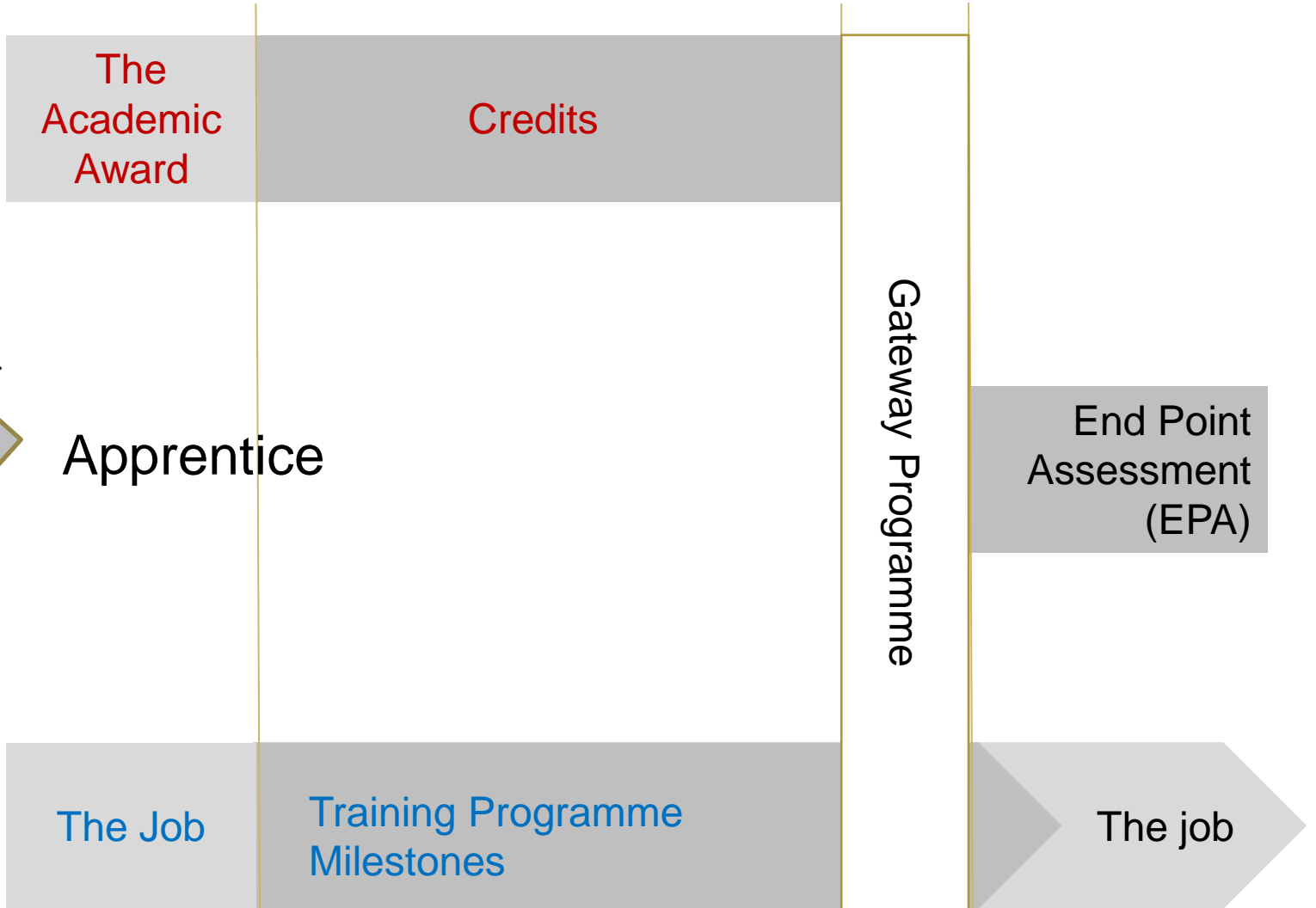
End Point Assessment (EPA)

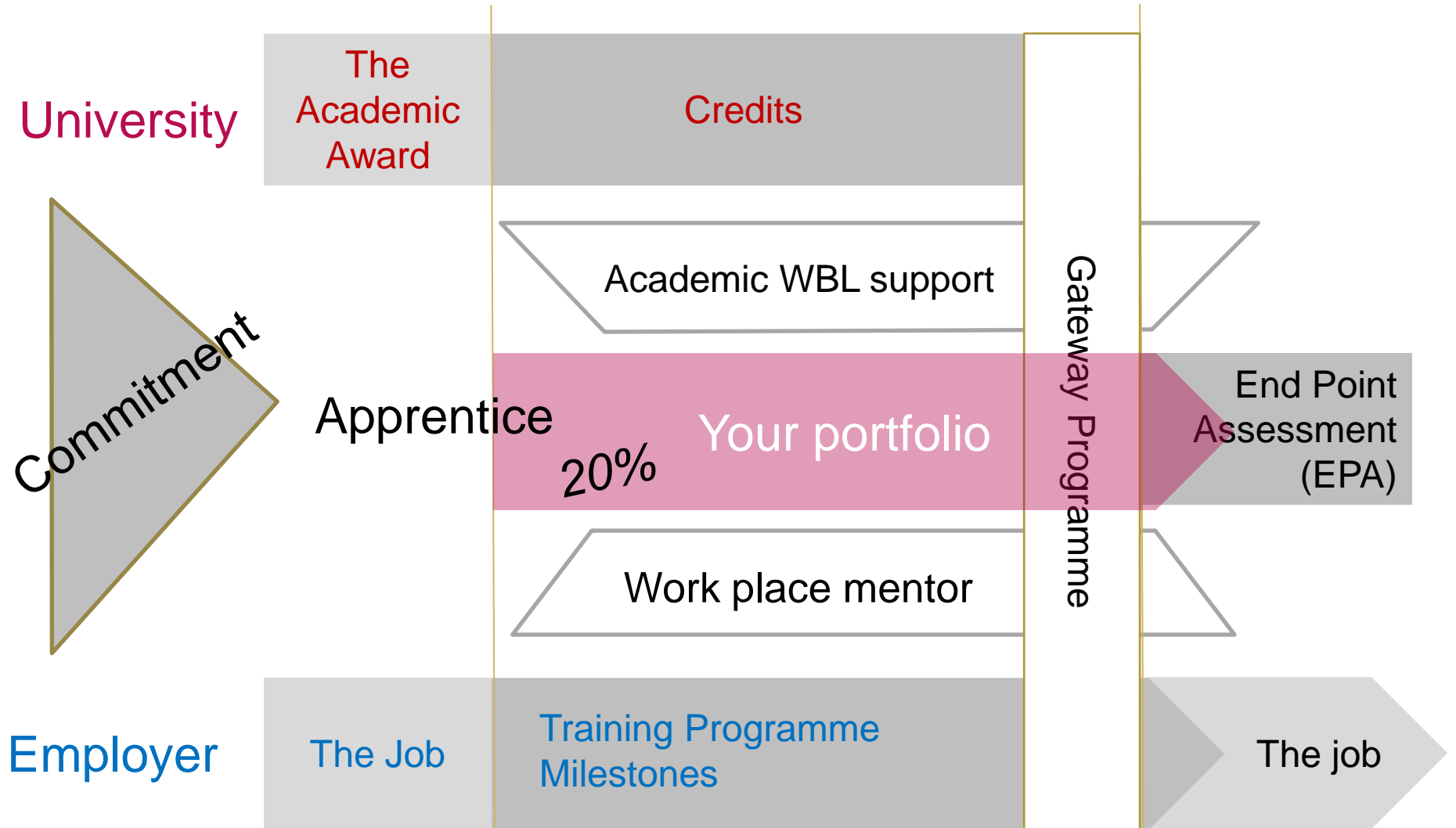
Employer

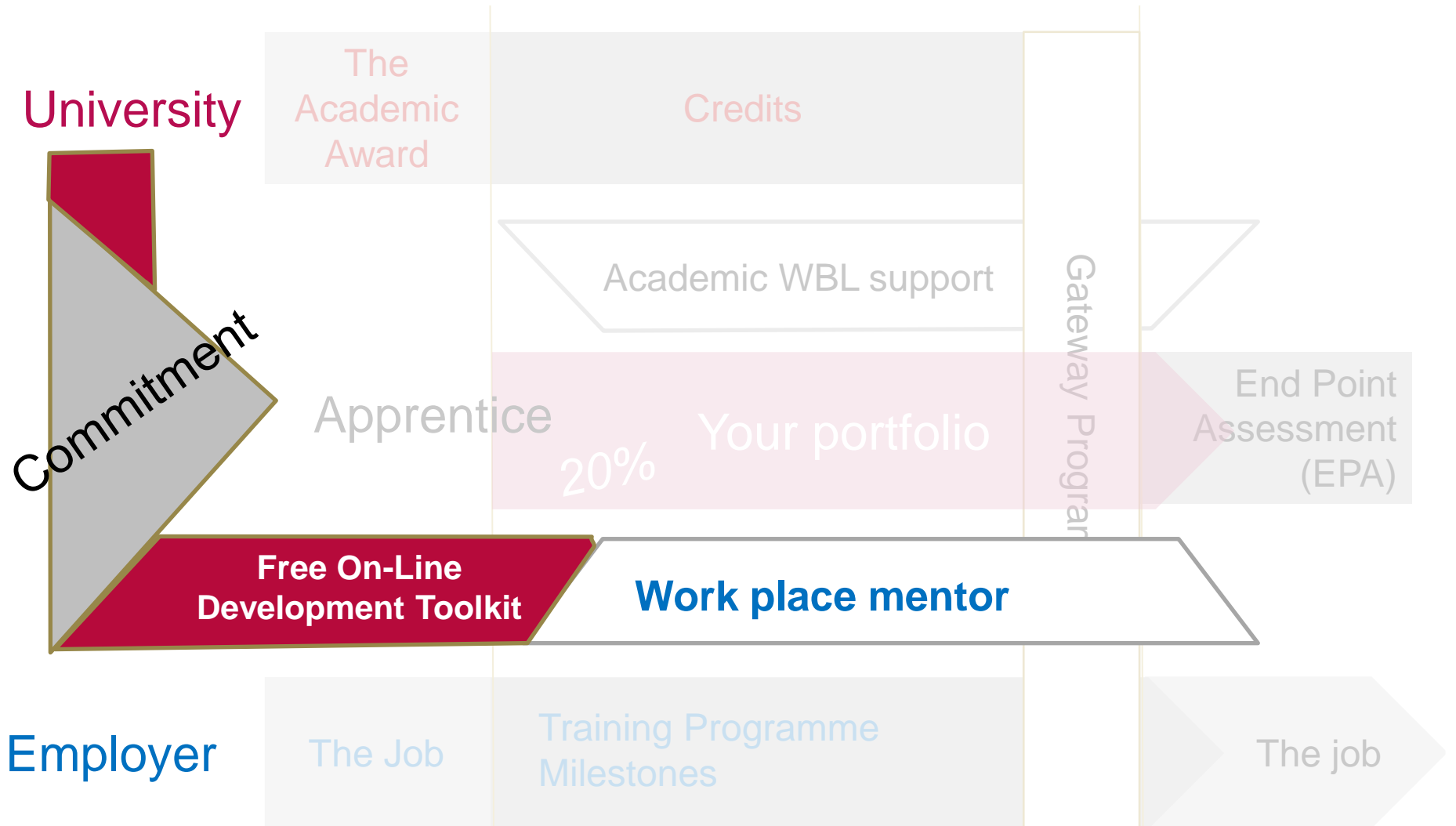
The Job

Training Programme Milestones

The job








On Line Mentor Development Resource

PebblePad

Save Preview

Contents Introduction Module 1 Module 2 Module 3 Module 4 Module 5

Reflective Activity M1(iii): take look at this short clip of Laura being mentored by Danny. Can you identify any of the principles, discussed above, in the way that Danny is mentoring Laura?



Click image to open video

PebblePad

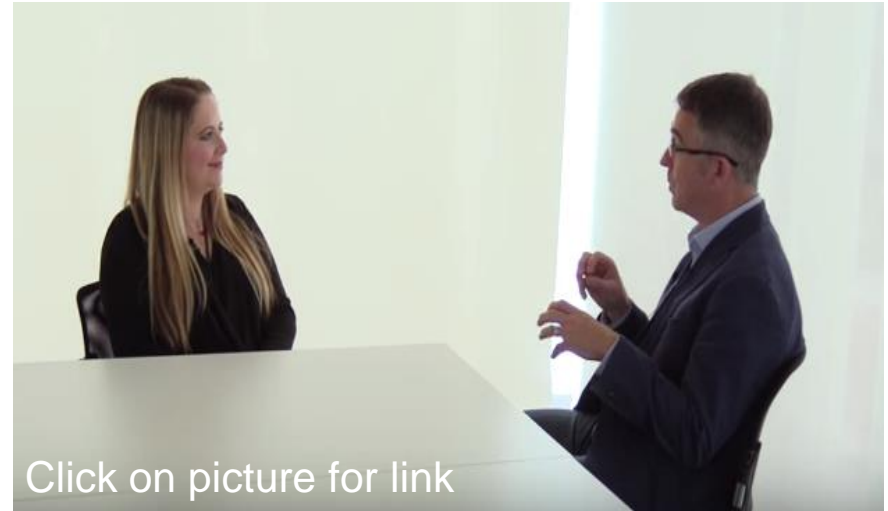
What is in the On Line Mentor Resource?

Module 3

- Being up to date
- Inter-personal skills, advising, supporting guiding
- Awareness of Individual Learning Needs
- Progress Check and reading

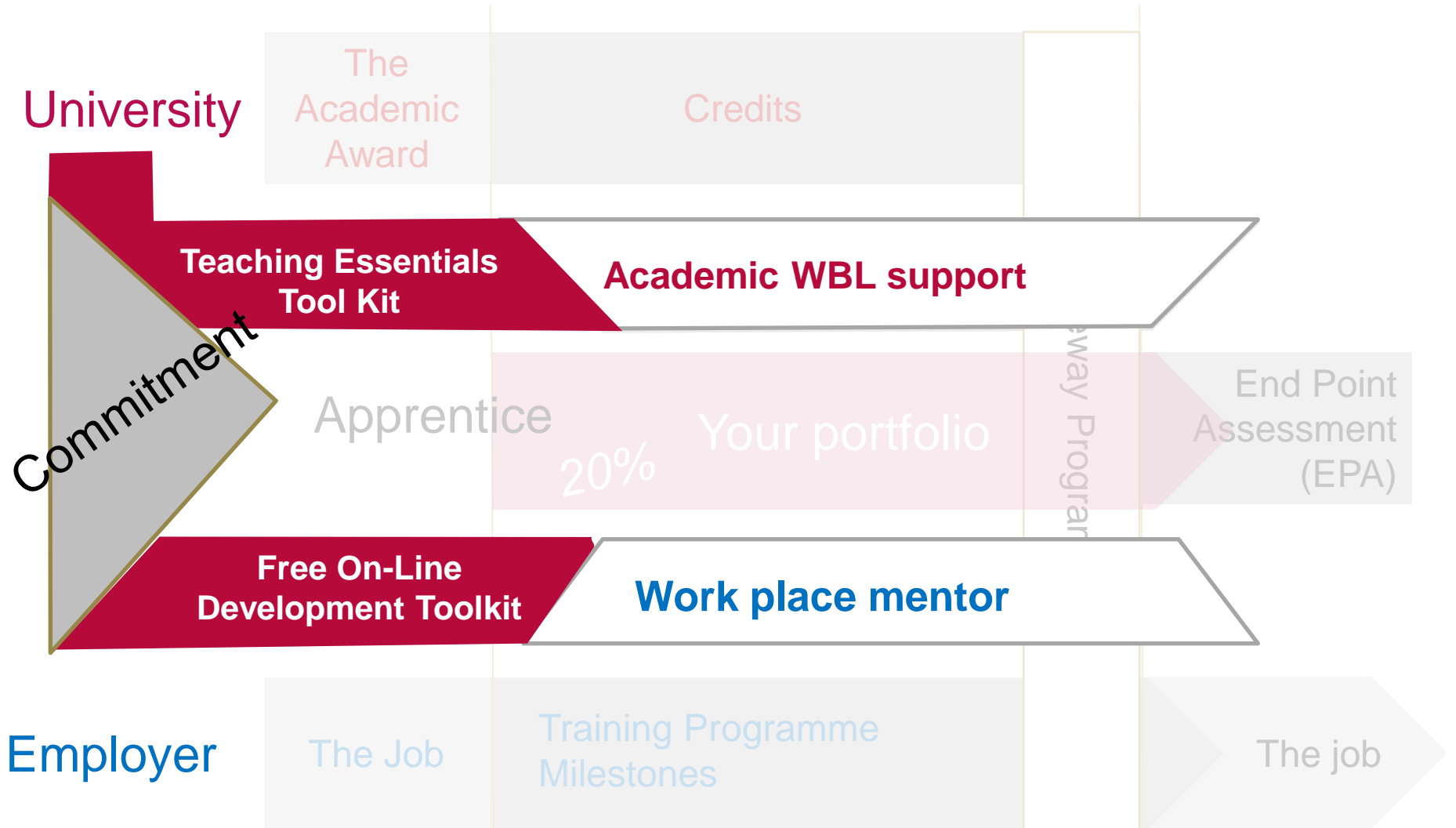
Kolb Learning Styles

Concrete
Experience
Feeling



Click on picture for link

How does Vincent use open and, sometimes, closed questions to clarify Danielle's thinking and his understanding of it?



Personal and professional development

- **Purpose:** develops critical reflection as an intellectual and practical tool used for personal and professional development
- **Modules** at all levels: core and optional

Work-based project

- **Purpose:** allows learners to take responsibility for their learning through development of projects arising experientially through the workplace
- **Modules** across all levels used as per employer/learner needs, e.g. work-based review/work-based investigation

Negotiated learning

- **Purpose:** acknowledges negotiation as a key theme, and recognises RPL (experiential and certificated) as the norm
- **Modules** may include preparing for RPL, academic credit for CPD, and negotiating learning contracts



How will we measure success?

- Contract performance and Learning Outcomes
- Portfolio scope and Employer partners
- ILR numbers
- Diversity measures (postcodes)
- Impact of Social Mobility Premium
- NSS and Apprentice Satisfaction Survey
- Employer Satisfaction Surveys and "Value added"