



Preparing the Portfolio for Inspection

Structural Capital – from 3 to 33

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Preparing the Portfolio for Inspection **Structural Capital – from 3 to 33**

- What are the challenges in aligning the OfSTED approach and the HE agenda?
... do we have clear expectations of each other?
- Some key initiatives and success factors:
 - Golden Thread through Governance
 - Management Information
 - Deep Dive Preparation
 - Embedding Personal Development
 - Individualising the Curriculum

... Concluding remarks

Adult Learners

Andragogy, See Knowles 1983

- ❖ Self-directed, autonomous and internally motivated
- ❖ Learn by experience and problem-centred
- ❖ Informal situations and equal status

Heutagogy:

self constructed learning in a context of social, economic and technological flux

(e.g. see Hase & Kenyon, 2000)

The OfSTED perspective?

- Q. Are you an active citizen?
- Q. Who is your Safeguarding Officer?
- Q. Where is mutual respect in the curriculum?
- Q. Are you mentally Healthy?
- Q. Do you receive careers advice?
- Q. Do you demonstrate BV in your local community

As OfSTED scope expands, how do you prepare in a large and diverse university?

Leadership & Management

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

Digital & Technology

Digital & Tech Solutions Professional

- Software Engineer
- Business Analyst
- Cyber Security Analyst
- Data Analyst
- IT Consultant
- Network Engineer

Digital & Tech Solutions Specialist

- Software Engineer
- Data Analyst

Creative Digital

- Creative Digital Design
- Digital User Experience Professional

Building & Surveying

- Surveyor (Quantity, Building, Commercial Property/ Valuation)
- Chartered Town Planner
- Construction **Site Supervisor**
- Construction Site Manager
- Construction QS (& Technician)
- Construction Design Manager
- Architect
- Town Planner

Academic Professional

- Post Graduate Academic Award

Engineering

- Mechanical
- Electrical
- Manufacturing
- Materials
- Rail Engineering

Health & Social Care

- Health and Social Care
- Social Worker
- Occupational Therapy
- Physiotherapy
- Healthcare Science Practitioner
- Advanced Clinical Practitioner
- Diagnostic Radiography
- Therapeutic Radiographer

Food & Drink Sectors

- Food Technologist
- Food Engineering
- Packaging Professional

Policing

- Police Constable DA

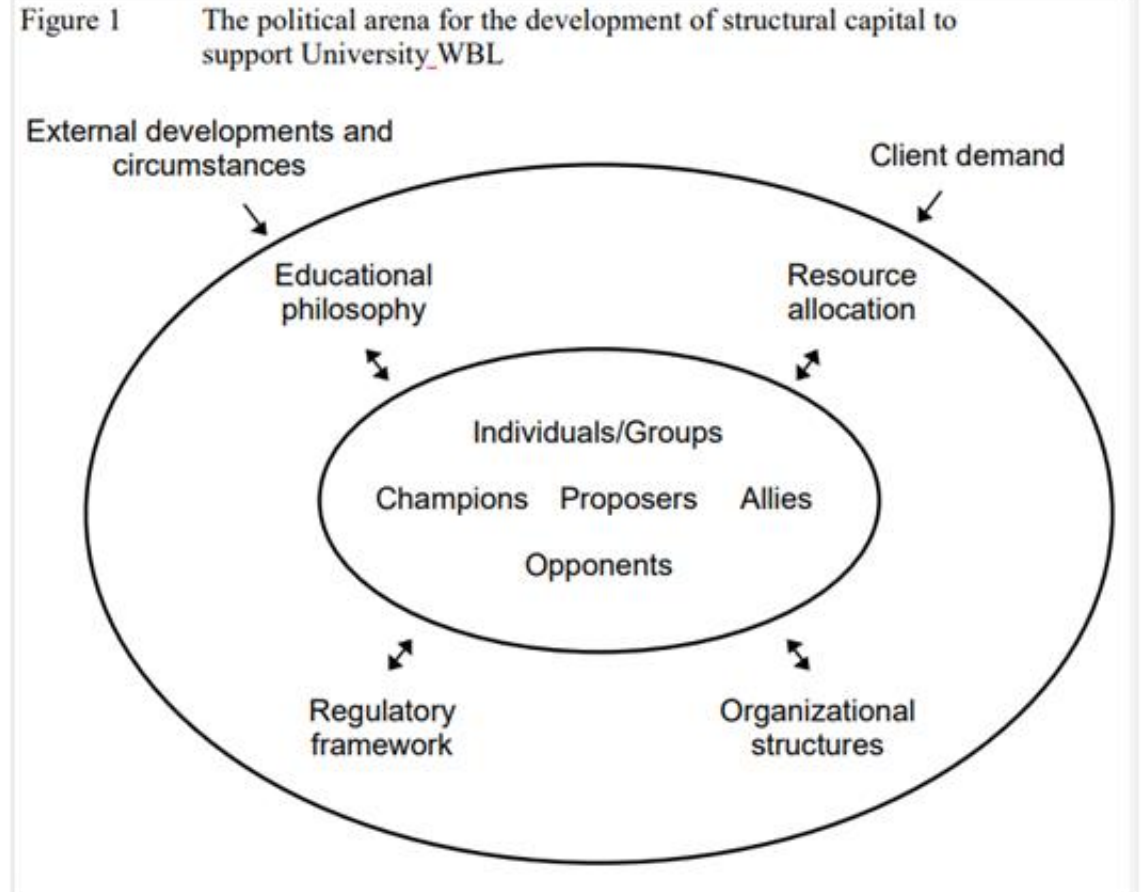
Under development (subject to approval)

- Paramedic Practice
- Registered Nurse
- Teacher

*Developing the structural capital of Higher Education
Institutions to support work based learning programmes*

“Structural capital is concerned with the organising and structuring capability of an organisation and is expressed in formal policies, regulations, procedures, codes, functional business units, task groups, committees or less formal cultures, networks and practices which influence practices and procedures” (Stewart 1997)

“... activities include partnership working, staff development, resource allocation, curriculum design, facilitation and management of academic accreditation and administrative support systems”



Reflections on the journey
Value from the Interim visits during
COVID-19?

Intent – Implementation – Impact

Overcoming Challenges:

- Digital Delivery: Innovation -v- Inertia
- Staff Priorities: Initiatives -v- Retrenchment
- On-line Progress Reviews: Transparency -v- Tick-box
- On-Line Safety: Contextualisation -v- Token gesture

Reflections on the journey Value from the Interim visits during COVID-19?

Action Research: Stepping up to on-line delivery

Key Considerations:

- ❖ On-Boarding and Building Community
- ❖ Maintaining Trust and Confidentiality
- ❖ Balancing Flexibility with Compliance

Teaching Models for Blended Delivery of Work-Based Learning:

- ❖ Experiential Workshops for KSB Evidence
- ❖ Peer to Peer Story Telling
- ❖ Simulation for Work-Based Learning

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Governance chain for enhanced Leadership and Management

(Simplified version, excludes specific communities and sub-groups, e.g. Apprenticeship Operations Group, National Centre for Excellence, WBL Coach Team Meetings, etc.)

Academic Assurance Committee
(Board of Governors)

Academic Board

University Leadership Team

Teaching & Learning Committee

Accountability
in wider SHU
governance

Apprenticeship & Work Based
Learning Steering group

Apprenticeship Operations
Leadership Team

Apprenticeship College
Operations Group (ADOG)

Apprenticeship
lines of escalation

- 3-way APRs
- Progression Monitoring
- Attendance & 20% OTJT

Monthly Delivery Team
Meetings (ACL / WBLC)

Apprenticeship Departmental
Operations Group (ADOG)

Monthly delivery/
operational cycle

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The Monthly report – KPIs:

- Institutional QAR
- EPA Grading
- Average Degree Classification
- Destination
- Programme Progression - Overall
- Programme Progression by Demographics
- Programme Progression by Subcontractor
- Functional Skills
- EPA Grade Forecast
- Average Caseload for WBLC
- Module Pass Rate
- Average Module Marks
- Out of Funding
- Review Timescale Compliance
- Attendance
- Apprentices Touch Point Survey Results
- Employer Touch Point Survey Results
- Engagement with DSS, SSAs and EAs
- Engagement with SU offering
- Award Entries
- Award shortlists
- Applications
- Offers
- Accepts
- UF Accepts
- Enrolments

On Programme – App Standard Performance & Av Module Marks



KPI Tolerance: BG \geq 80% / A < 15% / R < 5%

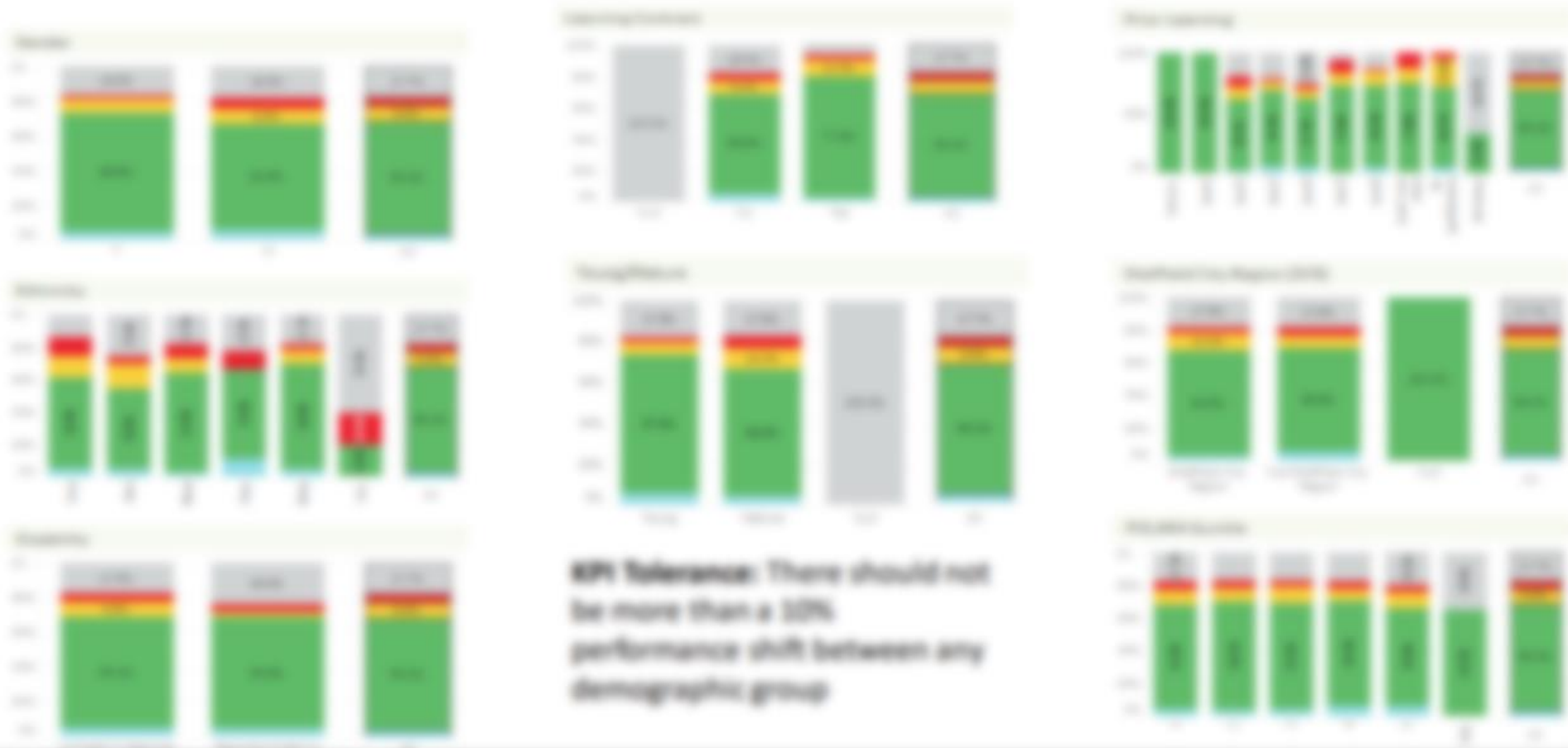
Module	Pass	Fail	Total
App Standard Performance	80%	15%	5%

App Standard Performance Summary



KPI Tolerance: >60 marks

On Programme – Performance of Demographics



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What is a deep-dive?

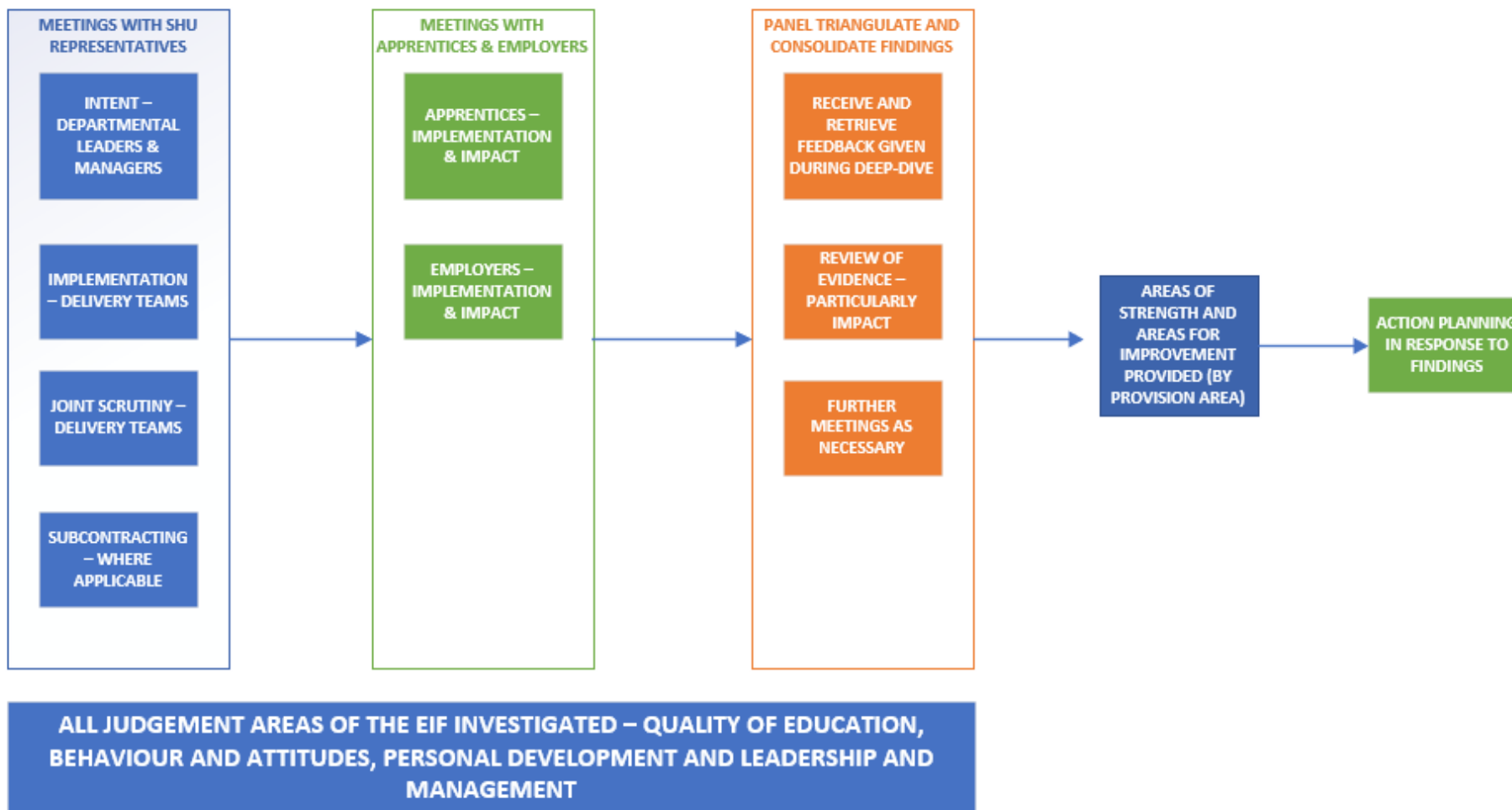
- Not a mock Ofsted but...
- Quality review based on EIF
- Identify areas of strength and areas for improvement
- Led by our external consultants (quality improvement partners), Mesma
- Panels are 50/50 split Mesma / SHU

Deep-dive holistic scope

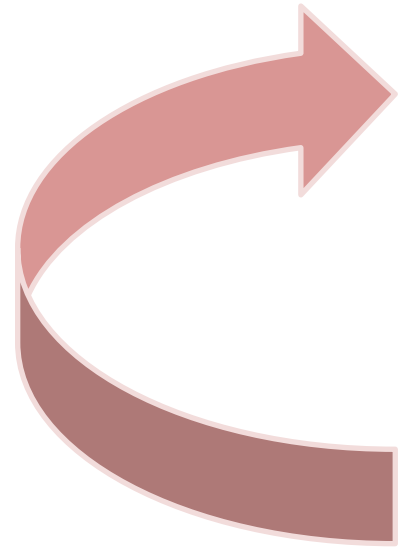
Examples of Human Capital investment

- Work Based Learning Coach, Manager and Deputy Head
- Apprenticeship Course Leader
- Associate Dean Business & Enterprise
- DSO – Apprenticeships
- Senior Quality Officer for Apprenticeships
- Board member with accountability for Apprenticeships

What happens during a deep-dive?



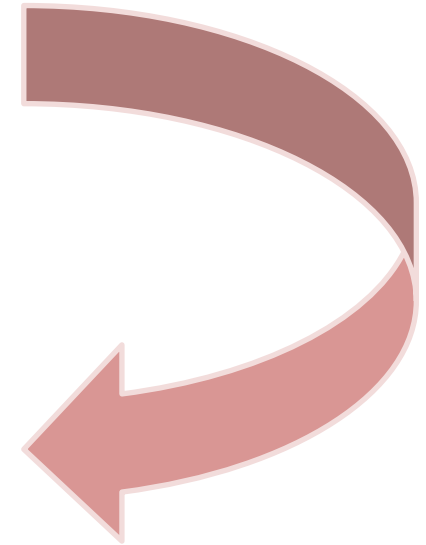
What happens as a result of deep-dive?



Culture drives behaviour

Shared assumptions

Actions change culture



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Embedding Personal Development Education Inspection Framework (EIF) - Extract:

- The curriculum should support learners to develop their knowledge and skills beyond the purely academic, technical or vocational. This judgement evaluates the provider's intent to provide for the personal development of learners, and the quality of the way in which it does this.
- developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
- developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society
- developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
- providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
- supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully.

Ofsted will look for that integration by asking *your Apprentices*

We need to *SEE* this in curriculum

Scheme to Embed Essentials SEE: 6 themes for structure

- On-Boarding
- Wellbeing and Safeguarding
- Succeeding in your OTJT
- Equality Diversity and Inclusion
- British Values and Prevent
- Careers Guidance

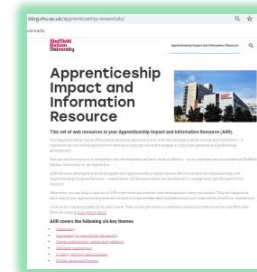
Integrated Implementation... 3 methods:

Curriculum

Module	Credits	Month				
		1	2	3	4	5
Module 1SPD	20	█	█	█	█	█
Module 2Project 20140	20					█
Module 3	20			█	█	█
Module 4	20					█
Module 5	20					█
Module 6	20					█

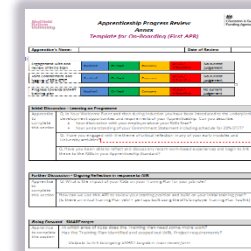
Essentials contextualised by subject

AIIR (on-line resource)



Developmental tools, linked to job role

APR - Annex documents



- Discussion of curriculum
- Reflection on experience
- KSB Action planning

OfSTED, 2022

Leaders and managers have developed a comprehensive framework for planning the wider curriculum for apprentices. They have developed a ‘scheme for embedding essentials’, which helps staff to plan where relevant topics such as preparing for life in modern Britain fit naturally into the curriculum.

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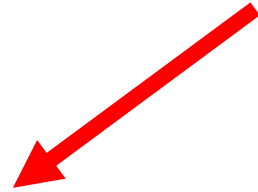
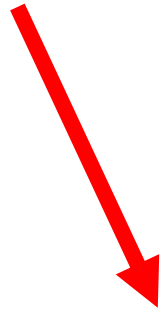
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- **Individualising the Curriculum**



Your Workplace Experiences

Your
Workplace
Experiences



Reflective Practice

KSB Achievement



Individualising the Curriculum

Starting Point Review Activity

Overview of steps:

- ✓ Apprentice and Employer complete the Skill Scan
- ✓ WBL Coach introduces the mandatory Starting Point Exercise
- ✓ The Apprentice completes the preparation (Strong, Low, Ambiguous)
- ✓ ACL emphasise during induction
- ✓ PPD Module tutor facilitates peer to peer curriculum session
- ✓ Apprentice completes and sends the grid to WBL Coach for 1st APR
- ✓ Action Plan developed (appended to PPD assessed submission)

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Some conclusions:

- OfSTED are learning to adapt a child-centred compliance framework to a fluid academic community. Those academics may have less vocational knowledge than the collection of “learners in the room”.
- HE adaptation is resource intensive, but it can have remarkably positive impact
 (“... Hey we should do this for all 30,000 learners!”)
- Investment in Structural Capital is key, needing top level buy in and actions flowing throughout.
- Date drive escalation through governance aids transparency to drive authentic support interventions
- Compliance is not a project. Focus on the positive practice.
- A collaborative culture across academic, operational and coaching communities is key to realising impact.

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“It is anticipated that these issues are likely to have a ripple effect in that, once systems are designed to respond to one group of non-traditional students, principles are generated and transferable to others demonstrating that there is real potential to improve the way an institution functions and responds to the needs of a knowledge-driven economy”.