

SHU's Apprenticeship Journey - Engineering Focus

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***“Innovations rarely emerge from systems with high degrees of order and stability”
(Pascale et al 2000)***

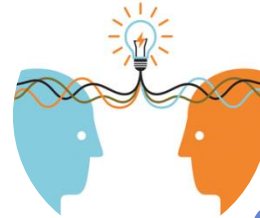
The apprenticeship journey- Stages of organisational adoption



Blind Optimism



Rising Awareness



Growing understanding
and ownership



Mainstreaming & BaU



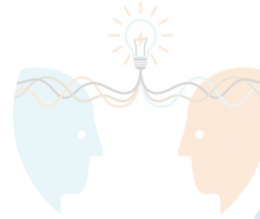
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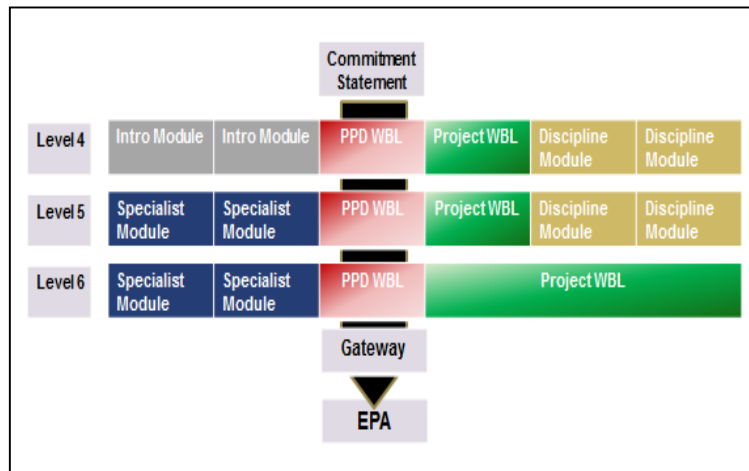


Mainstreaming & BaU

This is a complex grid chart with multiple columns and rows. The columns represent various competencies or standards, and the rows represent different modules or levels. The cells in the grid are colored in shades of green and yellow, indicating the presence or level of a particular competency within a specific module.

Work Based Learning Framework

- Responsive Design
- Flexible modules
- Bespoke employee journey.
- Robust mapping to Standard
- Support through to EPA



...Develop a high quality and efficient Apprenticeship Portfolio...

The screenshot shows the top of a website page. The header is orange with the text "Higher and Degree Apprenticeships Teaching and Assessment Essentials" and the Sheffield Hallam University logo. Below the header is a dark navigation bar with links: Home, Policy, Key Guides, Developing your practice, Events, Case Studies, FAQs, and Contact us. The main content area has a white background. On the left, there is a heading "Welcome to Higher and Degree Apprenticeships (HDA) at Sheffield Hallam University (SHU)." followed by a paragraph starting "What is this resource for? To inform the design and delivery of courses that include HDA provision at SHU, including their Work-Based Learning (WBL) elements, to achieve the necessary compliance requirements and embed best practice." Below this is another paragraph: "This resource emphasis those areas where Apprenticeship courses must be designed and delivered to support compliance with the Apprenticeship funding rules. A major part of this is ensuring the apprentice is supported by the provider (SHU) and also the employer." and a final paragraph: "This resource does not attempt to provide advice on systems and process compliance and is limited to guidance on academic course design and delivery, where this relates to compliance, please review our full caveat, below." On the right side, there is a search box and a "Useful Links" section with a link to "Teaching and Assessment Essentials". At the bottom, there are two video thumbnails: "Introduction to DEEP and HDAs" and "The purpose of the toolkit and EPA".

Higher and Degree Apprenticeships Teaching and Assessment Essentials

Sheffield Hallam University

Home Policy Key Guides Developing your practice Events Case Studies FAQs Contact us

Welcome to Higher and Degree Apprenticeships (HDA) at Sheffield Hallam University (SHU).

What is this resource for? To inform the design and delivery of courses that include HDA provision at SHU, including their Work-Based Learning (WBL) elements, to achieve the necessary compliance requirements and embed best practice.

This resource emphasis those areas where Apprenticeship courses must be designed and delivered to support compliance with the Apprenticeship funding rules. A major part of this is ensuring the apprentice is supported by the provider (SHU) and also the employer.

This resource does not attempt to provide advice on systems and process compliance and is limited to guidance on academic course design and delivery, where this relates to compliance, please review our **full caveat**, below.

Search ...

Useful Links

[Teaching and Assessment Essentials](#)

Introduction to DEEP and HDAs

The purpose of the toolkit and EPA

Sheffield Hallam Sheffield Hallam

- What
- Build

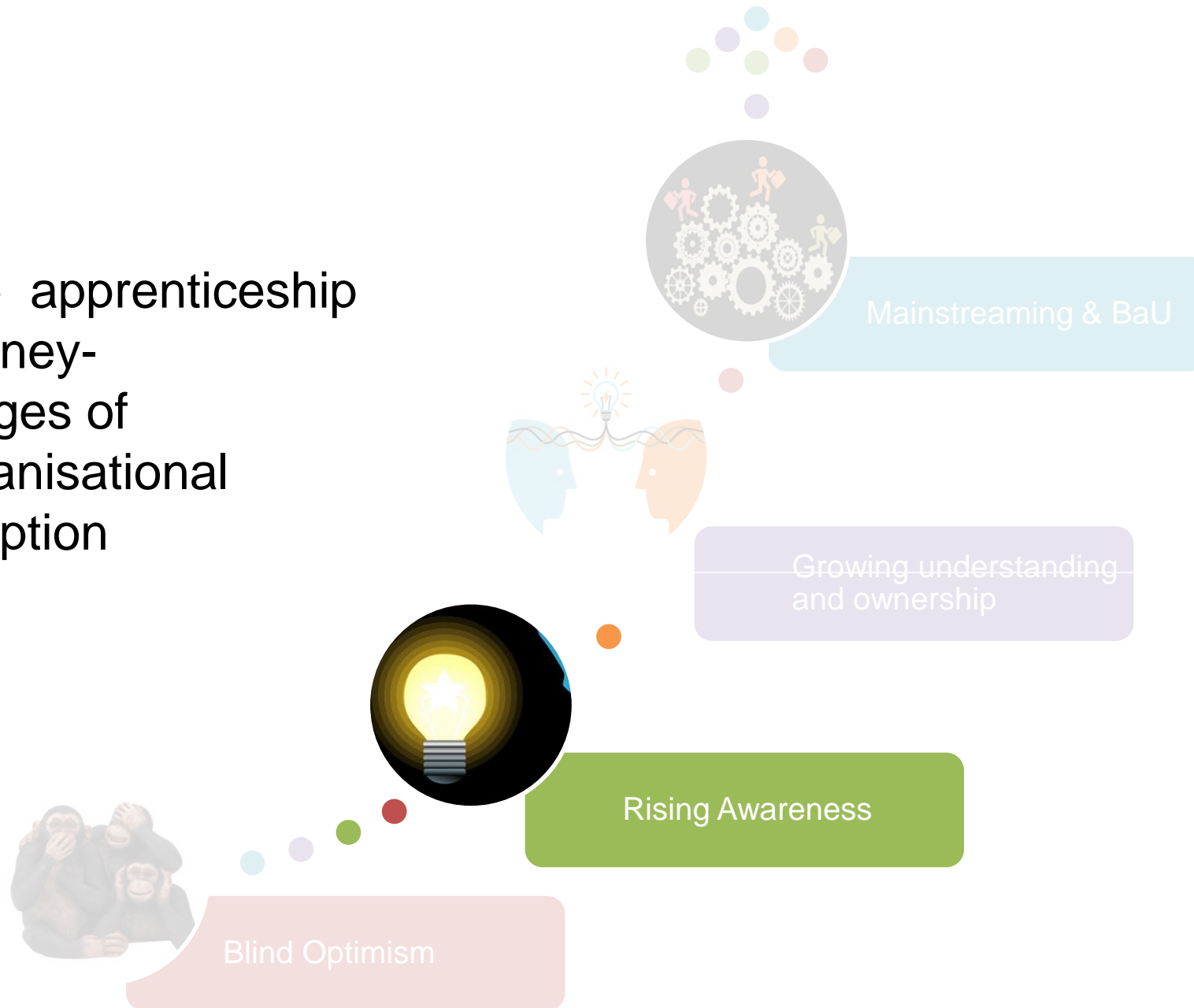
Developing our Labour Market Intelligence

Higher level skills/apprenticeship focus to support relevant programme development





The apprenticeship journey- Stages of organisational adoption





- Engineering Framework
- Employers need help
- Frameworks are squeezed
- STEM uplift (factored in)
- Funding bands and NVQs
- Subcontracting challenges

Search results		Code (data purposes only)		Level	Sector Subject Area	Maximum funding band value	Additional payments		from May 2017				Current Funding FD		Current Funding NVQ		Current
Apprenticeship title	Pathway title						Employer payment 16-18	Provider payment 16-18	Assuming 19+ age Employer pays:	Assuming 19+ age Employer pays:	Assuming 19+ age Employer pays: (10%)	Assuming 19+ age Employer pays: (10%)	16-18 yr olds at 100% course fee	19+ at 50% at 50% course fee	16-18 yr olds at 100%	19+ at 50% at 50%	Assuming 50% funding Employer pays:
									From Levy	From Pocket	Co funded	From Pocket					
Manufacturing Engineering	Aerospace	550	4	Manufacturing Technologies	£9,000	£1,000	£2,800	£9,000	£13,516	£3,100	£14,416	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Manufacturing Engineering	Nuclear Related Technology	550	4	Manufacturing Technologies	£12,000	£1,000	£3,400	£12,000	£10,516	£10,800	£11,716	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Manufacturing	Mechanical (pway 3)	550	4	Manufacturing Technologies	£12,000	£1,000	£3,400	£12,000	£10,516	£10,800	£11,716	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Manufacturing	Mechanical (pway 4)	550	4	Manufacturing Technologies	£12,000	£1,000	£3,400	£12,000	£10,516	£10,800	£11,716	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Manufacturing	Electrical / Electronics (pway 5)	550	4	Manufacturing Technologies	£9,000	£1,000	£2,800	£9,000	£13,516	£8,100	£14,416	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Manufacturing	Electrical / Electronics (pway 6)	550	4	Manufacturing Technologies	£9,000	£1,000	£2,800	£9,000	£13,516	£8,100	£14,416	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Manufacturing Engineering	Automotive	550	4	Manufacturing Technologies	£12,000	£1,000	£3,400	£12,000	£10,516	£10,800	£11,716	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Manufacturing Engineering	Maintenance	550	4	Manufacturing Technologies	£9,000	£1,000	£2,800	£9,000	£13,516	£8,100	£14,416	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Manufacturing Engineering	Wind Generation	550	4	Manufacturing Technologies	£9,000	£1,000	£2,800	£9,000	£13,516	£8,100	£14,416	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Manufacturing Engineering	Research and Development	550	4	Manufacturing Technologies	£9,000	£1,000	£2,800	£9,000	£13,516	£8,100	£14,416	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Manufacturing Engineering	Marine	550	4	Manufacturing Technologies	£9,000	£1,000	£2,800	£9,000	£13,516	£8,100	£14,416	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Manufacturing Engineering	Space Engineering	550	4	Manufacturing Technologies	£9,000	£1,000	£2,800	£9,000	£13,516	£8,100	£14,416	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Manufacturing	Rail Engineering	550	4	Manufacturing Technologies	£9,000	£1,000	£2,800	£9,000	£13,516	£8,100	£14,416	£18,000	£9,000	£8,800	£4,516	£9,000	£9,000
Facilities Management	Generic	501	5	Service Enterprises	£6,000	£1,000	£2,200	£6,000	£9,000	£5,400	£9,600	£15,000	£7,500	NA	NA	£7,500	£7,500

Sam Moorwood: SRA FD funded to Level 5 against LAAS - Applies to all Adv man Eng Pathways in bid

Sam Moorwood: Need to doublecheck rules on STEM uplift

Assumes no Additional STEM uplift... Assumes STEM uplift already factored in.

NB. Funding calculations simplified

Sam Moorwood: Assumes NVQ funding covers the College NVQ course fees and no employer contribution

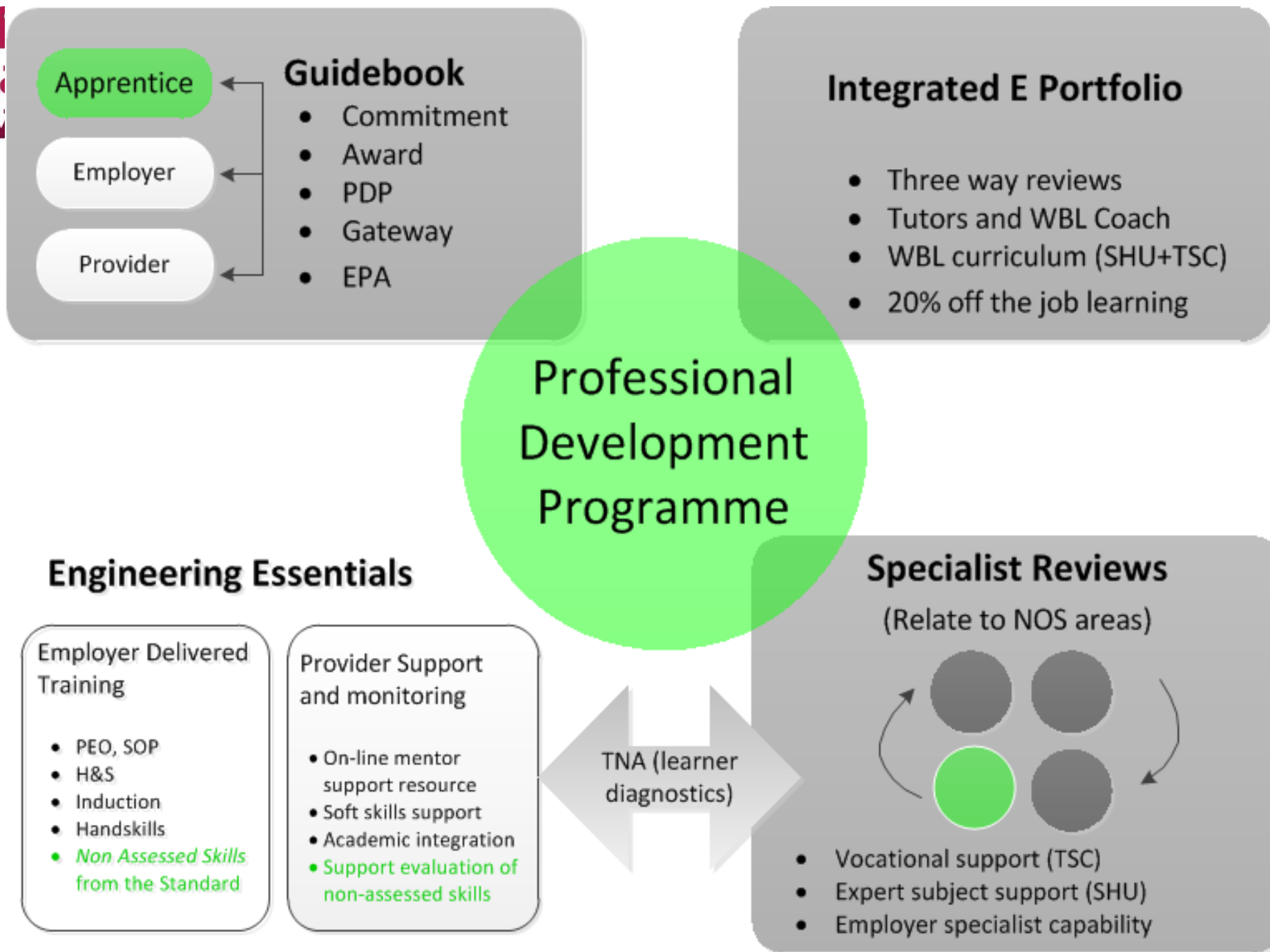
SDN CASE STUDY:

NO NVQ!?

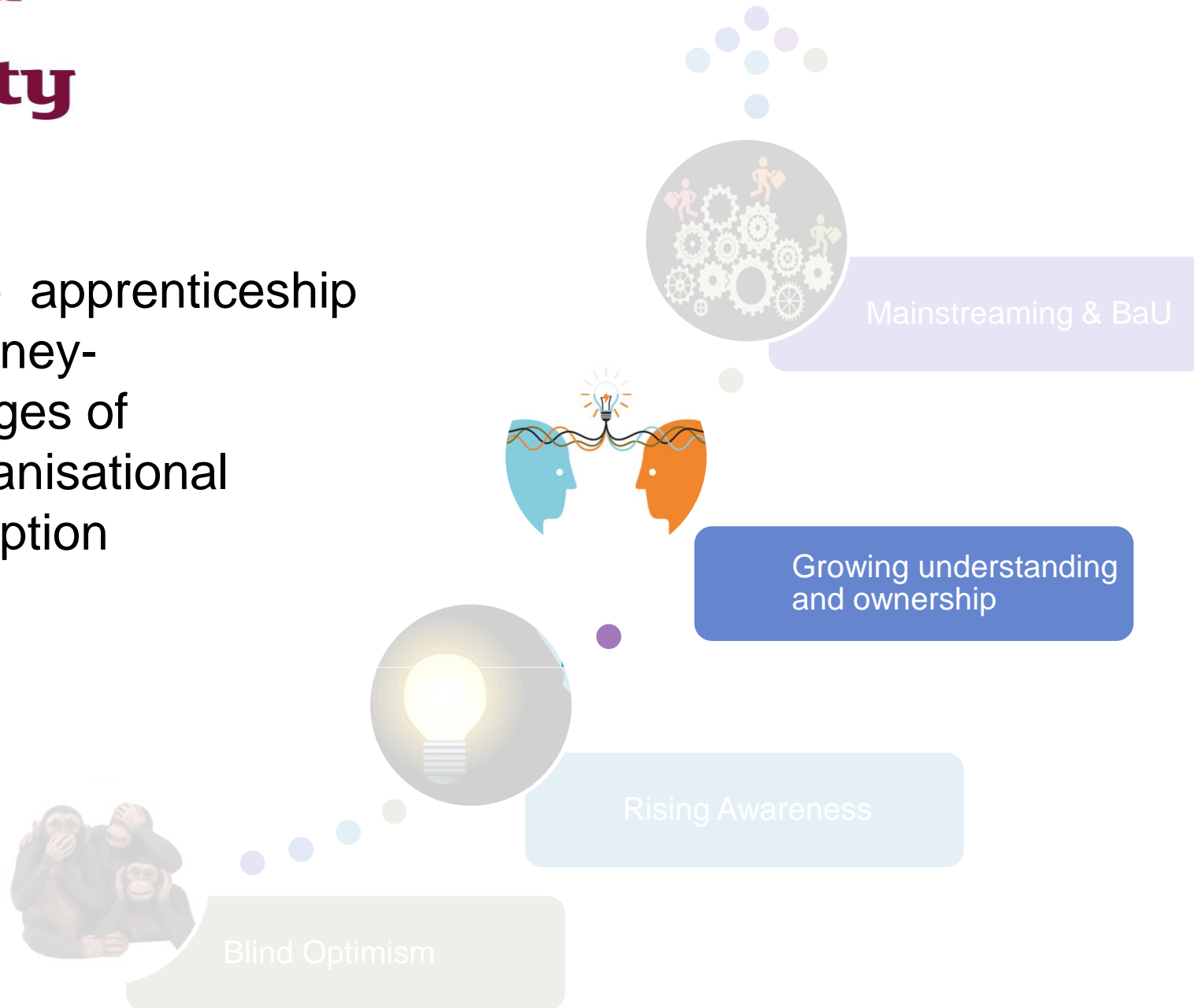
RE-IMAGINING VOCATIONAL TRAINING IN STEM AREAS

YOUR MEETING WITH THE INSTITUTE OF ENGINEERING TECHNOLOGY CONVINCED ME AGAIN THAT WE ABSOLUTELY REQUIRE A WORK BOOK THAT INSTRUCTS, GUIDES AND FORMERLY DEVELOPS THE EPA REQUIREMENTS FOR THE APPRENTICES. THIS NEEDS TO ENCOMPASS ALL THEIR KSB AND THE EXPERIENCES AND EVIDENCE THAT DRIVES IT.

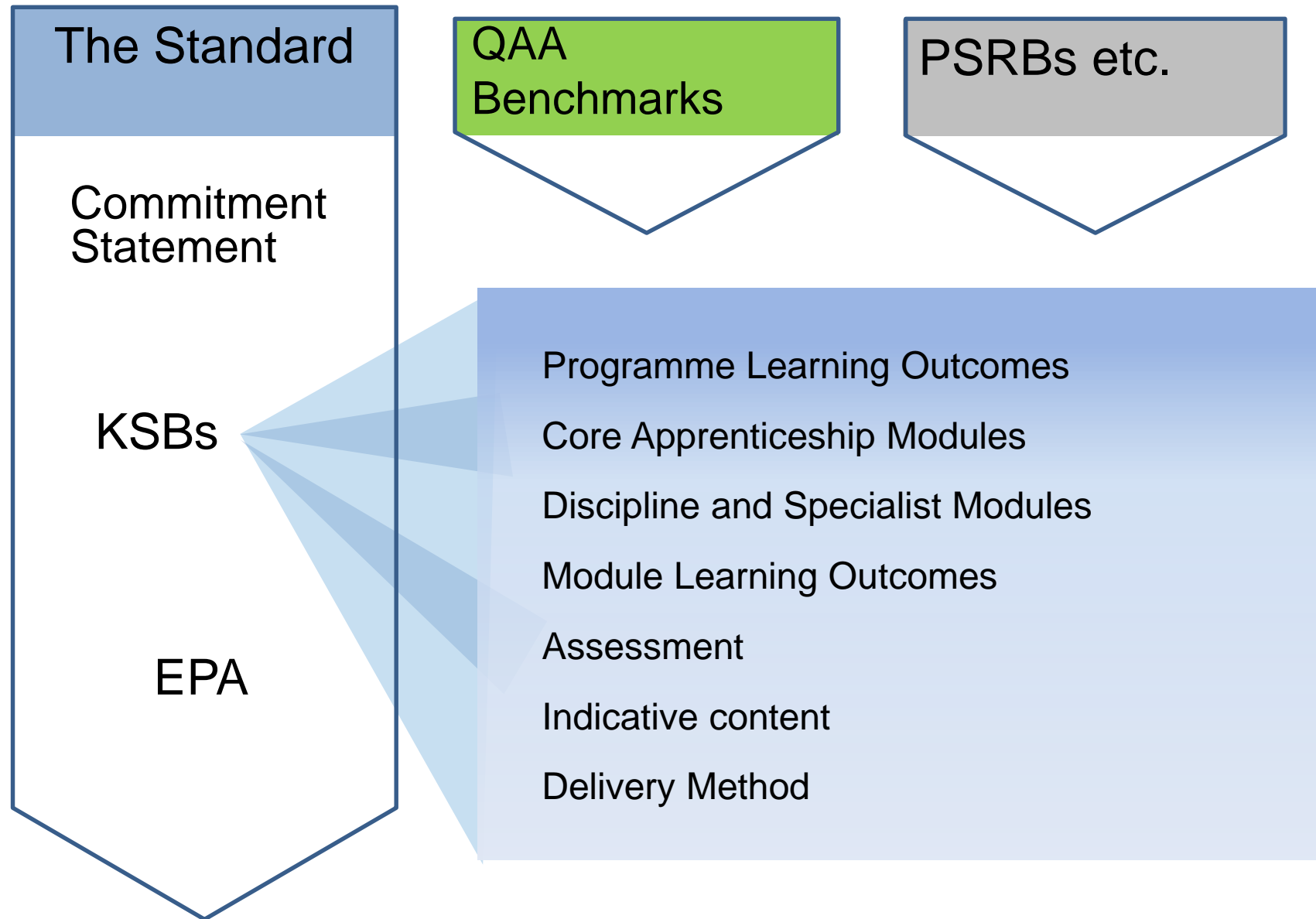
NIGEL WARD - CONSULTANT



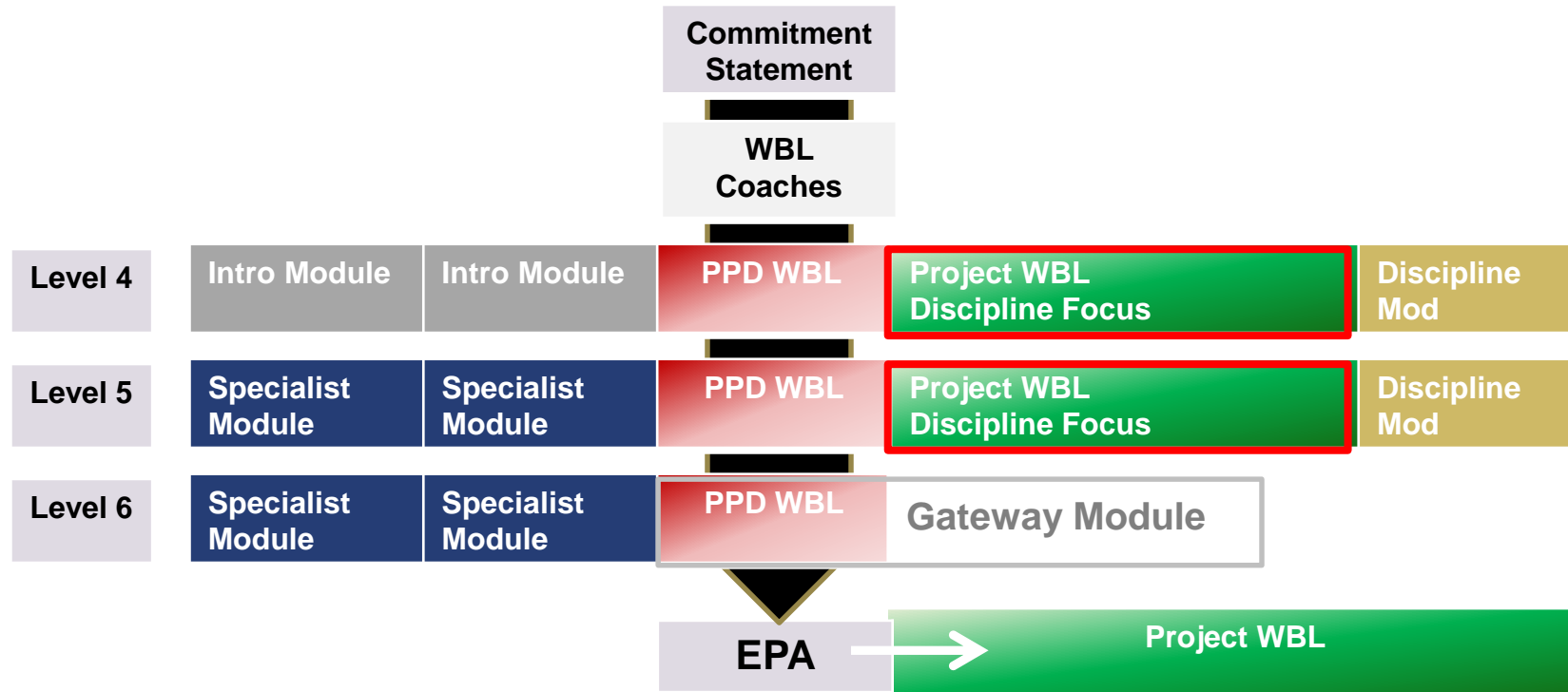
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SHU Apprenticeship Design



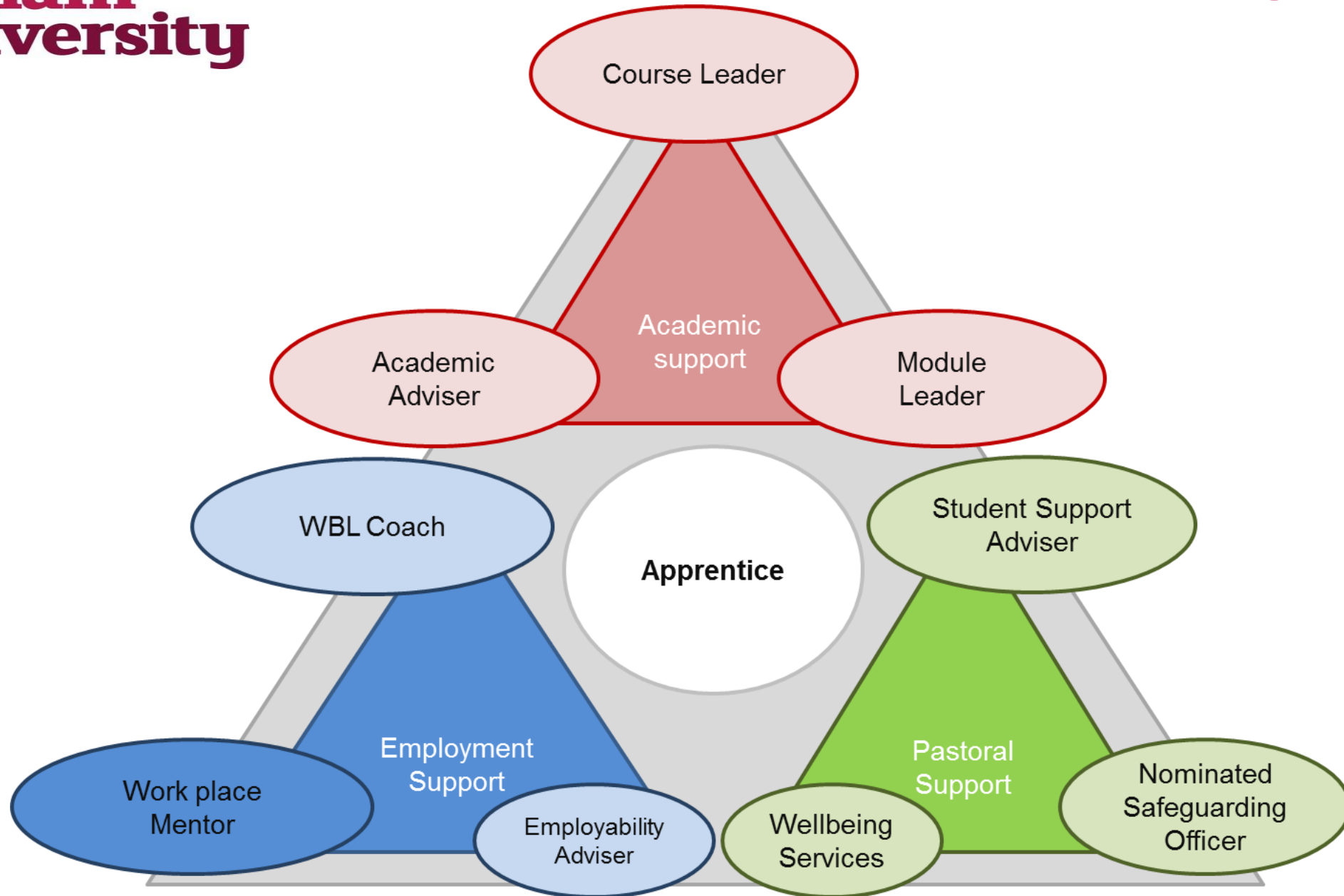
Apprenticeship Work-Based Learning Framework (Integrated EPA)



Nb. Each award is design to meet the Apprenticeship Standard and so the structure of the course and support offer will vary

PPD = Personal and Professional Development

SHU Apprenticeship Support Triangle



Work-Based Learning Coaches

- Supporting the quality and efficiency of our Apprenticeship portfolio
- Works with colleagues in departments on sector-focussed programmes
- Pre-join suitability interview: skills scan; career - The right programme?
- Skills Scan informs the starting position - Feeds PPD module & Review1
- Manage Progress Reviews - quarterly 3-way discussions to support & plan
- E-Portfolios: Focus on evidence of impact, targets for EPA and development
- Negotiation, planning and monitoring of WBL Projects
- Help employers to understand and meet their obligations
- Feedback into academic practise and workplace impact



Every Apprentice is entitled to support from the employer and University.

Coaches ensure:

- ✓ planning for and monitoring 20% Off-The-Job-Training
- ✓ appropriately challenging targets (individualised SMART action plans).
- ✓ linking up to careers advice in the employer and SHU
- ✓ welfare support, including attendance, safeguarding, staying safe online - referrals
- ✓ opportunity for literacy and numeracy development
- ✓ engagement with British Values, Prevent, Equality Diversity & Inclusion

Snapshot research pilot



What's available?

Leadership & Management

- Operations/Departmental Mgr
- Chartered Manager
- Senior Leader
- Supply Chain Leader

Digital & Technology

- Digital & Technology Solutions Specialist - Software Engineer
- Digital & Technology Solutions Professional
 - Software Engineer
 - Business Analyst
 - Cyber Security Analyst
 - Data Analyst
 - IT Consultant
 - Network Engineer

Food & Drink Sectors

- Food Technologist
- Food Engineering
- Packaging Professional

Academic Professional

Building & Surveying

- Quantity Surveyor
- Building Surveyor
- Commercial Property / Valuation Surveyor
- Chartered Town Planner
- Construction Site Supervisor & Manager
- Architect

Engineering

- Mechanical
- Electrical
- Manufacturing
- Materials
- Rail Engineering

Health & Social Care

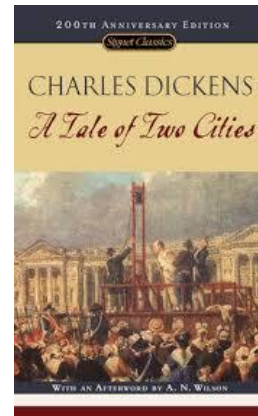
- Health and Social Care
- Social Worker
- Occupational Therapy
- Physiotherapy
- Healthcare Science Practitioner

Under development (subject to approval)

- Radiography
- Paramedic Practice
- Police Constable
- PG Engineering
- Advanced Clinical Practitioner

Sheffield Hallam University

Hallam Graduate wins National Apprenticeship award



In the report inspectors said that 'too many' engineering apprentices do not value or complete the NVQ component of their programmes

Edge Research:

Apprentices were being subject to mixed messages from an "adult" work-integrated learning culture, a more traditional subject-orientated academic culture, and an audit culture that effectively treats them as children, making it difficult for them to "establish their identity"

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Amey Rail Degree Apprenticeship

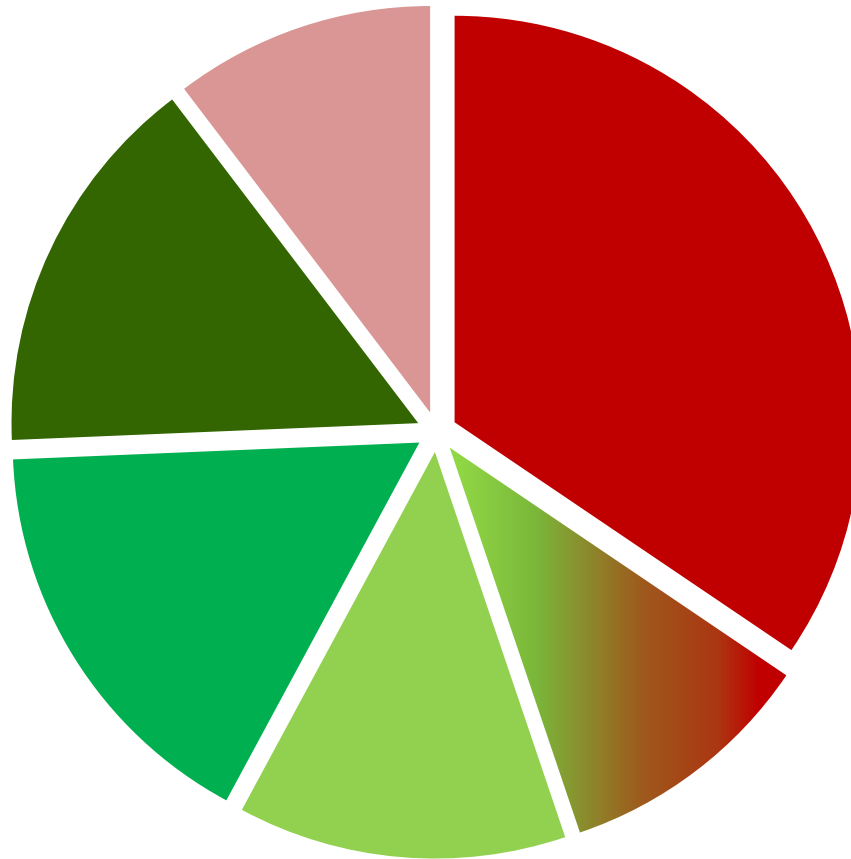
People Manager Briefing

12/2/2020



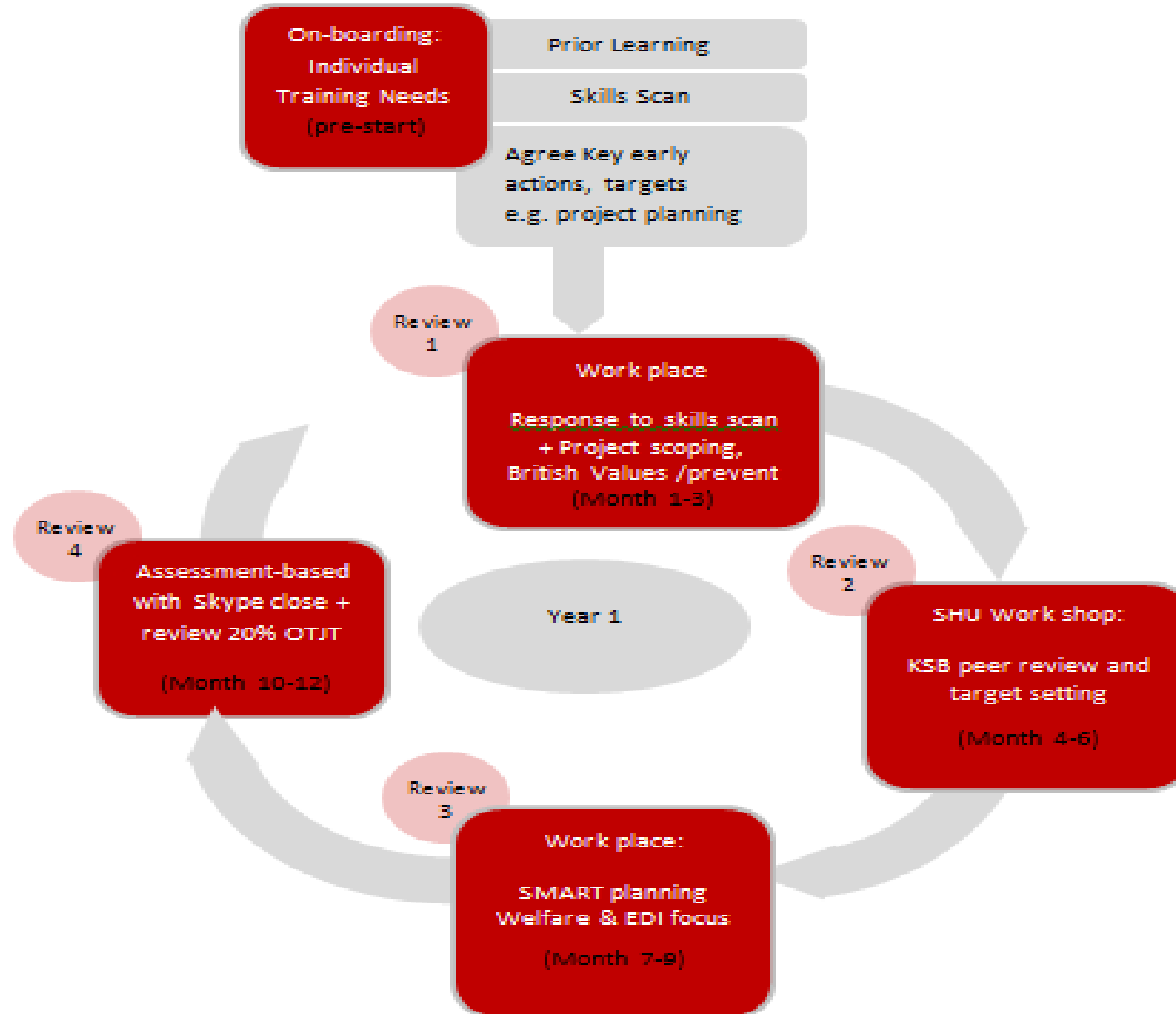
Creating **better places** to live, work and travel

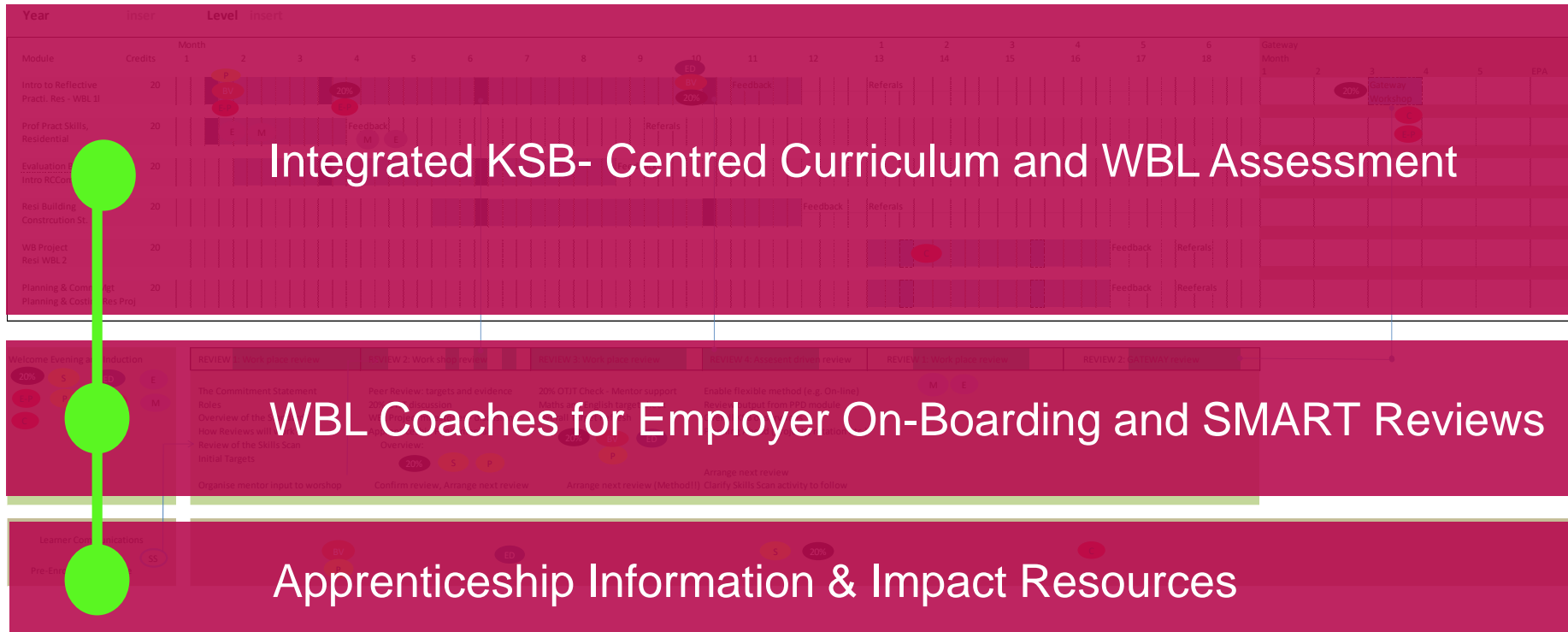
Breakdown of 20% off the job learning for the duration of the apprenticeship



- Scheduled Academic Delivery at SHU
- WBL Project L4
- Experiential in work place
- Barratt Departmental Training
- Barratt Rotations
- Assessment Preparation

Review Cycle





Edge Research SHU response...

- Institutional Prioritisation: **OfSTED impact** and **AWBL Steering Group**
- Leadership, cultural, strategic, operational: **MAYTAS & Coach investment**
- work integrated models:: **Refreshed Framework, Delivery Guide**
- Planning Resources: **Revised Delivery and Costing Model**
- Staff Expertise: **Events, refreshed portal, WBL Assessment Guide**
- Scheduling Planning: **Assessment Boards and 3-strand implementation**
- Systemised Collaboration with employers: **On-Boarding and Reviews**
- On-line learning: **CMDA, Rail, Occupational + Physio-therapy, AIIRs**



...Pedagogy and delivery methods for a work integrated, adult orientated and learner centred paradigm...

Bringing Apprentices to the point where they are:

"...willing to engage with the idea that they can take ownership of their effectiveness as a learner...

Once they step into that kind of identity, and realise that everything that happens everyday in the workplace is an opportunity, and everything we offer them here is simply a framework for that... the Degree Apprenticeship becomes an extremely powerful learning device".