

Driving Social Mobility by Supporting Under-Represented Groups into Degree Apprenticeships

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Context

- Leeds Trinity University history of leading DAs within the Leeds City Region
- Degree apprenticeship footprint at LTU
- Collaborative approach partnering with industry experts
- Reciprocity what we get and give back
- Approach the LTU model of design through workbased learning
- Insights and learning DA paper

Working in partnership for impact

- Go Higher West Yorkshire competitive collaboratiion
- Working in partnership internal and external
- Re: Tension a grounded approach to diversity
- Encourage applications for degree apprenticeships
- From under-represented groups employers



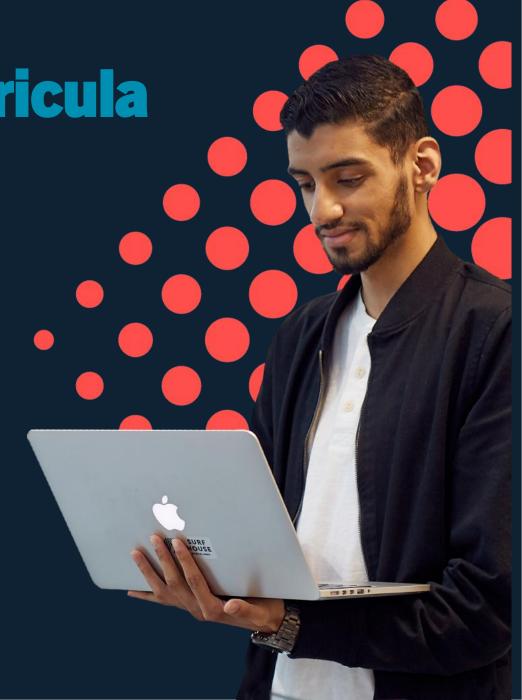
Power of collaboration

- Collaborating with employers
- Education and expertise providers
- Learning from others in the sector
- Apprentices as partners
- Developing new recruitment systems
- Enabling disadvantaged groups to access us – we are hard to reach – first generation scholars
- **Progression**



Developing Degree apprenticeships and curricula

- Creating new degree apprenticeships
- Targeting specific job sectors
- Creating accessible routes into higher education
- Meet the economic needs of the community and sub-region



Best practice

- Best practice in identifying need, potential and building talent
- Advice and support employers, schools and intermediaries
- Developing and promoting achievements of BAME employees and students
- Degree apprenticeship role models





The Future

- Expansion of areas to meet local need
- Growth verses consolidation
- Re:Tension anti racist programme tools for work-based learners
- Continuing FE & HE Collaboration
- Community ambassadors from concept to action and impact





References

- Bradley, J., Newhouse, C. & Mirza, N. (2019) <u>Driving</u> social mobility? <u>Competitive collaboration in degree</u> apprenticeship development. Higher Education, Skills and Work-Based Learning, 2019.
- Mirza, N., Beckett, K. & Scowcroft, S. (2019) Making the most of your learning opportunities at university, in Helyer, R., Wall, T., Minton, A, & Lund, A (eds), The Work-Based Learning Student Handbook, 66-92