

Work Based Learning Symposium

“Lessons learnt from existing work-based learning programmes”

Graduate Apprenticeship Civil Engineering

UHI | INVERNESS



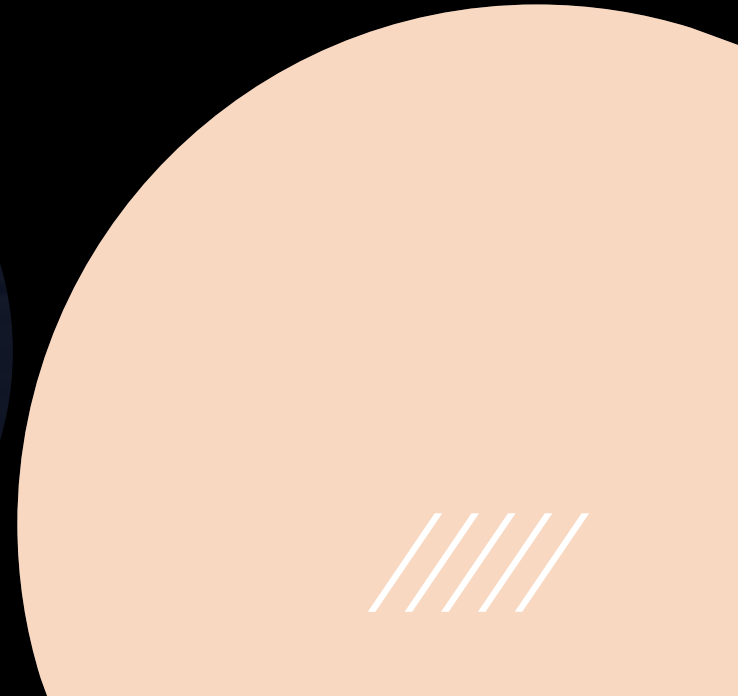


Who are we?

- Matt Millward



- Liam Mackay



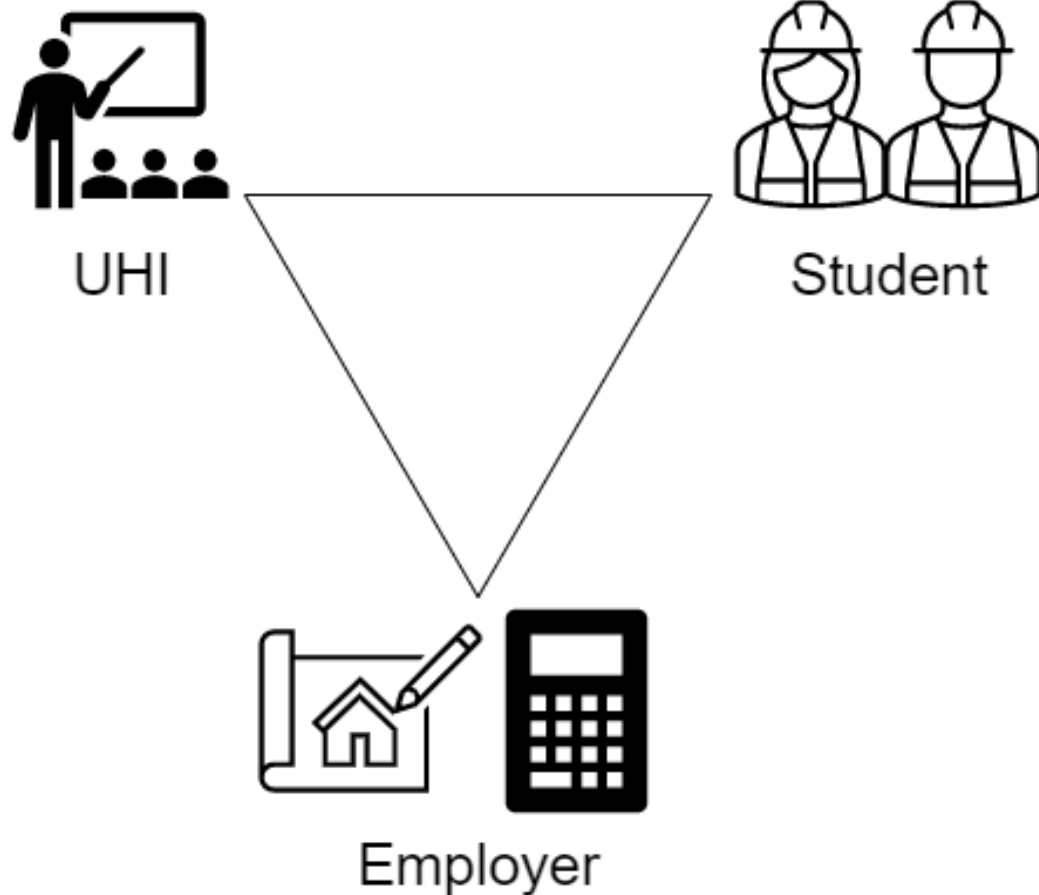
Background of the Civils qualification and how you reviewed existing one and developed the GA version?

- UHI Inverness ran a full time BEng Civil Engineering degree
- Falling numbers on full time.
- Low unemployment in the region
- Desire from employers to grow their own.
- More rounded student with work experience for employers
- Ability to match learning outcomes to work experience
- More enticing for students who have ability to earn while learning



What is it?

- A three-way *partnership*
- Develops the *skills* necessary to provide a pathway to BEng (Hons)
- Developed under SDS *framework*
- Evidences *work based learning* on real life projects (contracting, client, consultancy)
- Provides an *academic base* for professional qualifications





Explain the block release and how it supports peer to peer understanding

- Students have differing work experiences and can share in the classroom environment
- Also build relationships in college which assist them in the collaborative work environment.
- Block release allows students to implement both learnings from UHI as well as bring learnings from work to us.
- Block release has allowed a dedicated concentration of time where students can apply fully towards their studies compared to day release.
- Blocks are 3 no 3 weeks through the academic year – beneficial over day release. Also 4 no 2 weeks in final year.
- Work based mentors allow previous students to assist new students on the journey within their companies

Flexible Delivery Model



Year 1: 3 blocks (November, January, May)

- Each 3-weeks = 9 weeks total

Year 2: 3 blocks (October, January, May)

- Two 3-week blocks, one 2-week block = 8 weeks total

Year 3: 4 blocks (September, December, March, May)

- Each 2-weeks = 8 weeks total

Year 4: 3 blocks (September, January, May)

- Each 2-weeks = 6 weeks total



Learning holistically and mapping this across the different outcomes

- Due to students having a wide array of experience in the workplace we can focus this towards many different areas of the curriculum.
- As a curriculum team we can look at what the individual student is doing in the workplace and give student centred delivery and assist in mapping their experience to the module outcomes.
- We also suggest areas that the student can ask for more experience when they return to work that will assist in their studies.
- Project based assessments allow a holistic approach to assessments
- Groupwork between peers to share experiences.



Bethany Clark

Highlight

“**Making connections** with students in a variety of disciplines helped give a good understanding of the industry”.

Why Do It?

“Good way to gain a **knowledge** base to compliment **experience** gained through work”.

Plans for Future

“Progress with **Incorporated Engineer** professional membership with The Institution of Civil Engineers”.

Fairhurst



How you design assessments to incorporate the apprentices work activities

- Professional Practice is a portfolio of evidence in the workplace where they submit throughout the academic year. This is alongside a witness testimony from work confirming their involvement in the workplace. This works alongside the ICE attributes and allows a progression to professional accreditation.
- All assessments give candidates the opportunity to submit work based evidence in place of the given assessment.
- Example of Civil Engineering measurement and contract law (Programmes, Bill of Quantities, Early Warnings, Compensation Events)

