

WORK-BASED-LEARNING GOOD PRACTICE, UK

“Networking of VET providers for improving quality of work based learning at local and transnational level”

Project No.609096-EPP-1-2019-1-IT-EPPKA3-VET-NETPAR



AUTHENTICITY OF WORK-BASED LEARNING

... a context for effective practice



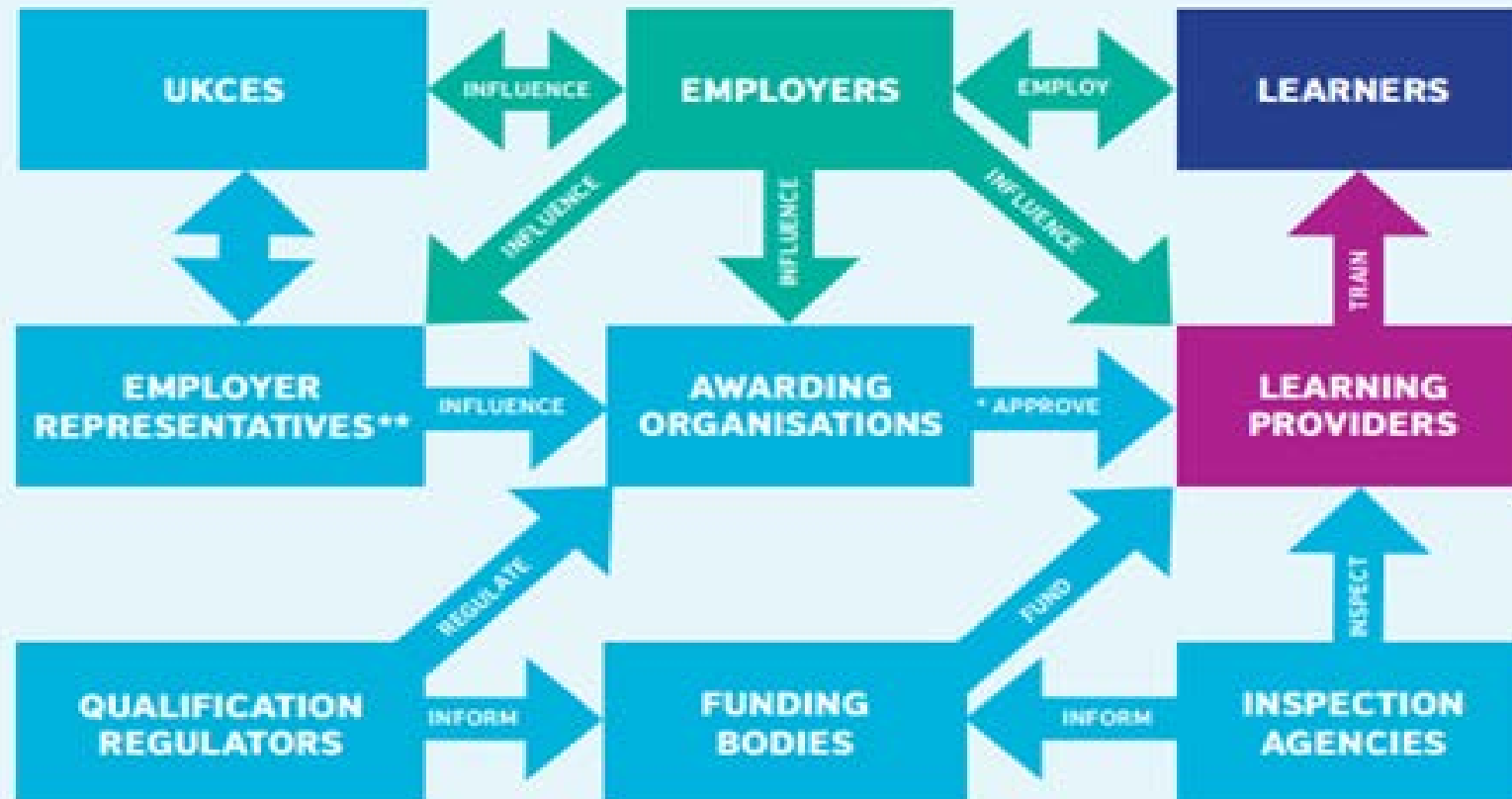
WORK-BASED-LEARNING AND APPRENTICESHIPS, UK

- Compulsory education until the age of 18
 - Stay in full-time education
 - Spend 20-hours or more a week working or volunteering while in part-time education or training
 - Start an apprenticeship or traineeship

WORK-BASED-LEARNING AND APPRENTICESHIPS, UK

- Apprenticeship: operates as, first, a job and under all circumstances an apprentice will be employed from day one of employment. The apprentice is covered in the same way (legally) as an employee, by labour market legislation, in terms of their status as an employee and is entitled to the same employment rights as other employees including holiday entitlement and maternity leave.
- Traineeship: is a course that includes a work placement element. They are for those who have little or no work experience but are motivated to work. Traineeships can last from 6 weeks up to 6 months and are available to help 16-24 year olds get ready for an apprenticeship.

STAKEHOLDERS IN THE SYSTEM, UK



WORK-BASED-LEARNING AND APPRENTICESHIPS, UK

- The Government set a target of 3 million new apprenticeships by 2020 in the 2015 Queen's Speech. The Government is under an obligation to report annually on its progress towards meeting this target.
- At the end of January 2019 there had been 1,709,500 apprenticeship starts since May 2015, which is just 57% of the 3 million target.
- In the first three quarters of 2019/20 academic year (August-April) there were 275,900 starts. This was a drop of 13% from the same period in 2018/19, with around 43,000 fewer starts.

WORK-BASED-LEARNING AND APPRENTICESHIPS, UK

- The age profile of people starting apprenticeships changed between 2017/18 and 2018/19, with a higher proportion of starts from apprenticeships over the age of 24.
- 46% of the apprenticeships started in 2018/19 were by people aged over 25.
- The age group with the largest increase was by those aged between 35-44, with 21% more starts than in 2017/18.

CORONAVIRUS RESPONSE

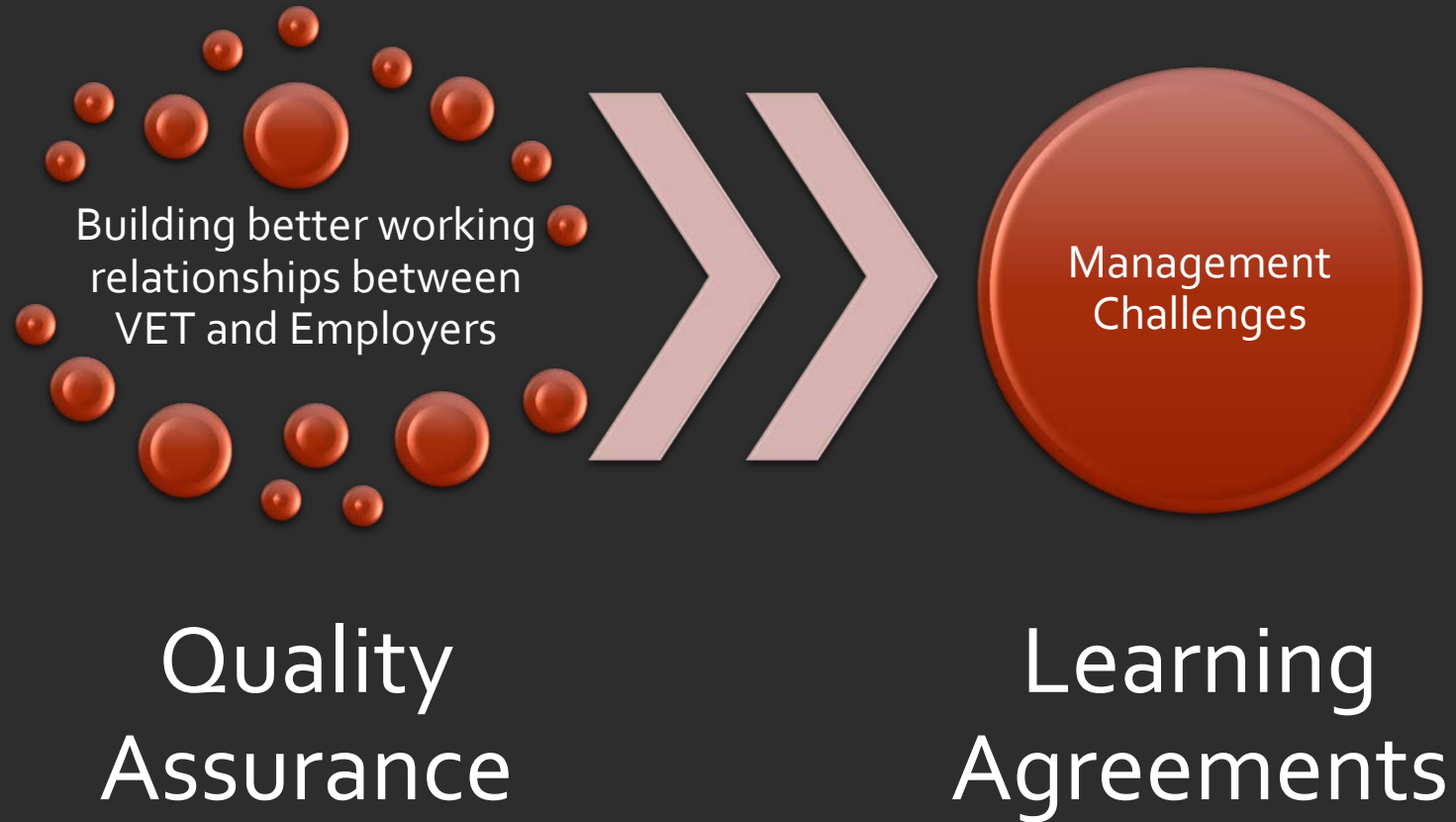
- A temporary measure has been introduced to enable employers and training providers are able to set in place a break in learning. Previously, only the apprentice themselves were able to do this.
- Any apprentice who continues to work will continue to be paid, even if they have a break in learning.
- A break in learning may also be necessary if the apprentice is furloughed, placed on unpaid leave or made redundant.
- To support apprentices to continue and complete their apprenticeship wherever possible.
- Encourage the use of digital and/or distance-learning tools if practical to do so.
- Provide some face-to-face contact for 16-19 year old apprentices where possible and practical.



WORK-BASED-LEARNING AND DROP-OUTS, UK

- 'Potential Cause for Concern' ...
- In terms of drop out and participation, socioeconomic status remains a powerful predictor of young people's chances of experiencing transition into sustained work-based-learning.
- Those from disadvantaged backgrounds face ongoing difficulties in the labour market ... mainly through unsupported transitions at key stages.

CHALLENGES

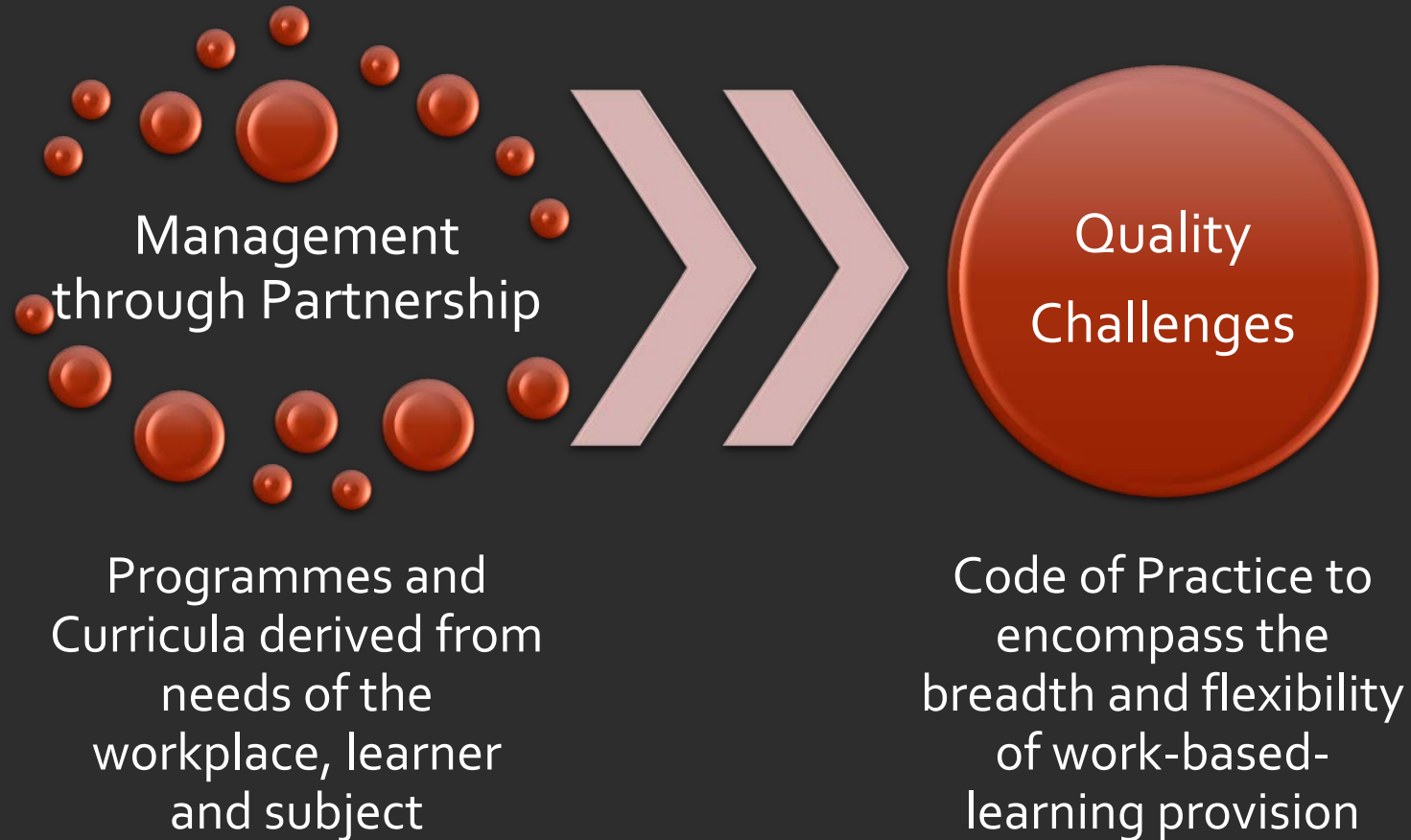


WORK-BASED-LEARNING

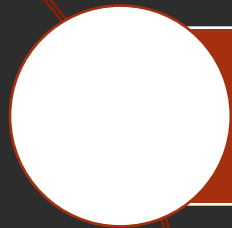
- Learning through work.
- It consists of authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet an identified workplace need.
- The type of learning typically has a dual function of being designed to meet the learning needs of the employees, developing their knowledge, skills and professional behaviours, and also meeting the workforce development needs of the organization.
- Work-based learning is, therefore, learning which is distinguished from work-related or simulated learning activity that has not been formulated or commissioned by, or in partnership with, employers to address a current workforce need. *UK Quality Code Advice and Guidance, Work-based Learning



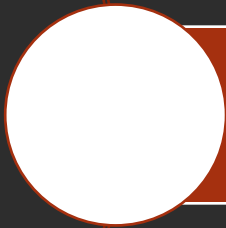
CHALLENGES



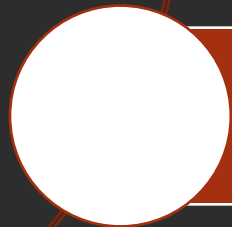
OPERATIONAL FOCUS OF WORK-BASED-LEARNING



Designing
... business development focus



Delivering
... supportive learning culture



Evaluating
... capturing impact

GUIDING PRINCIPLES, UK QUALITY CODE

- Work-based-learning are designed and developed in partnership with employers, students and other stakeholders
- Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace
- Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students
- Education organisations and employers consider any specific issues in relation to the workplace environment and deal with them accordingly, including informal agreements where appropriate

GUIDING PRINCIPLES, UK QUALITY CODE

- Work-based-learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes
- Parties understand and respect the respective roles, responsibilities and expectations of the education organisation, employer and student, and appropriate training and support is provided where required
- Education organisations and employers acknowledge individuals have unique needs within the education organisation and in the workplace, and collaborate to ensure opportunities are inclusive, safe and supported
- Work-place-learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers

EFFECTIVE PRACTICE EXAMPLE

- *"In recent Ofsted inspection our Apprenticeship provision was rated Outstanding with Ofsted inspectors stating that "Apprentices develop an extensive range of skills and knowledge and many extend and deepen specialist skills beyond the requirements of their qualifications."*
- *Bridgwater & Taunton College has strategically placed itself as the region's leading provider for technical and professional training. We work in collaboration with a large number of local and national employers to train the next generation of professionals, combining leading edge practice with a wealth of opportunity and development.*



BRIDGWATER & TAUNTON COLLEGE – KEY ELEMENTS

- **Employers are involved on a national scale in the creation of the new apprenticeship standards.**
- There is a dedicated **Work Experience Team** to support full-time students to gain work-based-learning, working alongside a
- **Business Development Department**, including
- **Apprenticeship Recruitment Advisors** and
- **Account Managers** dedicated to forging and maintain relationships with employers



BRIDGWATER & TAUNTON COLLEGE – KEY ELEMENTS

- Effective **three-way partnership** between **learner, employer** and Bridgwater & Taunton **College**, meeting a minimum of every 5-6 weeks to review apprentice progress.

Recognised by Ofsted as Outstanding* practice

* Ofsted is the Office for Standards in Education, Children's Services and Skills



HILTON APPRENTICESHIP ACADEMY (HILTON WORLDWIDE, UK)

- Combines college-based courses with work-based-learning across six disciplines:

1. Front Office
2. Food and Beverage Service
3. Multi-skilled Hospitality Service
4. Living Well Exercise and Fitness
5. Sales



HILTON APPRENTICESHIP ACADEMY (HILTON WORLDWIDE, UK)

In terms of numbers within the UK, Hilton is growing its apprenticeship scheme by almost 30 per cent in 2020, with 274 apprentices currently, and a further 76 apprentice roles will be available over the next 12 months.

"Young people are facing a difficult job market with high youth unemployment and many will be considering alternatives to university study. Our Hilton Apprenticeship Academy provides an entry-level education into the exciting world of hospitality and an attractive route into employment with one of the world's leading companies of its kind." Ben Bengougam, Hilton Worldwide's Vice President, Human Resources, Europe.



PARTNERSHIP

The VET provider is then expected to regularly co-ordinate and communicate with Hilton Cluster / Unit Training Managers and Cluster / Unit HR Directors on a bi-monthly basis to maintain a high profile for The Apprenticeship Programme within Hilton.

This ensures that the apprenticeship journey remains on track and any issues addressed early on and at regular intervals.

Hilton and the VET review the progress of all recruited Apprentices at 6 weeks from commencement and ongoing throughout the programme and the VET provider also becomes the first point of contact for learner queries, providing a quick and effective response.



OPPORTUNITIES FOR THOSE AT RISK

Hilton has a number of initiatives tied into the Hilton Apprenticeship Academy including

- Galvin's Chance (a work apprenticeship programme that provides vulnerable and at-risk individuals, including those convicted of violent crime, the opportunity to work in the hospitality industry) and the
- HOPES project (a unique initiative that is designed to give people from disadvantaged backgrounds the opportunity to gain valuable knowledge and experience working in the hospitality industry. It also aims to build their confidence and equip them with the skills they need to pursue careers in hospitality or other industries).



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