

On Line Distance Learning for Work Based Learning

Thursday 2nd July, 2-4pm

Agenda

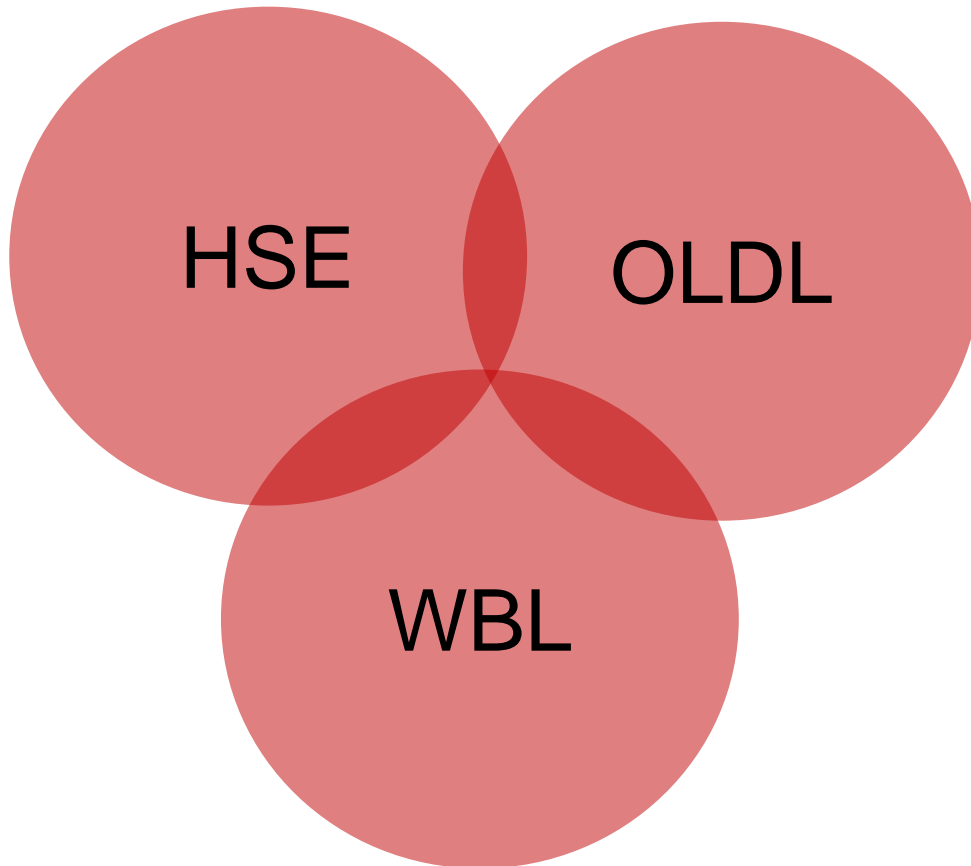
- 14:00 Welcome and Introduction (Sam Moorwood)
- Ø SHU Autumn Delivery Principles and On-Line Delivery Guidance (Gold Group)
 - Ø *Capability* - NCEDA, Edge, College Green Days...
 - Ø AWBL Steering Group Commission - *our role today...*
 - Ø Your Survey outcomes
- 14:10 Proposition for debate - Reflections on Jarvis - (Petra Kompenhour)
- 14:30 Apprenticeships On-Line - case studies (10 minutes fly through!):
- 15:50 Further Innovations - *Developing your KSBs* (Petra Kompenhour)
- 16:00 WBL OLDL Addendum (key principles and practice) (Sam)

Thursday 2nd July, 2-4pm

Agenda

14:40 Apprenticeships On-Line - case studies (10 minutes fly through!):

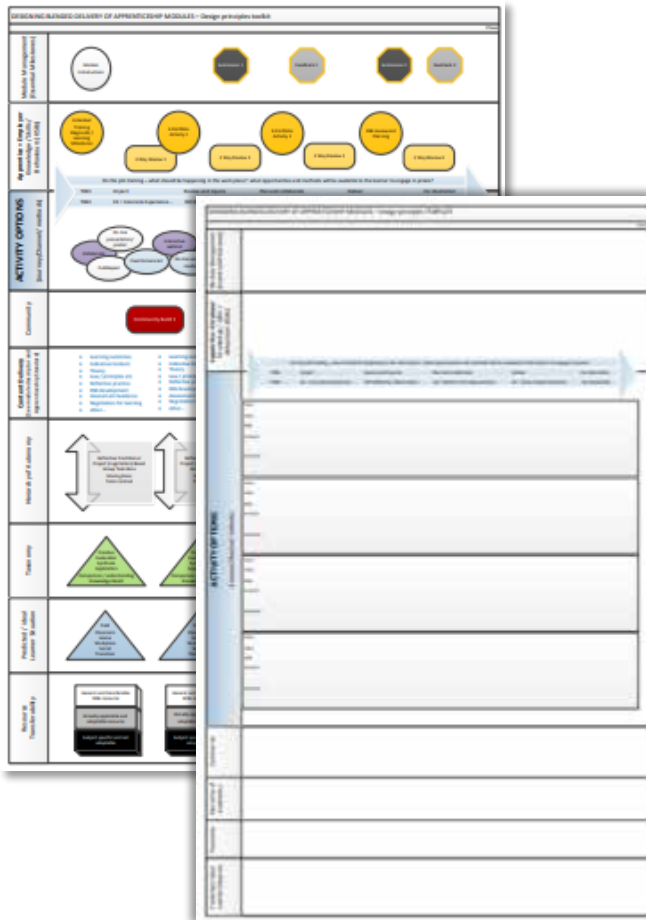
- Ø Project Impact Update - David Beck presents inspirational Apprentices (14:30)
- Ø Paul Wyton - Supporting on-line projects (14:40)
- Ø Collette Turner /Neil Berry - Simulated Meetings for OLDL confidence (14:50)
- Ø Andy Hirst - Visual meetings for KSB analysis (15:00)
- Ø Glynn Hawley/ Dean Stanford-Palmer - Preservation (15:10)
- Ø Kaeren Van Vliet - Paring modules for employer engagement (15:20)
- Ø Beth Sidaway - Agile lesson planning for virtual glitter (15:30)
- Ø Sarah Fidment - Delivering a ½ day block on line (15:40)



Staff WBL Offer

<https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide/>

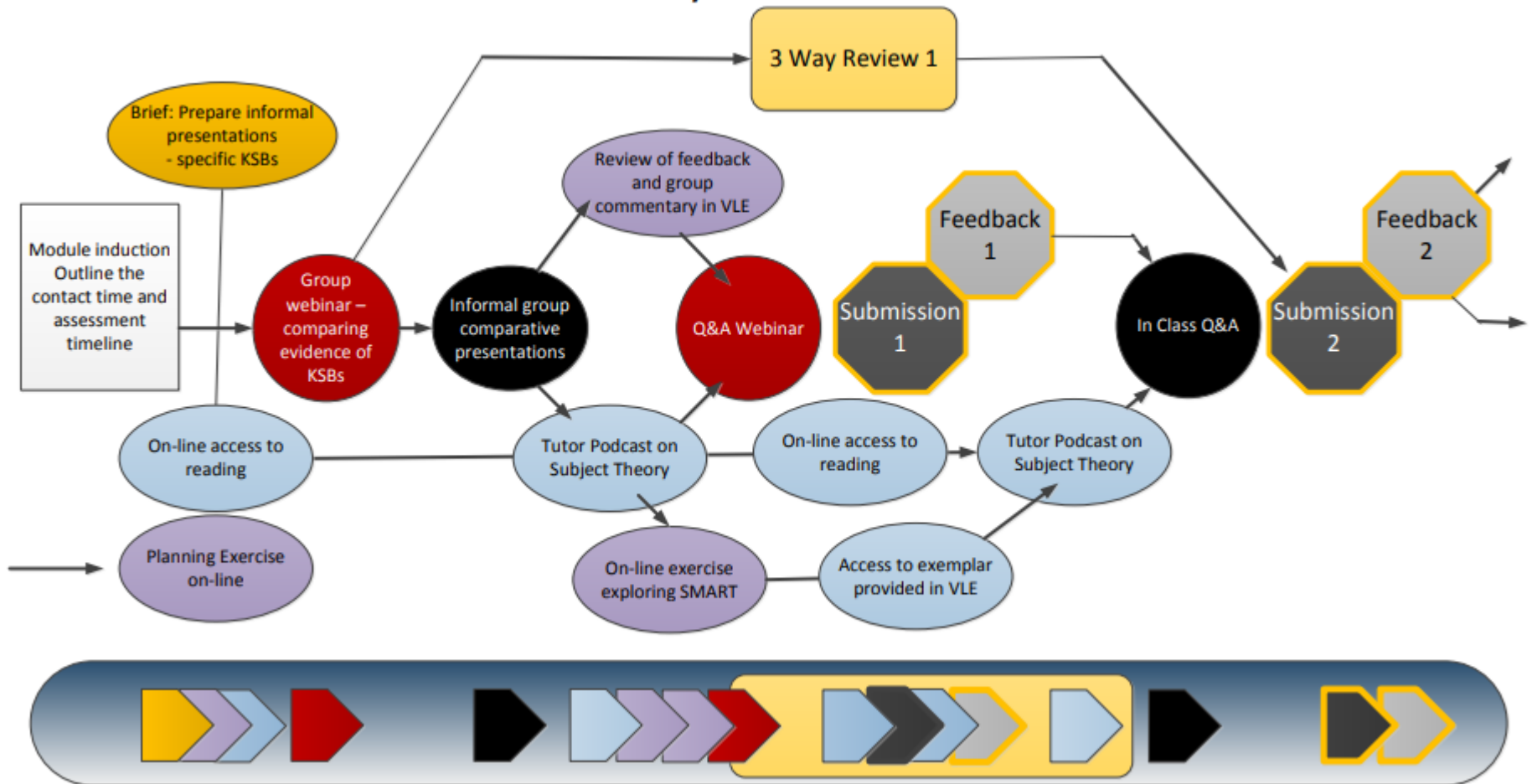
On Line Module Planner (Apprenticeships)



- Module Management - Essential Milestones, i.e. Assessment and Feedback
- Apprentice and Employer - e.g. Apprenticeship Progress Reviews
- Kolb Learning Cycle / Employer Impact Cycle
- Activity Options (e.g. Webinar / chat room / reading / quiz etc.
- Community Engagement points
- Content Delivery (Learning Outcomes and KSBs covered)
- Hierarchy of Autonomy
- Taxonomy (Bloom or [Laurillard](#))
- Predicted / Ideal Learner Situation
- Resource Transferability

On Line Module Planner (Apprenticeships) Understanding variability and fixing milestones

Illustrative Module Plan for Blended HDA Delivery



On Line Distance Learning for Work Based Learning

Context

- SHU Autumn Delivery Principles (Gold Group)
[Document in Sharepoint](#)
- Adapted for Apprenticeships:(Gold Group)
[BESE Apprenticeships Sharepoint Site](#)
- Planning and Delivering Blended Teaching:
<https://blog.shu.ac.uk/teachingdelivery/>
- Course Delivery Guide:
<https://blog.shu.ac.uk/teachingdelivery/course-delivery/>

Autumn Delivery for Apprenticeships Key Drivers

For Apprentices, and their employers, there are additional drivers and considerations:

- **Employers** are the key decision maker as to whether Apprentices attend campus and they will be looking for maximum efficiency due to the economic environments. Health and safety will not be the single driver for decision making around travel*. (CMA)
- Apprentices generally have a very different **domestic and work situation** to full time students and may have a very dispersed **geographic** for some courses.
- **Delivery models** for Apprenticeships are designed and delivered in varied innovative models, typically for cohorts of 20 and in response to employer preference and market sectors drivers (see Table)
- Apprentices benefit from a workplace community and have additional support/delivery, away from campus, from the SHU **Work-Based Learning Coaches and employer-mentors**. However, the value of experiential peer learning is heightened in a **WBL Heutogogy**.

Autumn Delivery for Apprenticeships Minimum Requirements, "Semester 1"

- for all Apprenticeship courses to build in a specific on-campus community-building offer, using an appropriate academic module for induction, orientation and content delivery.
- for Apprenticeships that share modules with UG PT the course team should follow the processes agreed for those programmes.
- For Apprenticeships that require Lab or practical work prioritisation is given to delivering those modules on campus. Table 1 provides an advisory framework.

Resource Implications

- The above model will necessitate dual delivery for apprentices who are unable to attend due to health reasons or employer policies.
- Apprenticeship delivery will need timetabled space for multiple block periods.

Autumn Delivery for Apprenticeships Advisory Framework

Type of cohort	Delivery Model	Key Activities	Offer to new starters	Offer to Returning Learners
Closed cohort (i.e. single client)	3 Day block 6 times per year	Large population, mainly in DoM, e.g. Nestle, Morrison, Carphone... Also Digital L7 for Skybet (Similar for SY Police, but with majority on-line embedded and employer subcontracting role)	<ul style="list-style-type: none"> Consult client to determine preference. e.g. Nestle will not attend before new year Otherwise offer baseline induction activities on campus in 1 Autumn block (Nb. typically 2 or 3 blocks) 	Consult client to determine preference, offering baseline community activities on campus in main Autumn block (NB. Police is new provision)
Consortium cohort (selected employers)	3 Day block 6 times per year	JCB, Nestle, Hovis key clients with shared approach	<ul style="list-style-type: none"> Consult clients, seek consensus, e.g. Nestle will not attend before Jan. Any on-campus activity will need equivalent on-line version 	Different employer preferences will mean any on-campus activity will need equivalent on-line version For those on Jan start dates, offer is at discretion of Department.
Closed cohort (i.e. single client)	5 day block c.4 times per year	Includes N&BE - Kier and Barratt (<i>In-scope for OfSTED</i>) Amey for Rail Engineering similar	NA. No new starts in Autumn session.	Consult client to determine preference. These are Jan-March starts, Autumn offer less critical. (Observe OfSTED compliance)
Closed cohort (i.e. single client)	Day release	Hallam Academic Professional (i.e. SHU academic staff)	• NA - not planned for Autumn	Consult client (SHU) to determine preference, offering baseline community activities on campus.
Open cohort (multiple employers)	3 Day block 6 times per year	Large population, mainly in DoM, for CMDA and L7. Similar and growing in HW&LS, Food Tech, Supply Chain, Retail, also Packaging Prof (Do A&D). (Nb. Digital has 8 week boot-camp)	<ul style="list-style-type: none"> Open cohorts benefit most from peer learning. Offer baseline induction activities on campus in 1 Autumn block Ensure on-line offer to engage non-attenders 	<ul style="list-style-type: none"> Open cohorts benefit most from peer learning. Offer baseline connection activities on campus in 1 Autumn block Ensure on-line offer to re-engage non-attenders
Open cohort (multiple employers)	Day release	N&BE: surveying, construction, town planning, architecture	As above.	As above.
Open Cohort, Mixed (i.e. shared classes with non-apprentices)	Day release	Primarily in Engineering, but some N&BE	<ul style="list-style-type: none"> Work to SHU principles. Monitor non-attendance closely for OfSTED / funding compliance. Offer alternative digital version as employers may restrict attendance. 	<ul style="list-style-type: none"> Work to SHU principles. Monitor non-attendance closely for OfSTED / funding compliance. Offer alternative digital version as employers may restrict attendance.

Adapted Extract:

Teaching Activity	Student Activity	Learning Activity Types	Blended Learning Approaches
Lecture	Listening, reading, thinking, responding	Acquisition	<u>Flipped learning</u> <u>Online lectures</u>
Seminar/ Workshop/ Tutorial	Active development of knowledge through discussion, exploration, and collaboration	Inquiry Discussion Collaboration	<u>Blended seminar model</u> <u>Online seminar</u>
Studio/ Lab/ Practical	Development of practical skills	Practice Production	<u>Live practical</u> <u>Remote lab</u> <u>Simulated practice</u>
Group Work	Working in groups to explore or create	Collaboration Inquiry Production	<u>Group project</u> <u>Group presentation</u>
Work Based Learning	Experiential activities, or training, in the work place	All and Any. Reflection and Planning	<u>Blended seminar model</u> <u>Online seminar</u> <u>Portfolio and Peer to Peer Workshops</u>

Our role today

- Ø Capability
Guild, NCEDA, Edge, College/ Departmental Green Days...
- Ø AWBL Steering Group Commission
- Ø Survey, Interviews, Case Studies, Workshop
- Ø Proposed addendum to Course Delivery Guide:



NCEDA

National Centre of Excellence Degree Apprenticeships

Space to celebrate excellence and SHU's growing reputation as a national leader...

- **Launched 2018:** [National Centre for Excellence in Degree Apprenticeships](#)
- Conor Moss, Dean of WBL in [Times Higher Education](#).
- Chamber of Commerce article on [regional impact](#) & further [video interviews](#)
- 2018, SHU with [UVAC](#) hosted a national conference on ***high quality apprenticeships and their impact on social mobility***.
- Proceedings: <https://uvac.ac.uk/free-online-access-to-our-official-journal-higher-education-skills-and-work-based-learning/>
- **SHU event on WBL Assessment (Nov 2019):** [Slides, videos, case studies](#).
- Update on the SHU approach to [Embedding Apprenticeship Essentials](#)
- **Edge Research 2020:** [Sustainable Degree Apprenticeships](#)
- Staff Workshop, July 2020 - **OLDL for WBL** ...

OLDL and WBL

The call outs for Apprenticeships

Results of Google form survey, May 2020

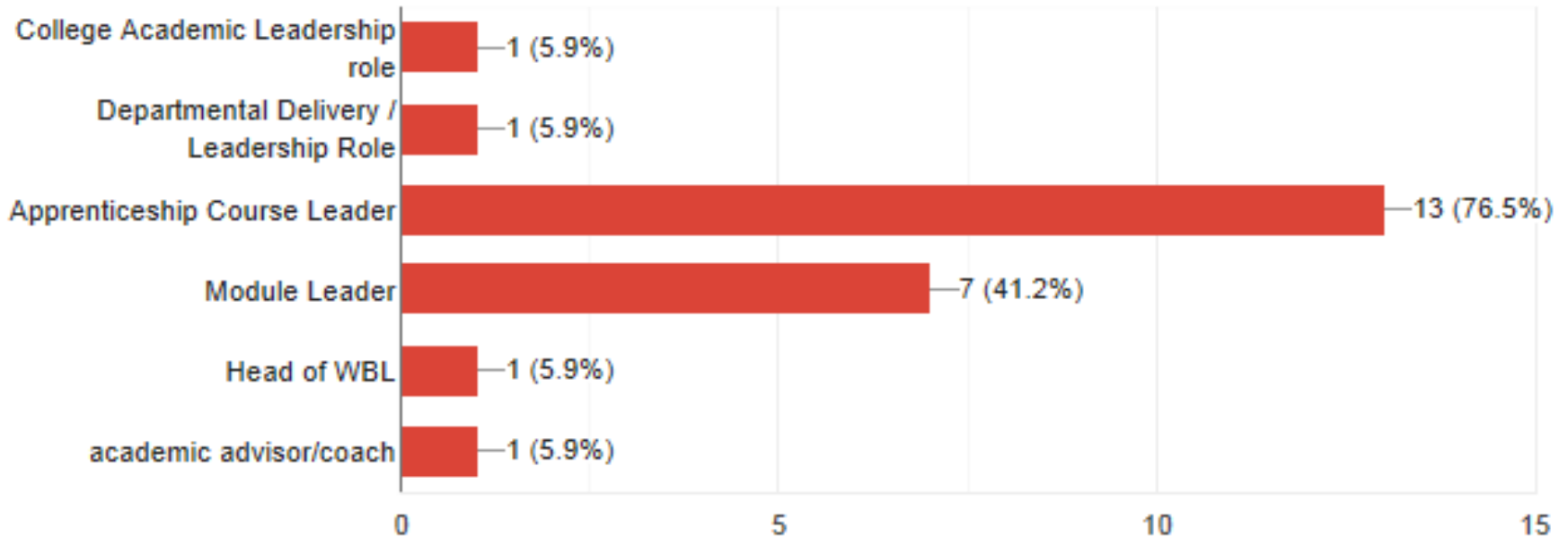
- Survey and Workshop a response to a piece of work commissioned by the AWBL Steering Group
- 17 responses - across Planning, Chartered Manager, Rail Engineering, Hallam Academic, Food Tech, Health, Occupational Therapy, Digital Technological Solutions, Undergrad and Postgrad
- This presentation of results focusses on outcomes and statements that are of particular significance to apprenticeship delivery and would not already be incorporated in the current Course Delivery Principles Document and SHU On-Line Delivery Guidance
- What supplementary guidance comes from this? - Ideally case study approach?

OLDL and WBL

The call outs for Apprenticeships

Please confirm your role(s) in relation to Apprenticeships

17 responses

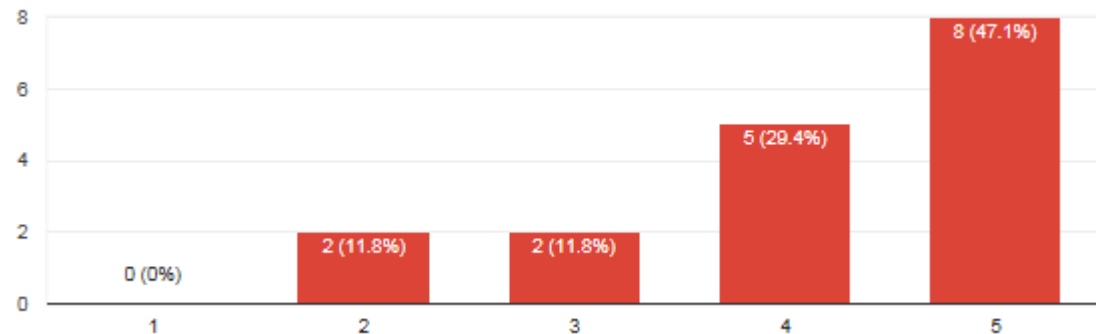


OLDL and WBL

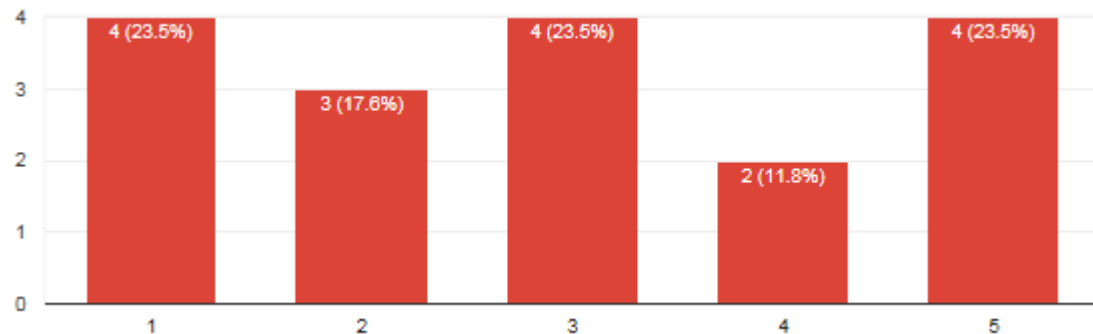
The call outs for Apprenticeships

These responses reflect a group of practitioners who moved into this challenge as more enthused by work based learning than On-Line Distance Learning methods...

WBL
Average Score 4.1



OLDL
Average Score 2.9



OLDL and WBL

The call outs for Apprenticeships

- The Key factors for SHU within the HE sector as it moves to more OLDL?
- Factors for SHU Apprenticeship provision moving to OLDL methods?
- How do key factors apply for the specific apprenticeship job roles in your field?
- What about your own pedagogic (LTA) perspectives affecting your emerging OLDL practice?
- What are the key OLDL methods you took into this new situation that still work and you might wish to share?
- What about new/adapted approaches of OLDL for Apprenticeships (WBL) that you are now keen to recommend?
- Please indicate the intended/known impacts of these activities for Apprentices?
- CASE STUDY MOMENT - Any further reflections / evaluation / proposal for sharing best practice?

On Line distance Learning for Work Based Learning

Reflections from Jarvis...

Jarvis offers his version of *learning expertise*

A revised visual is found in this 2016 paper:

<https://doi.org/10.1080/02660830.2015.11661676>

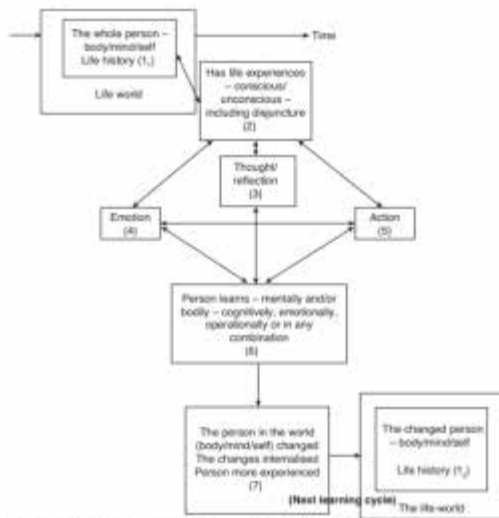


Figure 2. The transformation of the person through learning (revised)

One becomes an expert not simply by absorbing explicit knowledge of the type found in text-books, but through experience, that is, through repeated trials, 'failing, succeeding, wasting time and effort ... getting a feel for the problem, learning when to go by the book and when to break the rules'. Human experts gradually absorb 'a repertory of working rules of thumb, or "heuristics", that combined with book knowledge, make them expert practitioners'. This practical, heuristic knowledge, as attempts to simulate it on the machine have shown, is 'hardest to get at because experts - or anyone else - rarely have the self-awareness to recognize what it is. So it must be mined out of their heads painstakingly, one jewel at a time.'

Nyiri, J. (1988) 'Tradition and practical knowledge', in J. Nyiri and B. Smith (eds) *Practical Knowledge: Outlines of a Theory of Traditions and Skills*. London: Croom Helm.

Consider this proposition (for discussion in a facilitated section of the event):

You are an expert in Work Based Learning and already have the skills to develop great on-line delivery, whilst the University has the platforms and support infrastructure to enable an outstanding transition...

Thursday 2nd July, 2-4pm

Agenda

14:00 Welcome and Introduction

- Ø SHU Autumn Delivery Principles and On-Line Delivery Guidance (Gold Group)
- Ø *Capability* - NCEDA, Edge, College Green Days...
- Ø AWBL Steering Group Commission - *our role today...*
- Ø Your Survey outcomes (Sam)

14:10 Proposition for debate - Reflections on Jarvis - (Petra Kompenhour)

14:30 Apprenticeships On-Line - case studies (10 minutes fly through!):

15:50 Further Innovations - *Developing your KSBs* (Petra Kompenhour)

16:00 WBL OLDL Addendum (key principles and practice)

Reflections on Jarvis

Learning takes place in a context:

- University context
- Work context
- Learner context
 - Previous experience
 - Previous knowledge
- Learning creates a 'wave' in someone's narrative (life story).
- Learning is a whole body experience and includes conscious and unconscious aspects
- Fits well with Occupational Therapy - person centred and enabling
- Google to help facilitate this learning

Using google-suite in Context

- PT and OT apprentices - soon to be expanded
- Integrated modules - professional requirement for learning with, about and from each other
- Lv4: apprentices use real life case studies (these are human beings) to collaborate on whilst in the workplace
- Lv5 apprentices use given (complex) case studies and collaborate whilst in the workplace.

- Assessed group presentation around case study outlining Multi Disciplinary Team involvement with involvement from each apprentice
- Collaborate via Google- using sheets, docs, slides.
 - Version control
 - edits
 - access
- Example slides stakeholder event
- Example HEE project

Proposition

- *You are an expert in Work Based Learning and already have the skills to develop great on-line delivery, whilst the University has the platforms and support infrastructure to enable an outstanding transition...*

Break(out)

Thursday 2nd July, 2-4pm

Agenda

14:40 Apprenticeships On-Line - case studies (10 minutes fly through!):

- Ø Project Impact Update - David Beck presents inspirational Apprentices (14:30)
- Ø Paul Wyton - Supporting on-line projects (14:40)
- Ø Collette Turner /Neil Berry - Simulated Meetings for OLDL confidence (14:50)
- Ø Andy Hirst - Visual meetings for KSB analysis (15:00)
- Ø Glynn Hawley/ Dean Stanford-Palmer - Preservation (15:10)
- Ø Kaeren Van Vliet - Paring modules for employer engagement (15:20)
- Ø Beth Sidaway - Agile lesson planning for virtual glitter (15:30)
- Ø Sarah Fidment - Delivering a ½ day block on line (15:40)

Apprentice IMPACT



**Sheffield
Hallam
University**

3 Way Relationship...

The alignment of:

- World Class Education
- Employer Objectives
- Individual Drive, Ambition & Growth

Education + Employer Engagement, ↑ Relevance, ↑ Impact

- Syllabus led, work-based assignments / projects
- Evidence portfolio of learning that has been applied in the workplace
- Dissertation / Work-based project
- 3-Way Reviews

The Role of the WBLC...

- ✧ To promote, facilitate and drive the value that can be gained from the 3-way relationship
- ✧ To drive behaviours through a continual targeting and review cycle
- ✧ To align with academic staff and employer
- ✧ To understand the End Point Assessment Plan
- ✧ To drive compliance
- ✧ To listen, support, flag-post & encourage
- ✧ To identify the gaps (blind-spots)

The Role of the WBLC...

In the “New World”

- Be sensitive to the immense time pressures of the apprentices - LISTEN
- Probe for the evidential value of their experiences
- Help to prioritise activities
- Find ways for apprentices to capture enough detail so that evidence can be captured at a later date (if required)
- Promote academic deadlines and be aware of those that are struggling
- Monitor compliance
- Monitor & promote engagement

Apprentice IMPACT...

What IMPACT have our apprentices been able to make within their workplace during lockdown?

Recognise the challenges...

How are we supporting them (WBLC)?

Apprentice IMPACT...

IMPACT examples...

- n Too many to present all
- n Across all disciplines and levels



Apprentice IMPACT...

SLMDA

- 1) The deployment of a 3 year IT project in 4 weeks to allow remote working (NHS – Grimsby)
- 2) The reallocation of council resources and buildings to create food banks & PPE hubs (Leicestershire Council)
- 3) Policy changes that resulted in the devolution of centralised NHS procurement, to allow individual Trusts more freedom to source essential PPE and equipment (NHS - Chesterfield Hospital)
- 4) The creation and management of hospital emergency care, resource planning strategy with 4 levels of contingency for when doctors and nurses fall ill.

Apprentice IMPACT...

CMDA

- 5) The secondment of Morrisons apprentices to their recruitment and onboarding drive (circa 7000 new hires across the UK)
- 6) An apprentice, took the reins as Shift Manager for one week on a new Clipper Contract-plaudits from line manager and team as all KPIs achieved and exceeded
- 7) A Clipper apprentice has successfully project managed the implementation of a new ecommerce solution for one of their customers. The impact on the customer is that they now have a new channel to sell their products and the impact to Clipper is that they have a new revenue stream which has very positively impacted the P&L.
- 8) Supporting the local councils CV-19 response including deployment of PPE.

Apprentice IMPACT...

CMDA

- 9) Standing down from regular duties to help support community hub and delivering prescriptions within the community.
- 10) Helping design Smart Cities and Smart Rural Communities with a citizen focus for the next big push for public services
- 11) Post-restructure London regional People Management project - through full cycle from recruitment & selection to induction & training
- 12) Design & implementation of new company-wide online Marketing Training Module
- 13) A project looking at environmental and social governance factors in their developing business strategy, and the risks that Covid brings.

Apprentice IMPACT...

CMDA

- 14) A project looking at developing and implementing an effective staff welfare policy, and how this might impact on staff motivation. Reflection on the significance of the study during this pandemic, in terms of the importance of prioritising staff mental and physical wellbeing. Proposal for improvements in policy.
- 15) Quite a few projects on Agile working / systems research and preparing for the 'new normal'.

Apprentice IMPACT...

Facilities Management

- 16) Apprentices coordinating the use of assets, including halls of residence, to help prepare food packages for the local community and house hospital workers in response to covid.

Chartered Surveyor – Quantity Surveying

- 17) Given Lead QS status on a hospital refurb, made a top priority due to the demand for bed space
- 18) Reviewing implemented health and safety plans to check for consistency across sites

Digital

- 19) Numerous examples of computing apprentices taken off the day job to support urgent projects around the shift to remote working / learning. Examples are Wales High School, NHS Trusts, Wipro.

Apprentice IMPACT...

Engineering

- 20) An apprentice at an engineering consultancy was able to work throughout lockdown and has been project manager on the electrification of the new line/ platform at Leeds train station, which is now up and running. His involvement was in design, planning and delivery.
- 21) A company that designs and implements advanced control systems for a range of industries e.g. steel and heavy industry. They currently have three apprentices on HDA. Technical director commented during reviews that these apprentices are now the expert leads in a number of specialist areas.
- 22) A company designs and manufactures seabed installations to control oil and gas production. Company has nine apprentices. They are involved in the design, manufacture and implementation of the installations: working to extremely high customer specifications for operation in a harsh and unforgiving environment where mistakes can have catastrophic consequences.
- 23) A company designs and manufactures advanced agricultural machinery. It has one apprentice. Apprentice used theory from first semester to redesign machinery reducing weight and costs. This involved working on shop-floor with production teams.

Apprentice IMPACT...

Highlights

- 1) The deployment of a 3 year IT project in 4 weeks to allow remote working (NHS – Grimsby)
- 2) The reallocation of council resources and buildings to create food banks & PPE hubs (Leicestershire Council)
- 3) The secondment of Morrisons apprentices to their recruitment and onboarding drive (circa 7000 new hires across the UK)
- 4) A project looking at environmental and social governance factors in their developing business strategy, and the risks that Covid brings.
- 5) A project looking at developing and implementing an effective staff welfare policy, and how this might impact on staff motivation. Reflection on the significance of the study during this pandemic, in terms of the importance of prioritising staff mental and physical wellbeing. Proposal for improvements in policy.

Apprentice IMPACT...

Highlights

- 6) Apprentices coordinating the use of assets, including halls of residence, to help prepare food packages for the local community and house hospital workers in response to covid.
- 7) Given Lead QS status on a hospital refurb, made a top priority due to the demand for bed space
- 8) Numerous examples of computing apprentices taken off the day job to support urgent projects around the shift to remote working / learning. Examples are Wales High School, NHS Trusts, Wipro.
- 9) An apprentice at an engineering consultancy was able to work throughout lockdown and has been project manager on the electrification of the new line/ platform at Leeds train station, which is now up and running. His involvement was in design, planning and delivery.

Apprenticeships...

Apprentice IMPACT...

Consider the IMPACT these individuals have made not just to their employer, but to society as a whole...

This is no surprise...

Apprentices...



Apprentices are ***RECOGNISED BY THEIR EMPLOYERS*** as having talents, abilities and a potential worth investing in



Apprentices are actively ***DRIVEN TO CONTRIBUTE*** and make a positive ***IMPACT*** in the workplace



Apprentices are supported and stretched through the unique ***3-WAY RELATIONSHIP*** that develops between the employer, the university and themselves

Supporting on-line workshop and work based assessment

Paul Wyton

- Working from the following - Note students were all managers working at a senior level (MBA FM):
 - All day online does not engage – need to break up activities into synchronous and asynchronous taught, self study, group activity and one to one learning opportunities.
 - Despite requests students pulled away for work issues or have technical problems – need to enable catch up and cannot assume all students have covered materials / activities
- Issues
- Live sessions
 - Become too didactic Lose rich dialogue – Large groups do not talk, discussions become artificial
 - Engaged? - Blank screen, drifting attention lack of feedback and interaction
 - Small groups work well (up to 4)- often clunky to get into and out of groups, lose some control, challenge of not knowing what is happening in groups, feedback is a bit contrived and can take a long time
- Self study activities
 - Take time to develop
 - Not completed when desired
 - Cannot assume activities and intended learning have been completed
- Group activity
 - Worked well with small group though inconsistent participation, lose control
 - Feedback session worked but drawn out lacked spontaneity and cross discussion
- One to One
 - Tutorials felt really important students wanted to feel they knew what they were doing and only really got this from a 1 to 1, despite briefing by screencast, powerpoint and written, very time consuming
 - Most natural part of the learning experience

Case Study:
Collette Turner / Neil Berry,
Simulated Meetings for Surveying & Construction



Case Study:
Collette Turner / Neil Berry,
Simulated Meetings for Surveying & Construction

	Andragogic Impact (including WBL)					
	<u>Laurillard</u> learning activities					
	Acquisition	Inquiry	Discussion	Practice	Collaborate	Production
<p><i>Platform:</i></p> <p><i>Blackboard Collaborate / Zoom</i></p>	<ul style="list-style-type: none"> <i>Teething issues: Realities of preparation; Importance of timelines, (outstanding actions); Wifi bandwidth.</i> <i>Dry run on shared videos; Polls as ice breakers</i> <i>Multi-tasking using the software whilst dealing with professional communication challenges.</i> <i>Demanding LTA approach but should ultimately support apprentices in junior positions to go out to develop knowledge skills and behaviours in their job roll with enhanced confidence.</i> <i>WBL: Comparison of the themes and the simulation to their own work place experiences, enabling peer to peer evaluation.</i> 					

Melding work based learning and online delivery – Visual Meetings as an example

Changes in the workplace require new methods and practices

- Globalization
 - Distributed teams
 - E.g suppliers, designers, programmers, home workers, gig economy
- Change / Project management
 - Pace of change
 - Agile approaches
- Innovation management
 - Design thinking, User experience



Technology as a facilitator

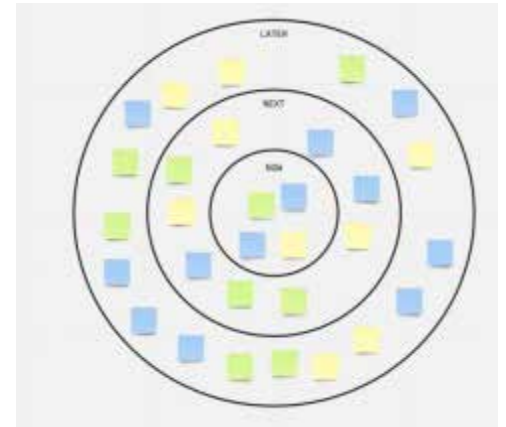
- Team Communication - Zoom, Hangouts, Slack, etc....
- Project management – Jura boards, Kanban, Trello, etc...
- Visualization – Mural, Miro

MIRO – Empathy map

- Empathy map
 - Used to elicit and uncover thoughts and feelings
 - Used in Design Thinking Methodology
 - Example of a visual meeting
 - https://miro.com/app/board/o9J_kprVJqU=

Other visual frameworks

- Bullseye – to identify weak KSB evidence
- Feedback grid



Free stuff

- Most online tools have free educational licenses, some are better than others
 - MIRO – 99 people
 - MURAL – 25 people
- Best to test
- Find an app you like ask for a free education license

Presenting on-line lecture content

On-line seminar

How to ensure students have understood topics raised during a formal lecture

Guides to encourage course engagement

Provide students with a project/assignment timeline

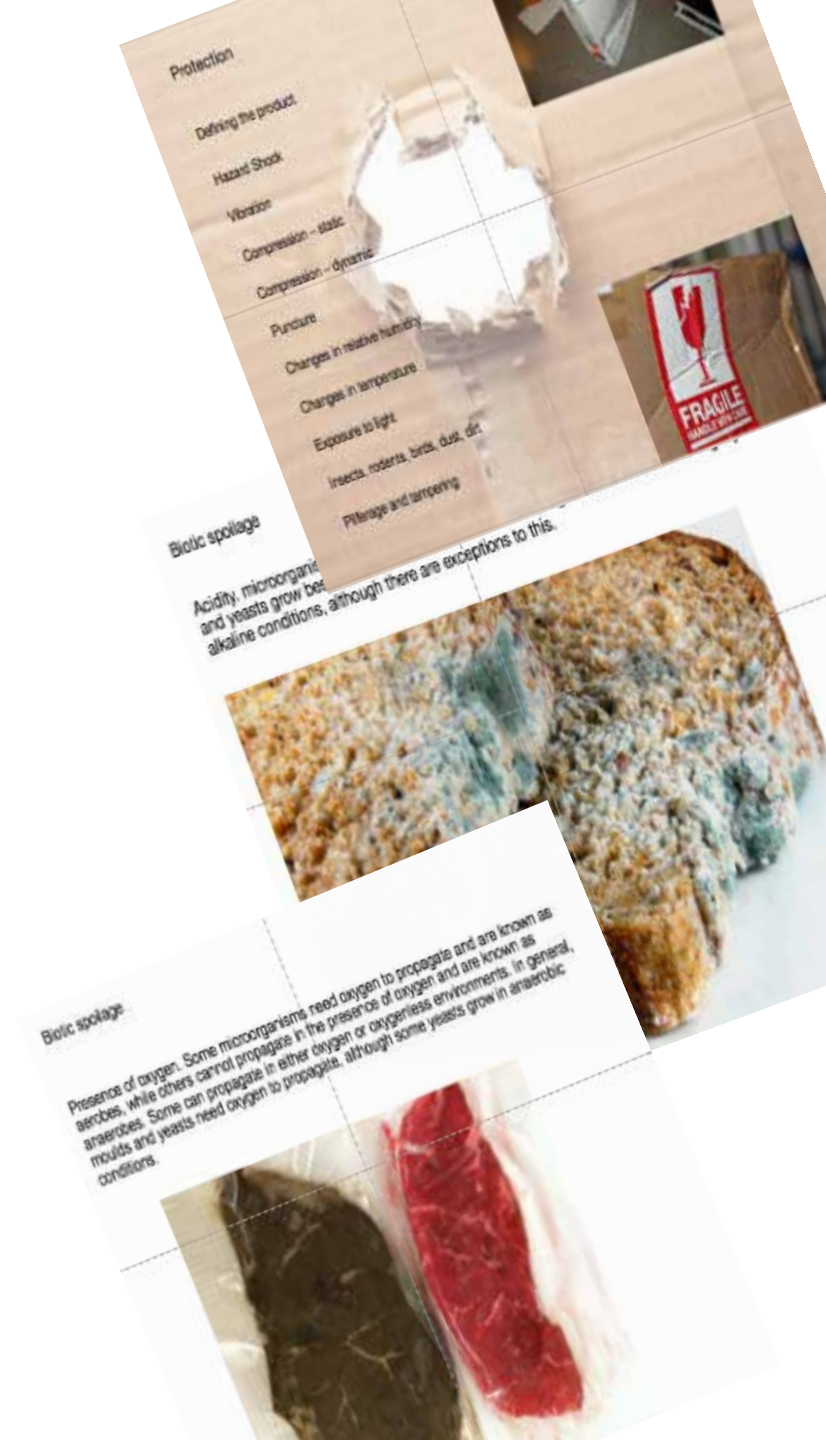


Presenting on-line lecture content

- Explain how new topics build on course content to date
- Reiterate how the content relates to the module Learning outcomes
- Use more images than text – try to relate images to their workplace or related to their workplace

Apprentices were asked to select 3 food products and then complete a number of questions using these products to answer questions based on the lecture content

Chat function widened the engagement



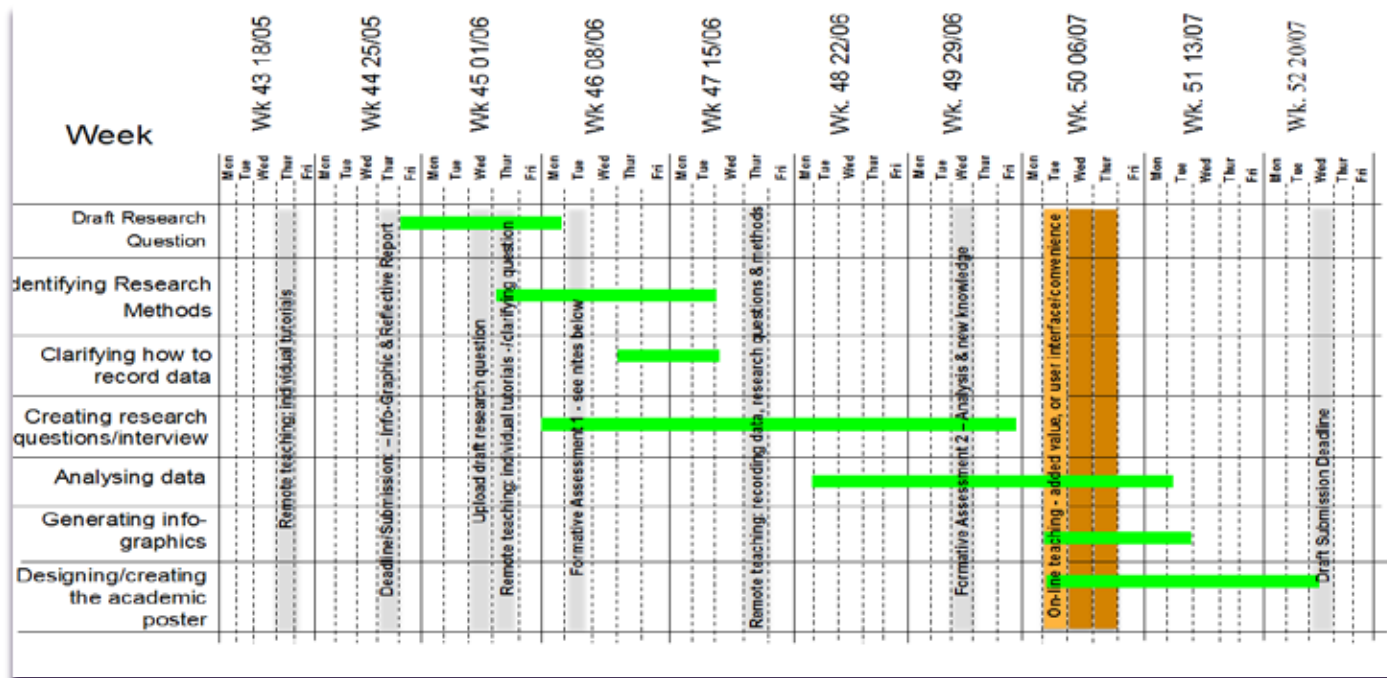
On-Line Seminar

- Workshop forms uploaded to BB
- Tutor can check how understanding is landing and application is developing
- Any format is fine – Hand Written, Typed, Photo's anything is good!!
- Read through and share several of these during the online seminar – select them at random or simply go through alphabetically.



Provide students with a project / assignment timeline

- This provides students with an indication of what stage they need to reach for various aspects of the project in order to meet the submission deadline.
- It helps students plan to the most out of the remote teaching sessions



Context

- Shift in wider national planning education approaches
- Shared DA and non DA delivery pattern of the Hallam courses
- Incremental testing of work based approaches
- Incremental course and staff development
- Employers new to apprenticeships



Rationale for Pairing (1)

- Develop a stronger 'virtual narrative' for the course delivery
- Rationalise assessment journey and linkages to KSBs
- Logistic easing for ensuring rationale face to face delivery and optimising face to face
- Semester foci for apprentices and work places - different areas of planning - e.g. Policy development - Planning Implementation - Environmental Planning etc.



Rationale for Pairing (2)

- Appropriate flexibility for employers in identifying work based projects and assessment foci
- Allows full integration of the work based assessment foci as a teaching tool
- Modules can have shared themes initially but longer term resources/assessment foci
- Potential to add different learning perspectives for the same WBL foci





Virtual Glitter for Occupational Therapy Degree Apprentices

Beth Sidaway

- Planned as a double week block, with 4 days on creativity theme
- Detailed schedule of practical, experiential, reflective interactions
- A sculpted, problem-solving exploration of *constructive alignment*
- *Google Community* worked well to enable an additional loop of community driven feedback for learners
- The responsive creativity (adaptability) of the tutor becomes a *demonstration* of professional behaviours
- ... *inspire the students to raid their homes and gardens ...*

Virtual Glitter for Occupational Therapy Degree Apprentices Beth Sidaway

- In any profession you have to expect the unexpected - Be prepared to *demonstrate* the agile and reflexive behaviours you are expecting of your learners.
- Read the Apprenticeship Standard and identify which knowledge skills and BEHAVIOURS you are exhibiting during delivery.
- With persistent planning and agile delivery methods the on-line delivery can support the same learning outcomes with gains and losses to discover.

Holistic Preparation for Leadership and Change Block Teaching

Sarah Fidment

"conceptual thinking" is a key skill for leadership.

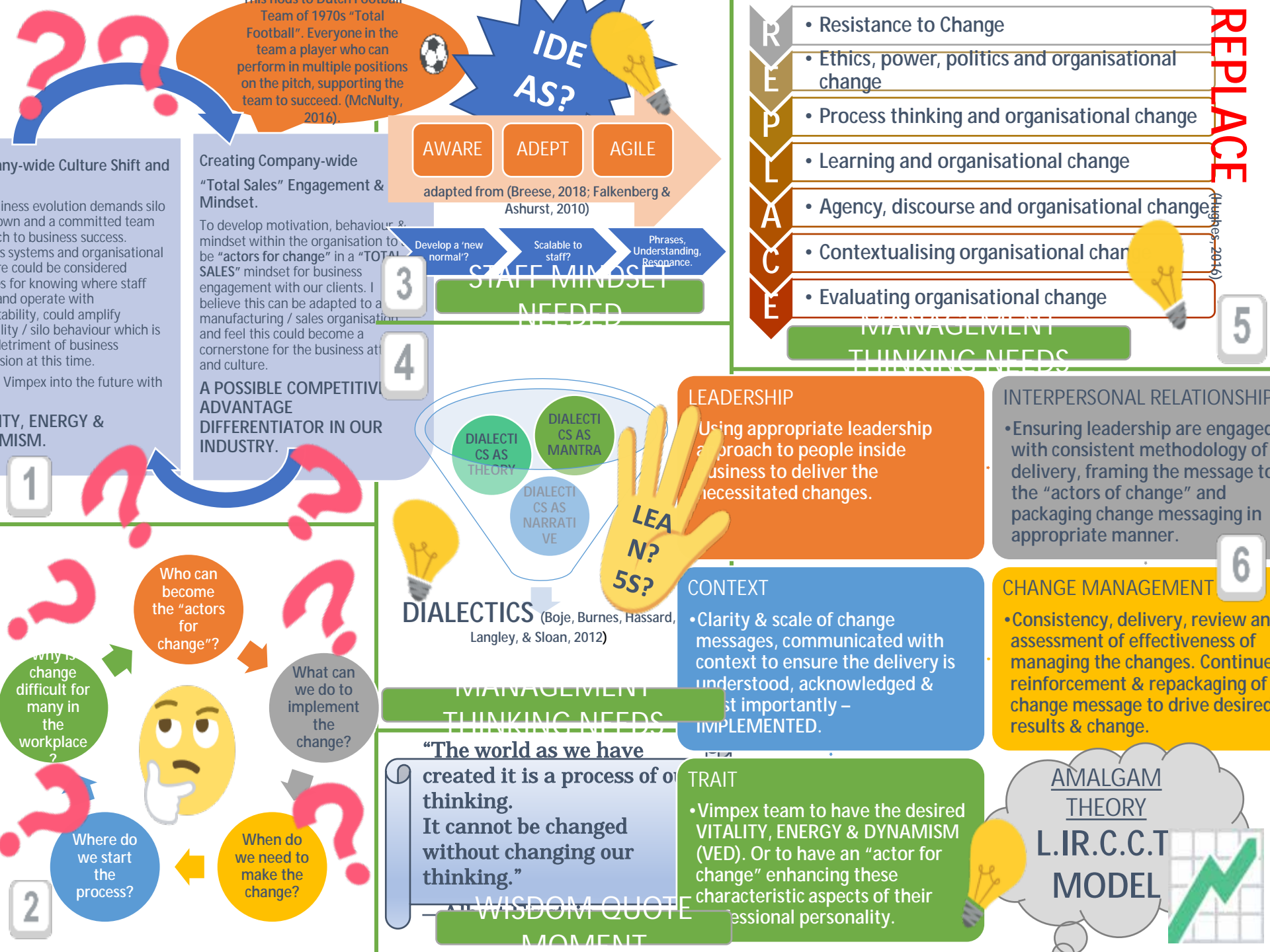
If you can't create a vision and an appealing road map for change then you won't take people with you.

The collage consists of six panels. The first panel on the left shows a document header for 'Sheffield Hallam University' and a section titled 'Leadership and Change'. The second panel shows a document with a table of data. The third panel shows a document with a table of data. The fourth panel shows a document with a table of data. The fifth panel shows a digital dashboard with a table of data. The sixth panel on the right shows a digital form with a table of data.

LEE MAHER

EXECUTIVE MBA - LEADERSHIP
AND CHANGE MODULE

TASK ONE – LEADERSHIP &
CHANGE MANAGEMENT
CHALLENGES



- Aguh, C., Cobert, B., & Saxberg, B. (2019). Boosting the accessibility of workplace reskilling McKinsey.
- Boje, D. M., Burnes, B., Hassard, J., Langley, A., & Sloan, P. (2012). The routledge companion to organizational change. London: Routledge.
- Bregman, P. (2018). Great leaders are confident, connected, committed, and courageous. Retrieved from https://hbr.org/2018/07/great-leaders-are-confident-connected-committed-and-courageous?utm_source=linkedin&utm_campaign=hbr&utm_medium=social
- Brown, S., & Laczowski, K. (2019). Stronger for longer: How top performers thrive through downturns McKinsey.
- Chamorro-Premuzic, T., & Kirschner, J. (2020). How the best managers identify and develop talent. Retrieved from https://hbr.org/2020/01/how-the-best-managers-identify-and-develop-talent?utm_medium=email&utm_source=newsletter_weekly&utm_campaign=weeklyhotlist_not_activesubs&referral=00202&deliveryName=DM63921
- Falkenberg, J., & Ashurst, C. (2010). Guest editorial: The new normal – implications for change. Retrieved from <https://doi.org/10.1080/14697011003795560>
- Hughes, M. (2016). The leadership of organizational change. New York: Routledge.
- Johns, H. E., & Moser, H. R. (2001). From trait to transformation: The evolution of leadership theories Project Innovation Inc.
- Lanaj, K., & Jennings, R. E. (2020). The costs of being a caring manager. Retrieved from https://hbr.org/2020/01/the-costs-of-being-a-caring-manager?utm_medium=email&utm_source=newsletter_weekly&utm_campaign=weeklyhotlist_not_activesubs&referral=00202&deliveryName=DM63921
- Lelievre, D., Radtke, P., Rohr, M., & Westinner, R. (2019). Building resilient operations McKinsey & Company.
- McNulty, P. (2016). Johan cruyff - the man who made total football reality. Retrieved from <https://www.bbc.co.uk/sport/rugby-union/35893027>
- Rock, D., Voelker, J., & Welsh, T. (2019). Redefining the role of the leader in the reskilling era McKinsey.
- Schwartz, T. (2018). Leaders focus too much on changing policies, and not enough on changing minds. Retrieved from https://hbr.org/2018/06/leaders-focus-too-much-on-changing-policies-and-not-enough-on-changing-minds?utm_source=linkedin&utm_campaign=hbr&utm_medium=social
- Siegling, A. B., Nielsen, C., & Petrides, K. V. (2014). Trait emotional intelligence and leadership in a european multinational company. *Personality and Individual Differences*, 65, 65-68. doi:10.1016/j.paid.2014.01.049
- Stewart Clegg, & Cunha, M. P. e. (2017). Organizational dialectics. In W. K. Smith, M. W. Lewis, P. Jarzabkowski & A. Langley (Eds.), *The oxford handbook or organizational paradox: Approaches to plurality, tensions and contradictions* () Oxford University Press.



LEE MAHER

SENIOR MANAGEMENT MEETING
07.02.20

CHANGE MANAGEMENT
PROPOSAL
- CAMPAIGN POSTER AND
BACKGROUND

EVOLVING VIMPEX



CULTURE SHIFT AND FOCUS

Together we can
lead VimpeX into
the future with VED

- Vitality
- Energy
- Dynamism



TOTAL SALES ENGAGEMENT & MINDSET

Everybody
in VimpeX
must perform
for the team
to succeed
and win.



CHARACTER

Be Aware. What
can improve?
Be Adept. When
and how?
Be Agile. I'm ready
to change?



EMBRACE NEW IDEAS

Everyone has good
ideas.
Everyone has bad ideas.
Everyone has a voice
to share to improve
VimpeX.



REPLACE OLD THINKING

Let us not be
creatures of habit
and regularly adapt
to change.
To evolve and to
continually learn
to improve.



VIMPEX TRAITS

To lead our industry,
to work together to
succeed and be ready
to manage changes.
Understand why we
must improve.

How could change improve
VimpeX? VimpeX could
change through embracing
ideas like: -

1) Aware / Adept / Agile
(Falkenberg & Ashurst, 2010)

2) Dialectics (Boje, Burnes,
Hassard, Langley, & Sloan, 2012)

DIALECTICS AS MANTRA –
Using opposing views and
approaches on
organizational change to
find middle ground for
progression on change.

1) DIALECTICS AS NARRATIVE
– Use Dialectic thinking to
become a component of the
change processes.

1) DIALECTICS AS THEORY –
Thinking about how changes
in organisations will affect
everyone and using theory
applied in context to
persons involved in those
changes.

3) REPLACE (Hughes, 2016). -
Resistance - Ethics, power,
politics - Process thinking -
Learning – Agency and
discourse – Context -
Evaluation

How does each aspect of
REPLACE affect
organisational change?
Similar to analysing PESTEL /
SWOT / TOWS

-COMMENT / People hark to
bad but not to the good of
situation of change or
difference by nature.

-COMMENT / People are
mostly creatures of habit in
the workplace with their
routines.

-IDEA | LEADERSHIP >
INTERPERSONAL
RELATIONSHIPS > CHANGE
MANAGEMENT > CONTEXT
> TRAIT

Existing Case Study (October 2019)

Food Technical Professional

Story-telling in Apprenticeships

Dopamine, Oxytocin and
Endorphins...

TED talk on science of
story-telling

Storytelling for Apprenticeships - Food Technical Professional

Prevention Based Experience

Frank Yiannis is a champion of Food Safety Culture and was responsible for helping direct the industry to not simply enforcing food safety measures but ensuring that they are part of a companies culture. Training is at the heart of this but as highlighted by Yiannis (2015) "Are you simply imparting knowledge or are you influencing behavior and providing prevention-based experience too?" He went on to provide evidence of better ways of training "that not only imparts knowledge and skills, but "experience" too."

Storytelling is not only a useful way for imparting knowledge and skills during the contact time but is a way to get apprentices to link with their professional life and create evidence that is rich in experience for their portfolios.

Apprentices need to be encouraged to share their experiences. In their work place they will have a number of experiences that will be useful in the context of any module that they are attending, including; current issues, history and experience, observed practices and different perspectives (due to the product/factory type).

Find space to let them tell their stories....

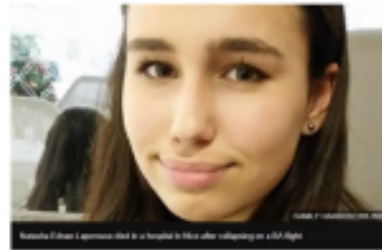
Seek out the learnings....

In contact time and module delivery, the use of stories and pictures is a valuable tool that provides real experience for the learner - it gives them examples that they can then relate to their own place of work. For example - in a food microbiology lecture, taking learners through the reasons for swabbing and an indication of swabbing locations, demonstrates very little experience. In contrast, stories coupled with pictures provide a much richer experience. The photos show a simple piece of equipment that is apparently clean but on investigation was the source of *E.coli* into the product through poor cleaning. The detailed story behind these pictures gives real insight into the consequences and issues in poor hygiene.



- What are the challenges and options to ensure rich peer to peer dialogue?
- How much do apprentices value these interactions and what is the impact on development?
- What about customer confidentiality and commercial sensitivity ?

code of conduct for students
(and staff!)



The power of emotion

Stories and food safety have long been used as a training tool. Some stories capture the audience through an emotional reaction such as the recent national allergen control stories. The recent issues in allergen control with Pret A Manger shocked the country because of the horrific details that were told by Natasha's father. Despite her father administering two EpiPen injections, Natasha died in a hospital in Nice within hours of eating the Pret sandwich. "Natasha said that she still couldn't breathe and desperately looked at me, she said 'Daddy, help me, I can't breathe'," Mr Ednan-Laperouse said in a statement.

Natasha was not the first person to die of anaphylactic shock but her story has changed food safety legislation.

Apprentices have been encouraged to tell their stories in a number of ways in addition to the reflective pieces in their portfolios or assignments e.g.;

- Drawing their journey of how they have ended up on the apprenticeship
- Sending 'holiday postcards' from their 20% OTJ experiences and discussing them in the module block or as part of their portfolio

Apprentices each have their own stories to tell. These will be varied by the background, age, experience and point in their career. Additionally their job role will vary to that of their peers. In open cohorts, this variety is hugely beneficial for peer learning. The photos demonstrate some of the variety in 20% OTJ learnings - controls for defrosting pork pies to planting in South America!



Thursday 2nd July, 2-4pm

Agenda

14:00 Welcome and Introduction

- Ø SHU Autumn Delivery Principles and On-Line Delivery Guidance (Gold Group)
- Ø *Capability* - NCEDA, Edge, College Green Days...
- Ø AWBL Steering Group Commission - *our role today...*
- Ø Your Survey outcomes (Sam)

14:10 Proposition for debate - Reflections on Jarvis - (Petra Kompenhour)

14:30 Apprenticeships On-Line - case studies (10 minutes fly through!):

15:50 Further Innovations - *Developing your KSBs* (Petra Kompenhour)

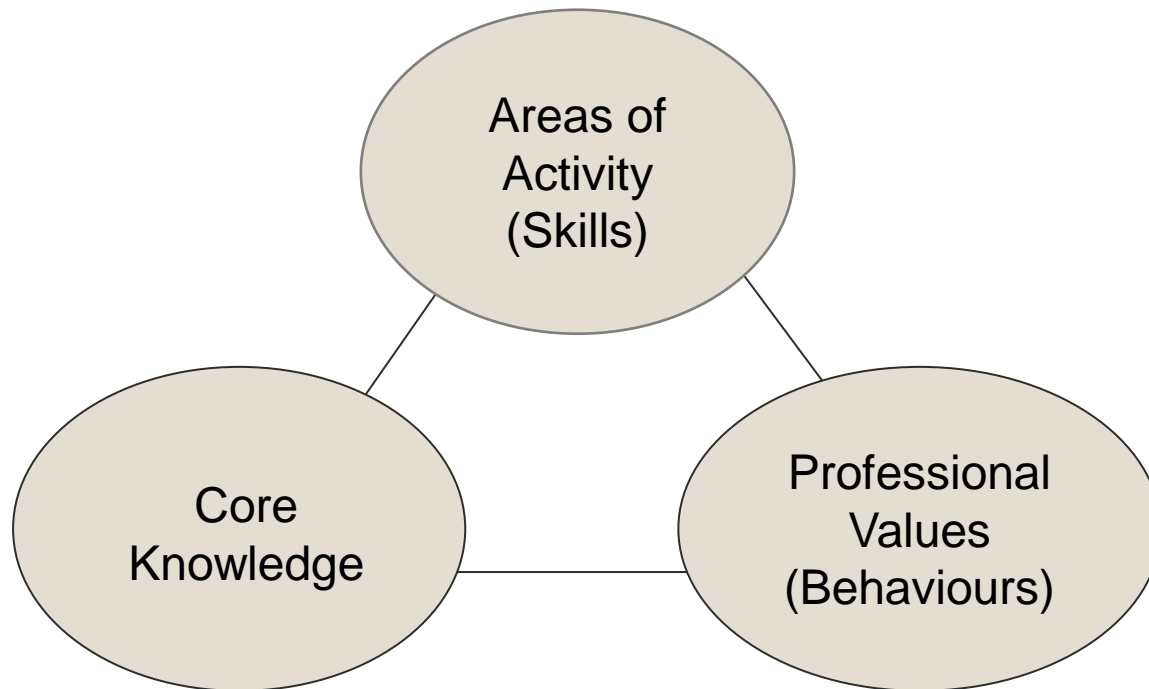
16:00 WBL OLDL Addendum (key principles and practice)

Over to you!

- As we can see by the experiences today many are already doing this, but we want you all to become better at this. So how can we line up your WBL and subject expertise with the platforms that are there?
- What ideas have today sparked in you?
- Who might be able to help you with this?

Action

What are your actions going forward against the academic development standards KSB's?



<https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/>

Core Knowledge

1. A range of teaching, assessment and feedback methods used in higher education to support learning and achievement
2. How students learn and how research is conducted, within their own and related disciplines and in inter-disciplinary or transdisciplinary contexts.
3. The regulatory, administrative, financial and planning procedures, risk management, quality assurance and enhancement, and technological processes associated with effectiveness in their role in higher education.
4. Methods for evaluating the effectiveness of academic activities, such as teaching or the quality and impact of research.
5. How to engage with relevant professional bodies and other external organisations to support their work.
6. Innovative approaches to undertaking their work to create interest, understanding and enthusiasm among their students, funders or stakeholders
7. The application of technological processes associated with effectiveness in their role within the HE sector.
8. How to adapt delivery methods to support a range of needs.
9. The principles of reflective practice and the methods for applying reflective practice to their own professional development.

Teaching Specialist Knowledge

1. Current subject and pedagogic research which support the development of advanced practice in the learning environment.
2. Complex information management and advanced digital literacy.
3. The subject knowledge base and the methods for facilitating learning through engagement with it.
4. The application of a wide range of technologies and digital skills in support of learning and teaching.
5. The methods required to develop curricula, monitor delivery and evaluate course, award and programme design

Core Skills

1. Deliver higher education teaching of high quality through lectures, tutorials, practicals or seminars.
2. Use varying teaching styles depending on the learning environment and students' needs.
3. Developing research questions and hypotheses prior to undertaking research.
4. Analysing, synthesising and using critical thinking in the conduct of research.
5. Supervision and mentoring of students and peers to develop knowledge in their subject discipline.
6. Manage their own continuing professional development (CPD) in subject disciplines and pedagogy, incorporating research, scholarship and professional practices.
7. Self-management through preparation and prioritisation, time management, responsiveness to change, and achieving a work-life balance.
8. Communicate orally and in writing and collaborate effectively, **to manage people, processes or teams.**
9. Use digital technologies effectively to develop and disseminate knowledge and understanding of subject disciplines.
10. Share ideas and evidence with students, peers, policy makers, private and public organisations, as well as collecting evidence of the impact of their work.
11. Implementing approaches to academic practice informed by equality and diversity.

Teaching Specialist Skills

1. **Play a leading role in the development and deployment of innovative teaching and assessment techniques to deliver HE teaching of high quality across a wide range of modules and to all levels.**
2. Develop innovative HE course materials, monitor delivery and evaluate course, award and programme design
3. Design a wide range of teaching environments to facilitate student learning and engagement.
4. Integrating subject and pedagogic research and scholarship with teaching practice and supporting changes of practice.
5. Analyse and synthesise information and use critical thinking to develop and share insight into their pedagogy and discipline area.

Core Values & Behaviours

1. Consider ethical, sustainable and inclusive practices and equality of opportunity to a professional standard.
2. Be mindful of one's CPD in relation to career management, responsiveness to opportunities, networking, reputation and esteem.
3. Commit to CPD in relation to relevant contemporary issues such as: student employability and graduate employment destinations; ethics and sustainability, academic integrity, legal compliance and intellectual property, respect and confidentiality, and health and safety.
4. Consider evidence- informed approaches and the outcomes from research, scholarship and CPD to inform their own professional practice.
5. Be mindful of the wider context (policy, economic, societal, technological, legal, cultural and environmental) in which higher education operates, recognising the implications for professional practice.
6. Seek opportunities to network, to practise public engagement and to communicate effectively.
7. Be enthusiastic, self- confident, and self-reflective.
8. Persevere, have integrity, be prepared to take responsibility, to lead, mentor and supervise.

Thursday 2nd July, 2-4pm

Agenda

14:00 Welcome and Introduction

- Ø SHU Autumn Delivery Principles and On-Line Delivery Guidance (Gold Group)
- Ø *Capability* - NCEDA, Edge, College Green Days...
- Ø AWBL Steering Group Commission - *our role today...*

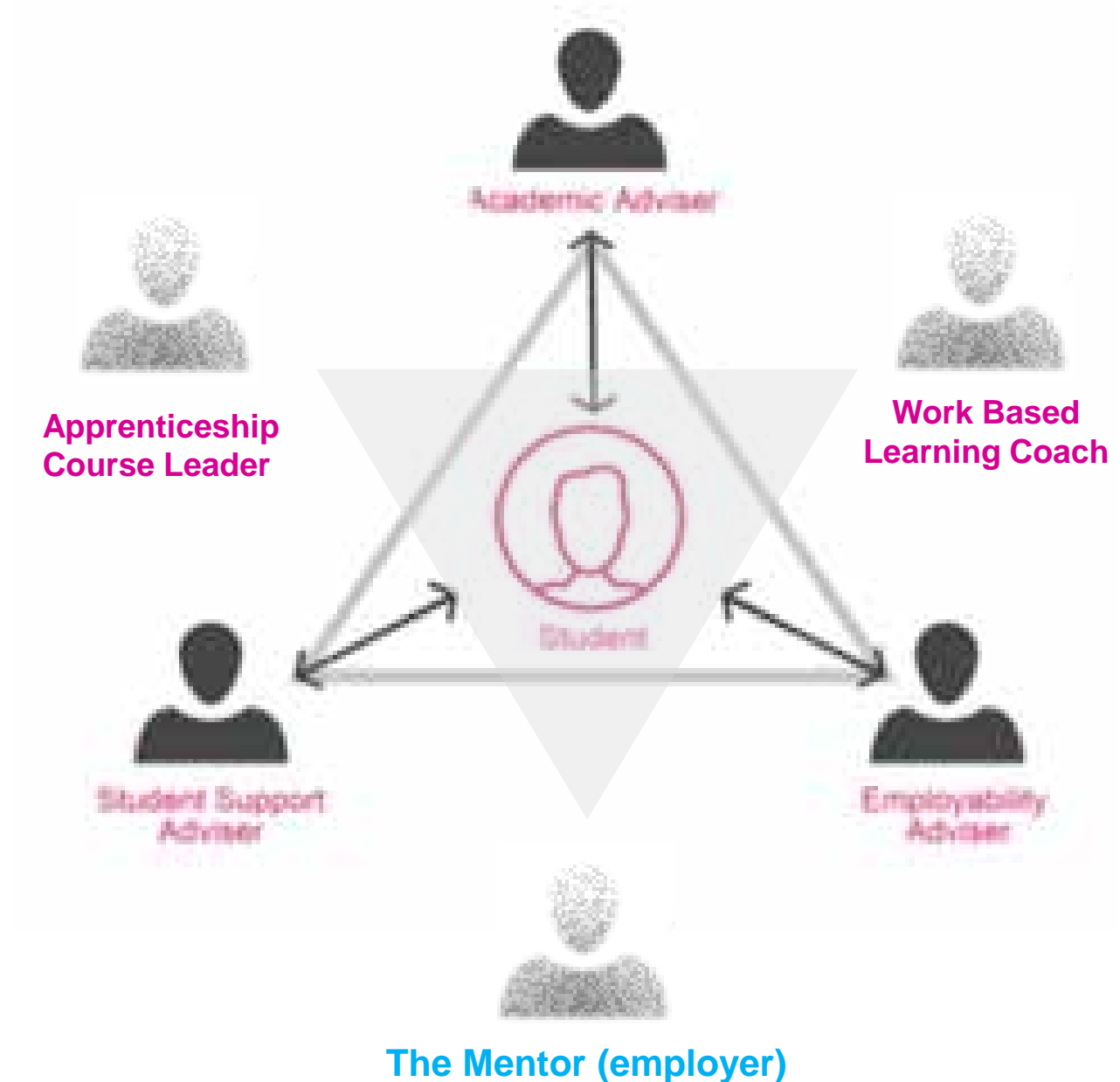
14:10 Proposition for debate - Reflections on Jarvis - (Petra Kompenhour)

14:30 Your Survey outcomes (Sam)

14:40 Apprenticeships On-Line - case studies (10 minutes fly through!):

15:50 Further Innovations - *Developing your KSBs* (Petra Kompenhour)

16:00 WBL OLDL Addendum (key principles and practice)



Emerging Narrative Messages to AWBL SG and Addendum to Course Delivery Guide...

- Employer expectations
- Varied competitive drivers
- Different QA parameters (Embedding Apprenticeship Essentials - AIIR)
- Flexibility, whilst maintaining attendance data and interventions
- Hallam Welcome is 80% inappropriate
- On-boarding is mandatory but we can improve readiness
- Experiential accelerator
- Additional pressures and distractions
- Power of Story telling
- Incredible impacts
- 80% Off the Job Training challenges
- APRs are going really well! - reframe?
- Peer to peer sector comparison to support KSB development
- Dealing with trust (confidentiality and commercial sensitivity)
- Facilitation and engagement - Community is king
- Spotlight on Widening Participation

Thank you
Further discussions?
Close