# IoC Conference: In-work training and qualifications for the digital workforce

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# WP2 The Digital Workforce

*institute of* **CODING**  Aston University

Aim: *To create a new industry-facing market of HEI-led, industry-valued provision in areas of strategic importance*

Built around 4 broad areas described in Workplan as WPs

- WP2.1 Alternative delivery models
  - **…. synthesize good practice into alternative delivery models, including degree apprenticeships [to] make education more accessible to a wider range of learners**
- WP2.2 Specialist provision
  - **…. develop specialist provision in areas of current technical interest to industry …. and will upskill employees with existing technical backgrounds**
- WP2.3 Generalist provision
  - **…. generalist provision [to] retrain employees from a different background**
- WP2.4 Education training
  - **…. training employees with an education/training role in their company**

# Programme for today

- 9.30 – 9.45 Welcome and introduction to Theme 2  (Pete)
- 9.45 – 10.00 Brief summary of D2.1 (Darren)
- 10.00 – 10.15 Brief summary of D2.3 (Tony)
- 10.15 – 10.30 Brief summary of D2.2 (Pete)
- 10.30 – 10.45 Review of the Degree Apprenticeship workshop (D2.19) and key points, any changes and progress in the DA landscape and the IoC provision since the workshop (funding, new courses etc.) (Alastair)
- 10.45 – 11.00 Coffee
- 11.00 – 11.30 Roundtable discussions
- 11.30 – 11.45 Discussion reports (spokesperson from each group)
- Actions and conclusion (Pete)

# IoC Success Criteria

| No. | Abbreviation | Criteria |
|---|---|---|
| 1 | OG | Operations and governance of the Institute of Coding (IoC) established |
| 2 | EE | Growing Large Employer and SME engagement with the IoC |
| 3 | ICB | Institute of Coding (IoC) established as a unique brand |
| 4 | DSC | Innovative digital skills curricula designed, developed and delivered by the IoC Consortium |
| 5 | TSDS | Technologies developed to support teaching and learning of digital skills |
| 6 | ITLS | Innovative teaching/learning spaces developed to support novel interaction between employers and learners |
| 7 | IG | Increase in Industry-focused learners graduating from IoC institutions |
| 8 | IPUG | Participation of groups underrepresented elsewhere in digital skills education/training promoted through the activities of the Institute of Coding |
| 9 | IER | Employability and employment rates higher than the national average for learners graduating from IoC supported courses |
| 10 | LSE | Lessons learned shared with engaged educators beyond those involved in the IoC bid in July 2017 |
| 11 | TPRR | Technical Papers, Research and Recommendations Published by Institute of Coding Digital Skills Observatory and IoC Members |
| 12 | CSD | Conditions created for sustainable delivery of Institute of Coding assets and impact |

# Theme 2 Challenges

- To champion the role of the university as a teaching and learning partner/provider to equip learners for a career rather than jobs

- To draw in more representation from business and industry, across the sectors and from different sizes of company

- To draw in more universities to provide Degree Apprenticeships and other course models, disseminate their knowledge and address needs specific to their region

- Helping universities and employers to understand each others' procedures and timescales for developing new courses

# T2 goals

- Long-term goals
    - **Portfolio of IoC-badged programmes that are demonstrably led or informed by employer requirements**
    - **A roadmap for future provision**
        - informed by the skills observatory in T5
    - **A set of IoC adoption models**
    - **IoC provision development guides for new adopters**

# Degree Apprenticeship - new learners

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| University | Start date | Level | New course/new elements | Course title (e.g. Cyber/AI) | Learners/year |
|---|---|---|---|---|---|
| Aston | Mar-19 | Degree Apprenticeship (level 6) | New course | Legal Technical Specialist | 20 |
| Aston | Mar-19 | Degree Apprenticeship (level 7) | New course | Digital Technical Specialist | 20 |
| Bath | Sep-18 | Degree Apprenticeship (level 7) | New course | Computing (JPM) | 20 |
| Newcastle University | Oct-19 | Degree Apprenticeship (level 7) | New course | Data analytics specialist | 10 |
| Newcastle University | Oct-19 | Degree Apprenticeship (level 7) | New course | Cyber security technology specialist | 10 |
| Newcastle University | Oct-20 | Degree Apprenticeship (level 7) | New course | Computing Science for the non-specialists | 10 |
| QMUL | Sep-20 | MSc/Degree Apprenticeship | New course | Digital and Technology Solutions | 50 |
| QMUL | Sep-20 | Degree Apprenticeship (L6) | New course | Digital and Technology Solutions | 100 |
| Sunderland | Sep-19 | Degree Apprenticeship (level 7) | New course | Digital & Technology Solutions | ? |
| Sunderland | Sep-19 | Degree Apprenticeship (level 6) | New course | Additional pathways for DTS | ? |
| UWE | Sep-19 | Integrated Degree Apprenticeship (Level 6) | New course | MSc Digital and Technology Solutions | 8 |
| UWE | Sep-18 | Degree Apprenticeship (Level 6) | New units | Digital & Technology Solutions | 15 |

c. 300 new DA learners by IoC endpoint

# Deliverables

| Deliverable or milestone | Name | Success Criteria | Workpackage | Due date | Owner |
|---|---|---|---|---|---|
| D2.1 | Gap Analysis | DSC | 2.1 | Nov-18 | UWE/MMU |
| D2.3 | Report on best practises | LSE TPRR | 2.1 | Jul-18 | Aston/UWE |
| D2.19 | Workshop on development of DA | EE DSC LSE TPRR | 2.1 | Nov-18 | Aston |
| D2.11 | Best practices embedded | DSC | 2.1 | Jul-19 | Aston |
| D2.12 | New delivery platform and presence on FL | DSC EE ICB TSDS ITLS IG IPUG CSD | 2.1 | Jul-19 | Aston |
| D2.15 | Catalogue of employer requirements | LSE TPRR | 2.1 | Feb-20 | Aston |
| D2.17 | Pilot use of new platform | DSC IG IPUG | 2.1 | Sep-20 | Aston |
| D2.18 | Report on progress and innovation | LSE IPRR | 2.1/2.4 | Dec-20 | Aston |
| D2.5 | Catalogue of available provision badge-able as IoC | ICB DSC | 2.1/2.2/2.3 | Jul-18 | Aston |
| D2.4 | Workshop on implications of findings | EE | 2.1/2.2/2.3/2.4 | Aug-18 | Aston/Gloucs |
| D2.10 | Workshop to secure engagement of employers & HEIs | EE LSE TPRR | 2.1/2.2/2.10 | Mar-19 | Aston |
| D2.6 | Specifications and outline of new specialist programmes | DSC | 2.2 | Dec-18 | Aston |
| D2.14 | Collaborative CPD pathways | DSC EE | 2.2 | Jan-20 | Aston |
| M2.1 | Pilot specification and designs | EE | 2.2/2.3 | Jun-18 | BCU |
| M2.2 | Initiate approval of new progs at partner HEIs | DSC | 2.2/2.3 | Jan-19 | Aston |
| D2.8 | Report on addressing the skills gap | LSE TPRR CSD | 2.2/2.3 | Mar-19 | MMU |
| M2.3 | Start recruitment for new programmes | DSC | 2.2/2.3 | Jun-19 | Aston |
| M2.4 | Widening Engagement and Provision | IPUG EE | 2.2/2.3 | Nov-19 | Aston |
| M2.6 | Completion of approval of 2nd phase of new progs | DSC EE | 2.2/2.3 | Mar-21 | Aston |
| M2.7 | Start of 2nd phase of programme | DSC EE | 2.2/2.3 | Sep-21 | Aston |
| D2.7 | Spec and outline of design of generalist progs | DSC | 2.3 | Jan-19 | Aston |
| D2.2 | Report on best practices in education training | LSE TPRR CSD | 2.4 | Jun-18 | Gloucs/BCU |
| D2.9 | Specifications and outline of new provision for training trainers | DSC | 2.4 | Feb-19 | Aston |
| D2.13 | Training the trainers delivering the provision | DSC IG | 2.4 | Nov-19 | Aston |
| D2.16 | Workshop on meeting the need for new trainers with new skills/knowledge | LSE TPRR EE | 2.4 | Sep-20 | Aston |

# Work to date and today's focus

Initial set of T2 deliverables focused on understanding the L6 DA landscape; how much variety is there? what are the gaps? what does good practice look like?

- D2.1 Digital Skills, A landscape review
- D2.19 Workshop on DA development
- D2.2 Best Practice in Education Training
- D2.3 Models for Digital Apprenticeship Degrees

Next phase focused on **expanding provision**, helping **new entrants** learn from the early adopters, refining our understanding of **employers' needs** and investigating provision of a new **delivery platform**.

Setting the foundation for these is the focus for today…