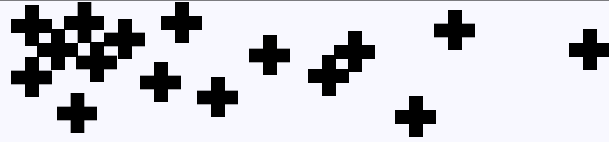




## **Graduate Apprenticeship**

### **BA Early Learning and Childcare**

#### **Lessons learnt**



## Setting the scene

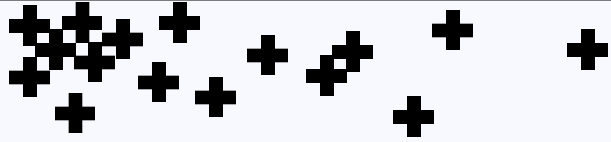
- Scottish Government looked to expand the workforce
- SDS/SSSC piloted Graduate Apprenticeship
- UHI and UWS only two Universities across Scotland to pilot the programme
- Limited time for development
- Pulling from UHI programmes already delivered
- Adding on the WBL element



# Journey



- Started with cohort of 15 from pilot award from across UHI
- All new to the sector (Allowed RPL from 2<sup>nd</sup> year of pilot)
- All starting year 1
- Range of employers
- Apprentices getting every Friday to study
- Pandemic Hit



# Research

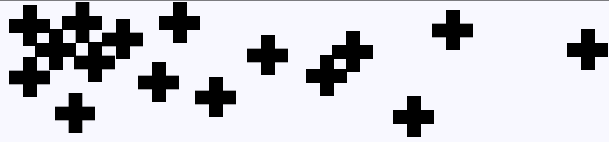
## Evaluation of the Early Learning and Childcare Graduate Apprenticeship for Skills Development Scotland

- Ekosgen completed longitudinal study over the pilot period to gather impact of the GA BAELC

### Key Findings:

- Valuable opportunity for the sector whilst experiencing persistent staffing shortages
- Valuable to upskilling the workforce
- Were able to cascade knowledge to colleagues
- Developed key theoretical knowledge
- Developed meta-skills
- Impacted confidence levels
- Lack of colleagues awareness of the award
- Too academically rigorous without taking WBL in to account
- Challenging to recruit to programme





# Research

## Evaluation of the use and effectiveness of the Learning and Teaching Strategy on a Graduate Apprenticeship course

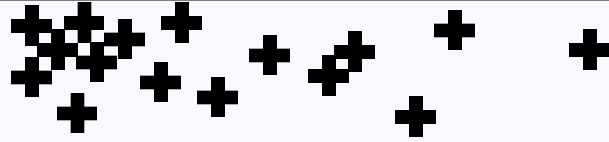
Clara Hickey undertook dissertation



### Key findings:

- Theoretical modules ranged from 31% - 63% being **neutral or not** reflective, WBL modules saw 77% seeing these as **very** reflective
- Apprentices noted modules which were not reflective or current WBL practices and did not enhance their current role
- One participant noted their perception and interpretations of WBL:

*'I think the barriers for me would be - are they meaningfully embedded within the modules and the way that the programme is delivered or is a tokenistic sort of nodding head and I think that this is where we then start to see some distinct differences in the backgrounds of the academic staff and their journeys into the job that they do, and how that then positions themselves in terms of their role and educator and what they're trying to do.'*



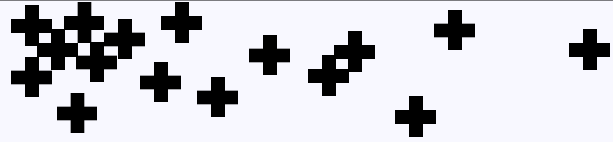
## Reapproval

- We were due our 4 year reapproval – a time for change
- Cognitive Apprenticeship theory
- Start from work-based learning and build degree around it rather than other way round
- Assessment regulations limited innovation in WBL assessment
- Complexities of UHI – assessors, tutors, mentors, etc

### Commended on:

- *The integration of work-based learning and theoretical learning at every level.*
- *The engagement of the programme team with students and their willingness to make decisions based on feedback from students.*

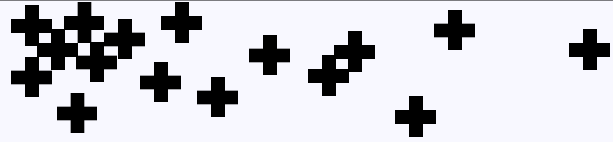




# Moving forward

- Continue to grow the programme across Scotland
- Updating modules with WBL at the heart of pedagogical approaches
- 'Training' people for their role
- Gather feedback on changes from all stakeholders
- Work with UHI to consider WBL within their academic regulations to ensure a standardised approach
- Develop a supportive network throughout UHI for all Graduate Apprenticeship delivery





Any questions?

