

**How to successfully deliver Degree Apprenticeships and Higher Level Vocational Education: Led by Practitioners for Practitioners**

**Conference Workshops\***

**1. Morning Workshops 11.30 – 12.15**

Room (Capacity)	Led by	Details
Observe (24)	<p><b>City &amp; Guilds   University of the West of England</b> – Rethinking the Degree Apprenticeship through Apprenticeship funding regulations and the minimum 20% off-the-job training (OtJT) requirement. At degree level this requirement can create the opportunity to provide a valuable learning activity for the apprentice, make a positive impact on the employer and still contribute to appropriate summative assessment.</p> <p><b>Workshop</b></p> <p><b>Bryony Kingsland   Funding Manager   Dr John Lanham   Director of Apprenticeships &amp; Assistant Vice-Chancellor Regional Partnerships</b></p>	<p>This workshop aims to update you on the current funding regulations and to check on a shared understanding of compliance.</p> <p>It intends to act as a refresher while also reframing the 20% OtJT in Degree Apprenticeships, drawing on a journey of educational exploration based on Goldberg and Sommerville's book <i>A Whole New Engineer (WNE)</i>.</p> <p>In the context of the 'off-the-job' criteria it will address the following in terms of the implications:</p> <ul style="list-style-type: none"> <li>- for academic staff with a shift from "teacher" to mentoring or coaching role</li> <li>- of managing diversity of experience including cohorts from multiple employers</li> <li>- for assessment of apprentices learning that is based on employer/work-based activities</li> </ul>
Panorama Suite (168)	<p><b>Aptem   MWS Technology</b> – The role of technology in delivering scalable Apprenticeship solutions and how this is evolving. While most HE institutions have developed processes and expertise in delivering on-campus provision including the technology and the reporting it facilitates, the high level of response by UK universities to the delivery of Apprenticeships has brought with it new technological challenges and upheaval.</p> <p><b>Briefing</b></p> <p><b>John Brightwell   Chief Technology Officer</b></p>	<p>Technology provides an opportunity to remotely and systematically deliver learning programmes whilst constantly monitoring quality and progress.</p> <p>This briefing will explore the issues of remote delivery, reporting, scalability and integration with university systems for the implementation of Higher and Degree Apprenticeship programmes.</p> <p>You will be able to review and discuss some of the known challenges involving employer / apprentice engagement, liaison and co-operation.</p> <p>Aptem will showcase how new technology and innovation in apprenticeship delivery can provide solutions to ensuring high quality delivery in the workplace – given Higher and Degree Apprenticeships typically involve teaching smaller cohorts whose workplace locations may be some distance from the university main site.</p>
Survey (70)	<p><b>RICS   Northumbria University</b> – When is a partnership not a partnership? Good End Point Assessment Organisation relationships to support apprentice progression and success while maintaining independence and robustness.</p> <p><b>Roundtable</b></p> <p><b>Mike Cox   Future Talent Manager   Susan Dawson   Senior Lecturer Lead: Degree Apprenticeships – Architecture, Surveying, Engineering and Construction</b></p>	<p>This roundtable discussion will focus on the differences between a globally recognised professional body, the rules that govern its operation and how (from a specific university perspective) it differs from the partnerships that universities have with other End Point Assessment Organisations (EPAOs).</p> <p>As a professional body RICS are different from many other EPAOs who are awarding organisations. The assessments that RICS administers are the same for all surveyors globally; assessors are not told if the candidate is an apprentice or an applicant via one of many other routes to chartered status.</p> <p>While working within the Apprenticeship funding rules RICS also have their own rules that must be applied which makes their experience as a EPAO uniquely different. You will have a chance to learn more about the sorts of supporting materials and guidance that RICS have developed that makes for a positive on-programme-end point assessment service provider relationship.</p>
Viewpoint (120)	<p><b>Nottingham Trent University</b> – Examining learner characteristics in Degree Apprenticeships: implications for progression and attainment.</p> <p><b>Interactive Workshop</b></p> <p><b>Andy King   Degree Apprenticeship Manager   Fliss Miller   Head of Apprenticeships and UK College Partnerships</b></p>	<p>As delivery of Degree Apprenticeships continues to develop, there is a growing body of data and first-hand accounts to draw upon regarding the experiences of apprentices from non-traditional routes and backgrounds.</p> <p>This session will allow you to examine the findings of Nottingham Trent University's analysis of their apprentices' characteristics compared to those of on-campus students and use this as a basis for discussing and highlighting implications for progression and attainment. It will draw from data relating to NTU's apprentice and standard undergraduate populations and compare with emerging national trends. You are invited to bring your own observations and experiences.</p>

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### 2. Before Lunch Workshops 12.25 – 13.10

Room (Capacity)	Led by	Details
Observe (24)	<p><b>Emsi UK</b> – <i>Maximising your Degree Apprenticeship offer: shaping Degree Apprenticeships around industry demand.</i></p> <p><i>It is generally acknowledged that many of the problems affecting the UK economy in recent years, such as low productivity and poor growth, are at least partly down to the fact that very often the skills and knowledge learned in tertiary education are not well aligned with what employers need.</i></p> <p><b>Workshop</b></p> <p><b>Andy Durman   Managing Director   Martyn Gerard   Head of Client Services</b></p>	<p>Degree Apprenticeships are one very important way of addressing this misalignment. A key to success is a better understanding of how this provision relates to employer needs.</p> <p>This workshop will explore how your institution can achieve this by showing how you can:</p> <ul style="list-style-type: none"> <li>- maximise the impact of the Degree Apprenticeships you offer, by identifying other employers who would benefit from them</li> <li>- identify areas in your existing course portfolio that could align with Degree Apprenticeships</li> <li>- develop new Degree Apprenticeships on the basis of industry demand</li> </ul>
Panorama Suite (168)	<p><b>Manchester Metropolitan University</b> – <i>Using virtual/augmented reality (AR) for teaching on engineering and science (STEM based) Apprenticeships. In teaching, AR has been shown to support learner engagement and learning outcomes and thereby lead to significant improvements in the apprentice's understanding and engagement.</i></p> <p><b>Interactive Workshop</b></p> <p><b>Dr Tim Gabriel   Lecturer in Chemical Sciences   Dr Ella Cranmer   Lecturer in Information Technology Development</b></p>	<p>A major component of science or engineering Degree Apprenticeships is the visualisation, manipulation and understanding of 3D concepts and structure scales with apprentices developing their visual-spatial awareness and conceptual knowledge. However, some students struggle to mentally visualise and rotate 3D structures from 2D images. Current modelling kits present problems in Apprenticeship delivery because of accessibility.</p> <p>By employing augmented reality using a smartphone or tablet, 2D digital images/data can be superimposed onto a real world environment.</p> <p>This interactive workshop will present and demonstrate how AR can be embedded during webinars or self-directed study and you are encouraged to use your own devices alongside the AR application. Discussion of the project and further possibilities will be encouraged.</p>
Survey (70)	<p><b>University of Worcester   Walsall College</b> – <i>Collaborative FE/HE Degree Apprenticeship programme development: the case for a new 'signature pedagogy' for work integrated learning. In the context of knowledge economies, the push towards curricula that reflect employer – employee – university cooperation can be further enhanced with a 4<sup>th</sup> collaborative party via joint HE/FE partnerships.</i></p> <p><b>Workshop</b></p> <p><b>Dr Scott Andrews   Principal Lecturer in Leadership and Business   Laura Radcliffe   Apprenticeship Manager</b></p>	<p>The introduction of a work-integrated learning approach to Apprenticeship provision by higher education institutions presents new pedagogical challenges to the development and delivery of suitable level 5, 6 and 7 awards; programmes which enhance the learning experience for the apprentice, satisfy the needs of the employer and enable effective integration of HE into a workplace context.</p> <p>You will explore how contributions through FE/HE partnerships can help to address such challenges.</p> <p>This workshop debates the benefits of collaboration between further education and higher education towards finding pedagogical solutions, inviting you to bring your ideas and experience for further consideration.</p>
Viewpoint (120)	<p><b>London South Bank University</b> – <i>Apprenticeships: solution selling not hard selling. How to view the adoption of key accounts as an investment that produces measurable business benefits.</i></p> <p><b>Masterclass</b></p> <p><b>Alison May   Head of Apprenticeships</b></p>	<p>This masterclass aims to showcase the effectiveness and benefits of a key account management (KAM) system in managing the business-to-business relationships needed for effective and successful Apprenticeship delivery with strategically important customers.</p> <p>With the reality that KAM implementation typically fails, or is abandoned, this session will reframe its relevance to Apprenticeships in HE. By positioning it as NOT a sales technique but as an organisational change tool you will learn how to use it to add value to employers workforce planning and development leading to increased employer satisfaction and more Apprenticeship starts.</p>

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### 3. Afternoon Workshops 14.00 – 14.45

Room (Capacity)	Led by	Details
Observe (24)	<p><b>University of Derby</b> – <i>Turning policy into practice: triumphs and challenges in co-developing the police constable Degree Apprenticeship.</i></p> <p><b>Case Study</b></p> <p><b>Ann Minton   Academic Lead for Apprenticeships   Mark Flint-Freel   Programme Leader Police Constable Degree Apprenticeship (PCDA)</b></p>	<p>Adopting a case study approach this session will provide an insight into co-developing England's first PCDA with employer providers for co-delivery. You will have a chance to share in the development model used to ensure that co-delivery meets the Apprenticeship Standard, the College of Policing Requirements, academic rigour and ensures that the apprentices are competent to meet force requirements.</p> <p>With a drive to professionalise policing in the UK coupled with the increasing complexity of crime, this session will allow you to discuss the key themes arising from the University of Derby's learning and identify areas of best practice within the sector, to promote and research further.</p>
Panorama Suite (168)	<p><b>Manchester Metropolitan University</b> – <i>Partnered innovation with blue-chips: creating collaborative advantage. Learn how large Apprenticeship employers working with Man Met on Degree Apprenticeships are using the programme to contribute to their long-term resource planning and business improvement aims.</i></p> <p><b>Workshop</b></p> <p><b>Dr Paula Turner   Head of Management Degree Apprenticeships   Dr Dane Anderton   Director of MBA Apprenticeships</b></p>	<p>This workshop will cover the Man Met model for building successful collaboration for large degree apprenticeship contracts. Research underway by Man Met's Apprenticeships Research Unit outlines internal and external factors that influence effective apprenticeship development and provides suggestions of how to cultivate effective collaborative curriculum with large organisations. Communication, collaboration and trust building have been recognised as key parts of the process.</p> <p>You will learn:</p> <ul style="list-style-type: none"> <li>- insights into a collaborative curriculum design process</li> <li>- formal and informal activities that build collaboration</li> <li>- re-imagining quality thresholds and communication loops that support contract fulfilment</li> <li>- identify potential opportunities to develop collaborative advantage</li> </ul>
Survey (70)	<p><b>University of Worcester   Worcestershire Health and Care NHS Trust</b> – <i>Unlocking potential through work-integrated learning: developing the role of Apprenticeship Coach to maximise the apprentice HE learning in the workplace. The transformation of the role of Clinical Tutor to that of coach/facilitator is now instrumental in ensuring apprentices become valuable, competent, accountable and 'hands-on' professionals.</i></p> <p><b>Workshop</b></p> <p><b>Dr Sue Cuthbert   Head of Collaborative Programmes   Alexandra Middleton   Clinical Project Manager (Nursing Associate Apprenticeship) and Registered Nurse Teacher</b></p>	<p>A key aspect of a 'signature pedagogy' for Higher and Degree Apprenticeships is the development of strategies to facilitate the effective integration of academic and practice-based learning in the real world of work. Part of the challenge faced in designing and delivering a Degree Apprenticeship is ensuring the 'on-the-job' learning activities and experiences achieves the 'HE-levelness' expected of a HE qualification and are integral to the achievement of the award as well as the Apprenticeship.</p> <p>This requires some re-examining of approaches to facilitate, support and maximise learning in the workplace.</p> <p>This workshop will focus on 2 practical examples arising from the University of Worcester's partnership working with an employer and an FE college in developing Higher and Degree Apprenticeships: in Nursing Associate and Chartered Manager. They have resulted in the adoption of coaching as one learning strategy to maximise the HE learning potential in the workplace. You will get to explore the principles of coaching employed, the practical implications of managing the coaching relationship and the potential barriers to success.</p>
Viewpoint (120)	<p><b>University of Suffolk</b> – <i>Success and challenges, limits and the levy: a first year of Apprenticeship delivery.</i></p> <p><b>Case Study</b></p> <p><b>Stefanie Thorne   Head of Business Engagement and Entrepreneurship   Karen Hinton   Head of Student Recruitment and Market Development   Corinne Longland-Malam   Business Development Manager</b></p>	<p>This session presents the experience of the University of Suffolk after a first year of delivery with consideration of the following successes and challenges:</p> <ul style="list-style-type: none"> <li>- addressing the skills gap – where marketing and selling has delivered successful outcomes</li> <li>- small business engagement and the limitations of the levy in Suffolk</li> <li>- how to market successful when the potential customer base is so limited</li> </ul> <p>You will be invited to discuss lessons learnt and how this may shape future planning.</p>

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\*may be subject to change