# wbl Assessments

## supporting apprentices with the negotiation planning and implementation of wbl assessments in a virtual space

# Aim

The intention was to use timetabled sessions to work with apprentice learners and ensure they were making progress and gaining confidence to execute work-based assessments. The projects were a required feature of a key SHU assignment. The sessions would check how the proposals specifically aligned do the Knowledge, Skills and Behaviours in the Apprenticeship Standard and could deliver impact for the employer.

# Benefits

* The outcome of the planned session was a clear step forward towards End Point Assessment for each apprentice
* Trouble-shooting in terms of project initiation and planning
* Early identification of issues in relation to scope of project design of action research, employer buy-in and general motivation to progress KSBs
* Sessions were recorded edited and made available for later watching

# The Outcome

The apprentices were offered preparatory activities, reading and resources to help engage them prior to the sessions and ease them in to the aims of the group discussions. It was evident that on this occasion, the apprentices were balancing various priorities and it was important to enter the sessions as a tutor who could choose to either capitalise on the preparation, or engage more fluidly with apprentices struggling to balance their 20% Off the Job Training . This required a more agile approach to facilitation, adapting to the needs of a diverse cohort.

# Future Developments

The approach enables the continued flexible delivery of the block teaching format, without compromising on the requirements of work based learning that is collaborative and relates to the experiences of the apprentice in their own organisation. However the on-line group discussions were not as impactful as their equivalent peer to peer campus based inquiries. Workplace distractions got in the way for some learners, whilst for others they seemed reluctant to participate with the usual levels of curiosity and inquiry.

Therefore, additional investment went into 1:1 supervision. However, the overall principles of structured delivery with variety of tasks and outputs can be transferred to any delivery of on-line apprenticeship block teaching. Sessions were recorded edited and made available for later watching

# Recommendations to Other Staff

Access through each of the tools we have available can be problematic leading to inconsistent experience and potentially missing out of live sessions.

Try not to make too many assumptions about preparation, and be ready to work from a worst case scenario and mixed levels of preparation.

For more in depth discussions groups of three - four learners seems to work well to bring our authentic comparison of progress and challenges and engage in a good depth of project evaluation.

Ultimately when an apprentice is designing, progressing and reviewing a major work-based project their priority is to get some it is 1:1 supervision on the overall project and its management. Learners reflected that this was more valuable for final year projects, already underway, then any of the collaborative time. Build this in and check your work plan!

# Further & Related Information

|  |  |
| --- | --- |
| Key Platforms | Andragogic Impact (including WBL) |
| [Laurillard](https://shu.primo.exlibrisgroup.com/permalink/44SHU_INST/at0fmn/alma99470140602501) learning activities (shade the applicable cells green) |
| *Platform 1:*  | *Acquisition* | *Inquiry* | *Discussion* | *Practice* | *Collaborate* | *Production* |
| *Zoom / Webex / Collaborate* | * Used for Live sessions including group work
* Each platform presented differing challenges for joining, engagement, ease of use –
* Zoom was preferred for ease of use but some students not permitted to use
* Webex is clunky and several students had registration and access issues
* Collaborate works but is limited and a bit clunky several students (NHS particularly) do have issues with firewalls
 |
| *Platform 2:*  | *Acquisition* | *Inquiry* | *Discussion* | *Practice* | *Collaborate* | *Production* |
| *Screencastomatic* | * Used for recording and setting self-study sessions
* Recordings of short workshop sessions that include presentation, reference to other content to view (you tube) listen and read, and various analysis activities
* Encourage students to collaborate in completion of learning activity but with limited success - Pointing towards *specific* learning resources in tutorial activities more successful
* Don't overload with content - Inconsistent engagement and not completed at the time allocated
 |
| *Platform 3:*  | *Acquisition* | *Inquiry* | *Discussion* | *Practice* | *Collaborate* | *Production* |
| *Whats app / Phone / e mail* | Communicating with the group whilst in the workshops involved a mix of a whats app group, e mails, phone and text to enable all group communication that is not totally reliant on being on the computer, and one to one conversations where neededKeeping an eye on all is challenging  |

# Profile

Tutor name(s): Paul Wyton

Faculty: BTE

Size of cohort: Circa 20

Key themes: On-line; work based learning; WBL Projects, supervision, work planning; andragogy; leadership and management, communication channels, firewalls