

**Title:**                   **Not so quiet on the Preston front: Reflections on delivering the Academic Professional Apprenticeship at the University of Central Lancashire**

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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Discuss the advantages and challenges of adopting an apprenticeship model for the academic development of new staff
- Reflectively consider whether the Academic Professional Apprenticeship would be suitable for use in their own settings
- Discuss the implications of apprenticeship models of learning for curriculum design

### **Session Outline**

The Academic Professional Apprenticeship (APA) was first proposed as a potential means for Universities to make use of their Apprenticeship Levy, supporting the development of academic staff without heavily investing in new programme development. Since the approval of the APA standard in the summer of 2018, however, comparatively few universities have adopted the APA. One such university is the University of Central Lancashire, which launched the APA in February 2019, effectively replacing an established PGCert Learning and Teaching in HE.

The concept that new academics are ‘apprenticed’ into the academy is not a new one; for example Fraser et. al. (2017) follow Scanlon (2011) in identifying that early career academics who move into teaching roles following research degrees have been “‘socialised’ into their discipline” as researchers, and that they adopt the pedagogic practices of more experienced colleagues in order to be accepted into the profession, much like an apprentice learns a trade from exposure to a more experienced practitioner. The use of a Level 7 apprenticeship as the means by which to support new academics formalises the practice-based learning adopted by many PGCert programmes as well as these informal mentoring relationships, but also demands a significant culture shift for many institutions.

In this session we will discuss our experiences of delivering the APA, reflecting on what we have learned from the process and how we can continue to develop this provision. We will invite participants to discuss the application of the APA within their own settings and consider the implications of the apprenticeship approach for Academic Development more widely.

## **Session Activities and Approximate Timings**

5 minutes: Introduction, getting to know participants. Has anyone else adopted the APA or has it been discussed at their institution?

5 minutes: Introducing the APA at UCLan – how the Apprenticeship has been implemented at UCLan

10 minutes: What has worked well about the APA for us?

10 minutes: What barriers have we encountered, and which of our assumptions have been challenged?

10 minutes: Open to discussion.

- Key discussion question: How does an apprenticeship model enhance or challenge the traditional PGCert curriculum?
- Additional questions for discussion: Would the APA work for you? If you already use the APA, what has been your experience?

5 minutes: Conclusions and thanks

## **References**

Fraser, K., Greenfield, R. and Pancini, G., 2017. Conceptualising institutional support for early, mid, and later career teachers, *International Journal of Academic Development* 22:2, 157-169

Institute for Apprenticeships, 2018. Academic Professional Apprenticeship Standard. Available at: <https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/>

Scanlon, L. (2011). "Becoming" a Professional. *Lifelong Learning Book Series* 16 (pp. 13–32)