Across 3 Time Zones – Trials and Tribulations of Distance Learning

Case Study:- CMDA Army Cohort
Becky Quew-Jones
Programme Director

Nigel Ward
Course Leader
Contribute to the government’s target of three million apprentices by 2020 (BIS 2015a) but also provide employers greater opportunity to engage with the curricular (Richard Review 2012)
CMDA – Business and Law Faculty

**Sept 2016** – Level 6 launched first cohort of CMDA (std).

**Sept 2017** – Level 6 second cohort CMDA (std).

**January 2018** – Level 6 CMDA (DL) distance learning.

*Support by government/professional bodies – to “close productivity gap”, avoid ‘accidental managers’, need 1.9 million new managers by 2024.*

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*CMI*

*It commits to “empowering employers and placing them at the heart of the apprenticeship system”.*

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*p.372 Daley et al (2017)*

*WBL for adult learners ‘led’ in 1990’s by Middlesex, Portsmouth, Leeds.*

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*(Rowe 2016)*

*Supported by a central infrastructure - a critical success factor.*

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*(Rowe 2016, Mulkeen 2017)*
Chartered Manager Degree Apprenticeship (CMDA)

“..can take responsibility for people, projects, places, operations and services to deliver long term organisational success, with professional recognition of their ability to deliver impact, behave ethically, and demonstrate their commitment to continual learning and development.”

the CMDA offers a new route for professional management (Francke 2015)
CMDA Standards

Degree Apprenticeship Trailblazers
More recently the Apprenticeship standards claim to provide a real opportunity for employers to collaborate by leading the curriculum interventions by trailblazers.

DA’s Trailblazers – led by employers resulting in a two page standard:

Knowledge
• Organisational Performance-delivering long term purpose

Skills
• Interpersonal excellence -leading people and developing collaborative relationships
• Personal effectiveness – managing self

Behaviours
• Takes responsibility
• Inclusive
• Agile
• Professionalism

Bravenboer & Lester (2016) two such stakeholders there remains a ‘degree of tension between what each may think they are recognising.” p409
Challenge One – Stakeholders

Ensuring all stakeholders are engaged which Bryson refer to ‘as the need for stakeholder support to create winning coalitions’

(2004 p46)
Stakeholders – The Challenge

Universities need to become more flexible in terms of collaborate provision.

(Mulkeen et al (2017))
Degree Apprentices

**James Woodworth**

- Experience of managing a small team in challenging environments.
- Develop my self as leader & manager.
- Open mind to new / alternative ways of managing.
- Can substantiate & develop views.
- Build a kit car.
- Give my son the right opportunities in life.

**Ben Swainfield**

- Football youth development coach.
- An AT prospecting: deal with challenges each day that support individuals leadership development.
- Even mind to new / alternative ways of managing.
- Can substantiate & develop views.

**Kat Conner**

- Be a better role model and leader to those junior to me.
- Be a better version of myself.
- colourful life brings experience in loads of different areas.
- Council estate perspective.
- Made an elephant
- Be a forensic expert.

**RQM549 @ IT GOOGLE**

- Mother
- Dirty Divorcee
- coloured life brings experience in loads of different areas.
- Council estate perspective.
Research Shows

Historically – collaboration weak
Pre-Degree Apprenticeships

- HE is required to be responsive to the needs of industry and commerce. NICHE (1997) and ‘highly desirable’ NICHE (2000)
- forge stronger alliances between business and relevant departments in Uni’s Leitch Report (HM Treasury 2006)
- “Businesses have a crucial role in the funding and design of programmes”. BIS Higher Ambitions P.10)
- “need for a closer fit between what is taught in HE and the skills needed in the economy.” p.23 Browne Review (2010)
- “employers are involved directly in development and specification of qualifications Wolf (2011) p. 18
- Greater influence was required from employers in designing the curriculum (Richard 2012)

Future Opportunity for Impact

Post 2014 announcement of Degree Apprenticeships

- an offer employer opportunity to shape the curriculum in 2014 - Daley et al (2017) committed to “empowering employers and placing them at the heart of the apprenticeship system” p.372
- The opportunities for the employers to shape curriculum content is one of the main rationales underpinning current apprenticeships programmes” p.380 Antcliff (2016)
- Success of Degree Apprenticeships will depend on employers and Universities working together (BIS 2016)

- Apprentices that do meet the trailblazers requirements of knowledge, skills and behaviours
- Collaborate with employers to design and deliver an attractive curriculum for all stakeholders—relevant to todays dynamic business environment

And more...

- Pedagogical transference of good practice be transferred to other curriculum area i.e. other DA programmes and more traditional courses
- Further academic research in an relatively sparsely researched area due to the recent effect of DA’s
Apprenticeship Ambassadors

• Employers via Degree Apprenticeship advisory groups.
• Set meeting to report KPI – Client relationship management with Army.
• Annual Business Conference – excellent ideas this year!
For Line Managers We...

Offer feedback mechanisms for managers to encourage:

- 20% ‘on the job’ development.
- Supportive of their managerial development.
- Provide opportunity for further responsibility.
- Provide opportunity to practice new skills.
- Provide opportunity for work based projects.

What we do:

- Set up a Moodle Page – CoP.
- Regular feedback via progress reviews.
- Meet with twice a year (Not for Army Yet!).
- Invited to Attend Annual Business Conference Day and invited to assessment day.
Mentors

Welcome

Welcome to the Mentor and Manager Toolkit Moodle site. This site is provided to support your degree apprentice through their apprenticeship journey whilst they graduate and End Point Assessment.

Introduction

Degree Apprenticeships are a very new proposition for the University of Portsmouth which for Business and Law commenced in September 2016. Therefore, the Manager and Mentor which supports the Degree Apprenticeship courses are still very much in their infancy.

GROW model

WHAT'S NEXT
Mentee defines SMART actions they'll take, including a timeline and clarification on follow-up with the mentor.

GOAL
Clarify with the mentee what they'd like to accomplish and what outcome they're looking for.

OPTIONS
Mentee identifies possible options to move forward on the current issue or mentoring topic.

REALITY
Gain understanding of the mentee’s current situation and perception of the environment in which they're operating.

UNIVERSITY OF PORTSMOUTH
Mentor and Line Manager Support in the Army

• Having to make career choices.
• Organisational Culture.
• Operational tempo.
• Changes in Line Manager and Mentor.

• Support from Army HQ.
• Army developing mentorship scheme.
• Developing and challenging current thinking.
• Initial distrust of mentors i.e. what’s in it for them!
Challenge 2 – Course Design

There has been little cited in terms of pedagogy in terms of Degree Apprenticeships Lucas (2016) cited in Way (2016)

Design Challenges and Opportunities:-

- Adult learners.
- Strong focus on Work-based Learning.
- Distance Learning.
- End Point Assessment:
  - Work-based Learning Project.
  - e-Portfolio.

*Put knowledge and skills to immediate use* Antcliff (2016)

*Specific reference to the WBL project* Irons (2017)
CMDA – Course Design

vocational context inclusive of work based learning
20% of the apprenticeship must be ‘off the job’ (BIS 2015)

Project based units showing evidence of the accumulated knowledge and understanding of management and application within your own organisation

Provides opportunity to build evidence of behaviour and skills contributing to an e-Portfolio

Theoretical knowledge (more traditional theory)
Welcome to my ePortfolio

My Name is Daniel Flounders and I am a Reconnaissance Sergeant in the Royal Engineers based in Catterick Garrison. I have currently served in the British Army for 14 years and during this time have deployed on operational tours to Afghanistan and South Sudan, as well as overseas exercises to Kenya and Belize. I have also completed a 3 year posting as a Section Commander Instructor in a phase 2 training establishment. Have a read of my CV for a full overview of my entire career so far.

I have recently begun under graduate studies with the Army Chartered Management Degree Apprenticeship Scheme (CMDA) in partnership with Portsmouth University towards a BA (Hons) Degree in Leadership and Management. This ePortfolio will record my journey for the next 3 years and beyond!
Personal Tutoring Sessions

Mostly via WebEx by Course Leader. PDP’s, PDR’s and Progress Reviews.

University support:
- Course Leader / Personal Tutor.
- Unit Co-ordinator.
- PBS Study Support.
- Library Support.
- IT Support (e-Portfolio)

External Support:
- Army Headquarters.
- Mentor.
- Line Management.

<table>
<thead>
<tr>
<th>Date of Review:</th>
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<tbody>
<tr>
<td>Faculty/Degree: BA (Hons) Business Leadership and Management (DA)</td>
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Overall summary of progress against CDMA Standards (please circle as appropriate and action plan within the document as appropriate to the individual learner needs)

<table>
<thead>
<tr>
<th>Exceeding Standard Expected</th>
<th>Within Standard Expected</th>
<th>Some Concerns</th>
<th>Additional support required</th>
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Progress to date:

<table>
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<tr>
<th>Units</th>
<th>Final Assessment Grade</th>
<th>Assessor’s Comments and Feedback in addition to original feedback documents</th>
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<tbody>
<tr>
<td>U25366 Principles of Management</td>
<td>80</td>
<td>Excellent result for first written assignment</td>
</tr>
<tr>
<td>U25367 Professional Skills Development</td>
<td>74</td>
<td>Excellent result but specifically development of presentation skills</td>
</tr>
<tr>
<td>U25369 Business Operations and Systems Management</td>
<td>81</td>
<td>Excellent result</td>
</tr>
<tr>
<td>U25364 Business Conference-Management in Business</td>
<td>77</td>
<td>Excellent result – the report was strong.</td>
</tr>
<tr>
<td>U25365 Marketing Principles in Practice</td>
<td>81</td>
<td>Excellent Marketing Plan</td>
</tr>
<tr>
<td>U25368 Working in a business Environment</td>
<td>88</td>
<td>Excellent – presentation was of an extremely high level too!</td>
</tr>
<tr>
<td>Final Grade for Level 4</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

Action Plan agreed with Degree Apprentice

<table>
<thead>
<tr>
<th>Term</th>
<th>Aims</th>
<th>Target Date</th>
<th>Complete</th>
</tr>
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</table>
Challenge 3 – Course Delivery

How do we deliver across three time zones?
CMDA – Army Distance Learning Delivery

- Dedicated Course.
- Dedicated Course Leader.
- Dedicated Course Site.
- Blended delivery style.
- Personal Tutorials:
  - PDPs’, PDR, Progress Reviews.
- Mentoring:
  - Inclusive of mentoring training session.
- Letting the Apprentice’s nominate session times.
CMDA – Unit Delivery Style

• Residential Week.
• Reader and Workbooks.
• Weekly WebEx Sessions  (Currently Wednesday Afternoons by agreement).
• Full Virtual Learning Access via Moodle.
• Business Conference.
• Optional Refresher Days.

Week Three - 29/01/2018

Study Book: Sections 3 - 3.1
Work Book: Sections 3 - 3.1

Week 3 Reading


Week Three WebEx Session

Marketing's effect - women signing up from 9% to 23%

Stream - Recording of week Three WebEx session
Download - Recording of week Three WebEx session

Week Four - 05/02/2018
CMDA – Unit Delivery Style

• Virtual sessions including ‘flipped’ video lectures, quizzes, videos, extra materials.

• Apprentices leading weekly WebEx Sessions.

• Mix of assignments, reports, practical exercises and feedback behaviours via a 360 degree feedback process.

• e-Portfolio of evidence – application of achievements and capabilities (progressive).
WebEx

- WebEx is one of the easiest and most user-friendly!
Independent Study

the emphasis is on the apprentice taking responsibility for their own learning and critically interacting with material, rather than passively absorbing information

• Expectation of independent study: Challenge need to stay focussed and motivated.

• Advantage: They will have more control over own study and spare time, more choice about when and where to study, more responsibility for own success, choice about time allocation, no-one is checking up on you.
Virtual Learning Sets

How do we deliver across twelve time zones!
Virtual Learning Sets

Deepen apprentices' confidence in their leadership and team participation skills.

Enable apprentices to establish effective, mutually respectful working relationships with co-workers at all organisational levels.

Develop competence among individuals and teams in problem-solving and decision-making processes.

Relate research / learning theory and methods to organisational challenges.

Enhance participants' capacity to reflect on and learn from their individual and collective experiences.

Develop in apprentices an awareness of how their implicit assumptions, beliefs, attitudes, preferences, and organisational interests influence their thinking, decisions and actions.
Virtual Learning Sets

Necessary to organise multiple ongoing learning events to make it effective!

Discipline of the Learning Set in following the learning principals is needed – departure from these can lead to an ineffective group and failure to take action!

The desire to accomplish the task can sometimes overwhelm the reflective / feedback learning process leading to a failure of the process!

In teams where a single individual or single function dominates the group, group think can occur leading to a lack of innovation!

An increase competence in preparing and presenting recommendations concerning urgent organisational issues to executive management?
Your Ideas

• Challenge One – Improving stakeholder engagement
• Challenge Two – Improving Design for Apprentices?
• Challenge Three – Improving Distance Learning Delivery?
Any Questions... Just Ask!
Bibliography


• Bravenboer D, (2016) Why co-design and delivery is a ‘no- brainer’ for higher degree and degree apprenticeship policy Higher Education, Skills and Workbased Learning, vol. 6 Issue 4 pp384-400

• Carter J, Tubbs, N (2017) Degree Apprenticeships, the joy of learning excellence framework and the common good. Journal of Further and Higher education

• Daley J, Coyle J, Dwyer C (2016) Sheffield Hallam University and Nestle: Developing future leaders with CMDA higher education, Skills and Work based Learning Vol.6 Issue : 4 pp.370-377

• Irons A, (2017) Reflection on higher degree apprenticeship development Higher Education, Skills and Work-Based Learning Vol 7 Issue 1 pp.112-122
