



Degree & Higher Level Apprenticeships

Progress and potential impact on HEI's and FEI's.

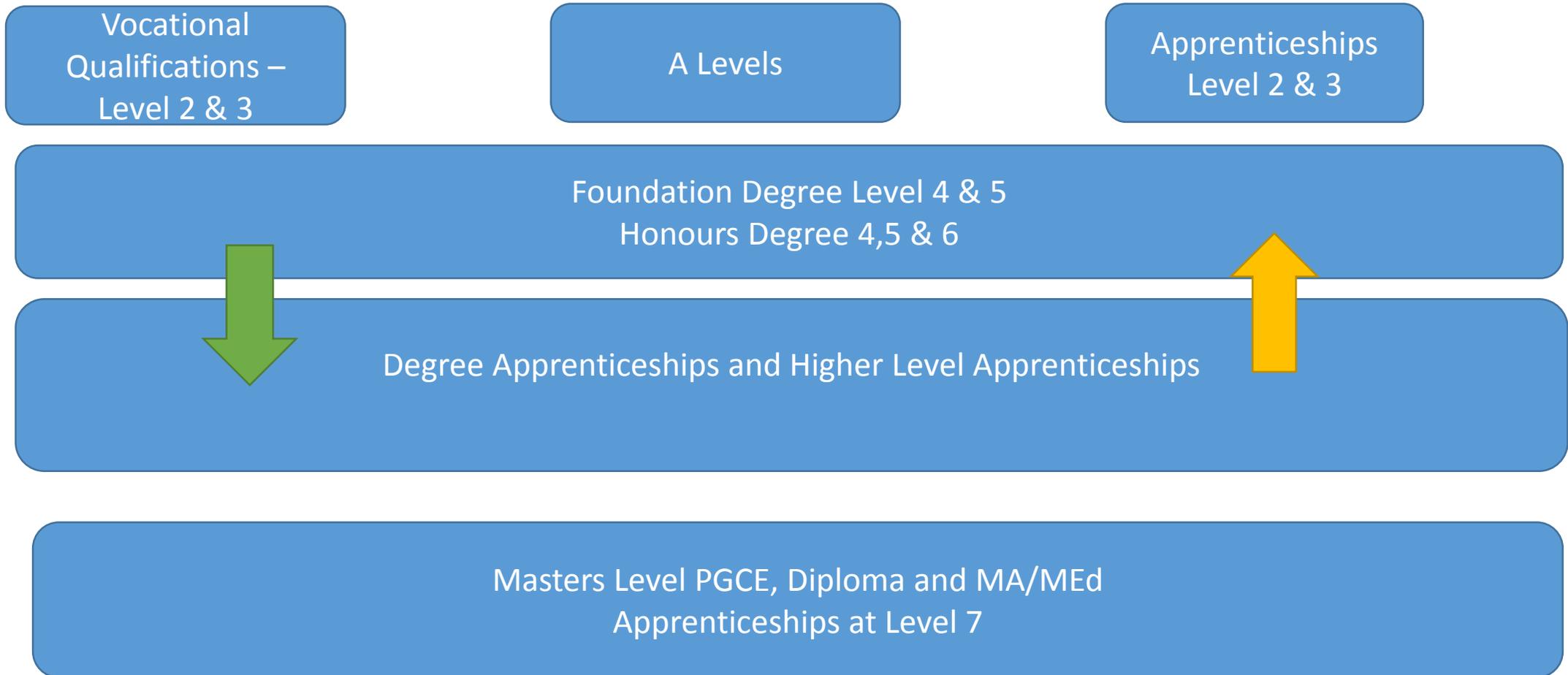
The Future Growth of Degree Apprenticeships

Aaron Bradbury – Senior Curriculum Leader

University College Birmingham



The History – The Picture so far....



What is an apprenticeship

“Designed to enable individuals in employment to gain the knowledge, skills and behaviours required for a defined occupation”

(UVAC, 2016)

Under the apprenticeship reforms, employers working with professional bodies have formed trailblazers (recognised by government) to develop nationally recognised apprenticeship standards – these are short succinct documents that define the knowledge and skills for an occupation.

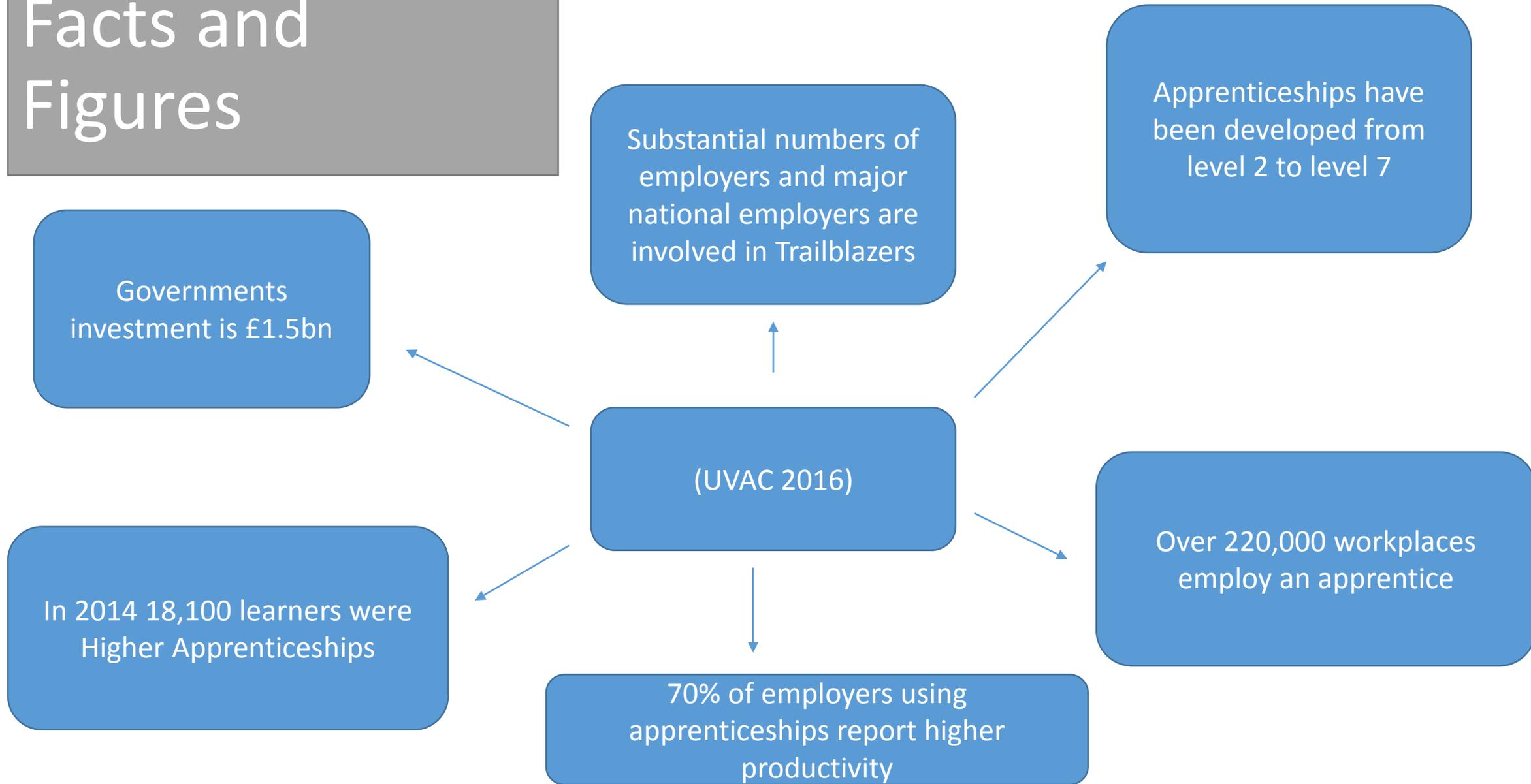
(DFE, 2016)

Higher Apprenticeships

“Higher apprenticeships are national work based programmes based on employer need that enable individuals in employment to develop the technical knowledge and competence to perform a defined job role. As such, a higher apprenticeship is not a learning programme, but an approach to workforce development and enhancing business performance”

(Department for Education, 2015)

Facts and Figures



Ofsted 2017 – What are their focus

- Continue to evaluate the effectiveness of apprenticeship provision by focusing on what really matters – apprentices and employers
- Inspection looks at how well apprentices are developing the knowledge, skills and behaviours they need to progress
- Inspectors will still expect to see leaders and managers in providers working with employers to ensure that apprentices are successful
- Inspectors will continue to expect apprenticeship providers to comply with defined requirements and regulations. They will continue to want to see apprentices improving their skills in English and maths

Safeguarding

British Values

Prevent

(HMI, Paul Joyce, 2017)

Standards for the Early Years Workforce

Level 2 and 3

Introduction to Early Years, Education and Care (Level 2)

Early Years Educator (Level 3)

Level 2 and 3

Supporting Teaching and Learning in Schools



Moving forwards

Standards for the Health and Social Care Workforce

- Level 2 - Healthcare support worker; Adult care worker
- Level 3 - Senior healthcare support worker; Lead adult care worker
- Level 4 – None!
- Level 5 - Healthcare assistant practitioner
- Level 6 – Registered Nurse Degree

Standards for the Early Help Workforce

Children, Young People and Families Practitioner – Level 4

Children, Young People and Families Manager – Level 5

Standards Currently Being Developed

Early Years

Level 4 – 7 (Early Years, Leadership and Management)
Trailblazer Group Lead – Chrissy Meleady, Busy Bees Nursery?

Children, Young People and Families
Level 4 – Families Practitioner
Level 5 – Families Practitioner Manager
Trailblazer Group Lead – Claire Davis

Standards Currently Being Trailblazed

Teaching – Apprenticeship Degree

Nursing Standards

NPQS
(Education and
Leadership)

Social Work – Higher Level
Apprenticeship

Youth Work Standard
Level 4/5

Further Education
Teaching Standard
Level 7?

School Business Management
Standard level 4

So what will a Higher Apprenticeship look like?

Children, Young People and Families Practitioner Level 4

Summary of Assessment

- The assessment process should be meaningful and add value to both the apprentice and to the employer by complementing and building on normal performance management and development processes and recognising any existing experience demonstrated by the apprentice.
- It should enable and encourage progression and continuous professional development
- The standard will be the driving force behind the assessment
- End point assessment methodologies have been selected on the basis that they will provide a high level of validity of the relevant knowledge, skills and behaviours
- End point assessment will be synoptic and will assess skills, knowledge and behaviours in an integrated way. It will take place at the end of the apprenticeship and the final assessment decision will be made independently of the both the employer and the learning provider.

Standards with End Point Assessment

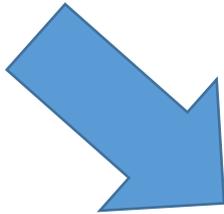
The introduction of independent end-point assessment (EPA) is one of the biggest changes in the Government's Apprenticeship Reforms

End-point assessment is a new way of assuring quality in the apprenticeship system. It replaces the existing model of continuous assessment resulting in qualifications. Once an apprentice has completed their apprenticeship, they will be 'signed off' by their employer as ready for end-point assessment of their knowledge and practical capabilities. In most cases, the assessment will be graded and must show the apprentice is fully competent and productive in the occupation. The registered assessment organisation and the assessor must be independent of, and separate from, the training provided by the provider and employer.

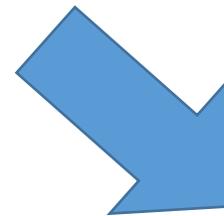
University College Birmingham Model of Delivery

Mapped Across the Health and Social Care Programmes

Prior Learning and Experience mapped against Level 4



Care, Leadership and Management
Level 5 Higher Level
Apprenticeship



Level 6 progression
UCB offer Top up degree in BSc (Hons) Applied Health and Social
Care Practice
Progression to another degree programme
*no level 6 standard is being developed at the moment

Keeping up to date with standards

Early Years

Level 3 - Early Years Educator – Awaiting Approval

Level 4 – 7 – Leaders, management – Awaiting Trailblazer movement

Children & Families

Level 4 – Children Families Practitioner – Awaiting Final Approval

Level 5 – Manager – Awaiting Final Approval

<https://www.gov.uk/government/collections/apprenticeship-standards>

1.School of Health and Education

- *Care Managers - largest number of Higher Apps but v low for MDX specialist Higher Diploma -*
- *how can the potential be tapped? Develop new Degree App based on progression from existing*
- *Higher App. Need consortium of employers who back the need for this.*
- *Early years - existing degree can become a Degree App - need consortium of early years employers (currently Higher Apprenticeship Standards up to level 5)*
- *Other employment sector areas...not to mention...Nursing*

Apprenticeship Funding

Number	Band Upper Limit
1	£1,500
2	£2,000
3	£2,500
4	£3,000
5	£3,500
6	£4,000
7	£5,000
8	£6,000
9	£9,000
10	£12,000
11	£15,000
12	£18,000
13	£21,000
14	£24,000
15	£27,000



Level 2 & 3



Level 4 +
Higher Level
Apprenticeship/Degree
Apprenticeship

Future Growth of Degree Apprenticeships

What are degree apprenticeships?

Degree apprenticeships combine university study and workplace learning to enable apprentices to gain a full bachelors or masters degree. An apprentice has full time employment status rather than student status.

Apprentices will not pay towards their fees and therefore the degree apprenticeship will be free.

Why universities should develop degree apprenticeships

- Apprenticeships are a central part of current government policy. Universities included in this research want to position themselves at the forefront of this new agenda. Degree apprenticeships are too important for many universities to ignore
- They can be particularly attractive to non-traditional students, thus providing an opportunity for degree apprenticeships to support widening participation goals.

(Universities UK, 2016)

Moving Forwards

- Align the development of degree apprenticeships with the university's mission and values. The degree apprenticeship is most likely to be a success if it contributes to strategic priorities or objectives.
- Getting the degree apprenticeship off the ground is much easier if senior management and academic staff buy into the product, can see its benefits and understand how it links to the institution's priorities.
- Engage employers early in the process, ensuring that their needs and requirements are fully understood. Employers are unlikely to make a major investment in a new programme unless it addresses their needs.
- Deliver courses in a flexible way that meets employer needs. This may mean delivering the same qualification by different methods for different employers.
- There is a clear role for universities to help make employers and learners aware of degree apprenticeships and to assist in providing information, advice and guidance.

The story – the narrative

- Institutional commitment
- Relationship with employers
- Staff understanding and commitment
- Infrastructure
- Resilience
- Celebrate success



Where we are now

Health and Social Care

Level 2 Health and Social Care Assistant
Level 3 Health and Social Care Practitioner
Level 5 Assistant Practitioner
Level 5 Care, Leadership and Management
Level 4 Children, Young People Families Practitioner
Level 5 Children, Young People Families Manager



Health and Social Care

Level 6 Children, Young People Families Strategic Management (Degree)
Level 4 Youth Work
Level 5 Youth Work Management
Registered Nurse Level 6
Associate Nurse – Level 5

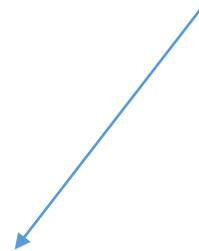
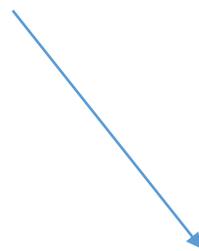
Health and Social Care has been the growth area with standards being developed within Early Years and Education,

These include Teaching, Early Years and Management

Overview

Higher Level Apprenticeship in Care Leadership and Management (Level 5)

Higher Level Apprenticeship Assistant Practitioner (Level 5)

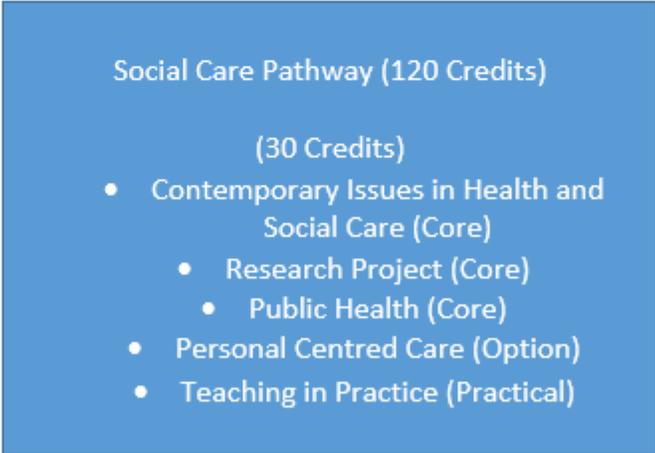
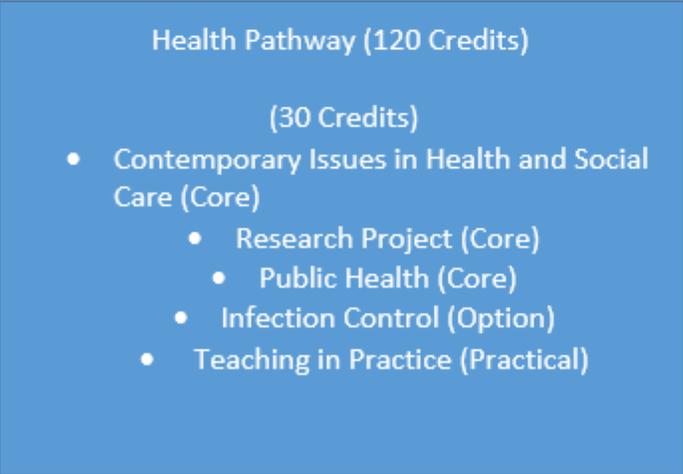


UCB are currently delivering Level 5 Higher Apprenticeships in Care Leadership and Management and the Assistant Practitioner.

The students have requested that there is a progression route from their current level 5 to top up with a degree at level 6.

As there is currently no apprenticeship standard at level 6, UCB are offering the students an opportunity to progress with degree status.

BSc (Hons) Applied Health and Social Care Practice



Delivery

Students will experience a blended learning approach of 54 Guided Learning Hours (per Module) which will include 16 Hours contact time comprising of:

- 4 lectures face to face (4 x 3 hours)
- Assessment Hours (1 x 2 hours)
- Academic Workshop (1 x 2 hours)

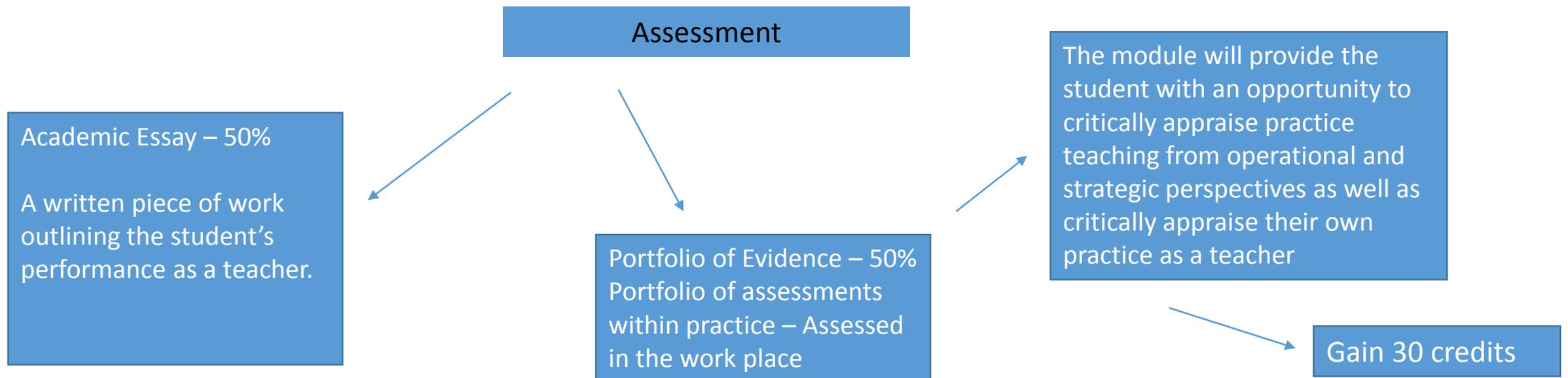
This will be supported by:

Online platform including the use of Camtasia and live streaming lectures and discussions, Module reading and discussion boards

Module Example - Teaching In Practice

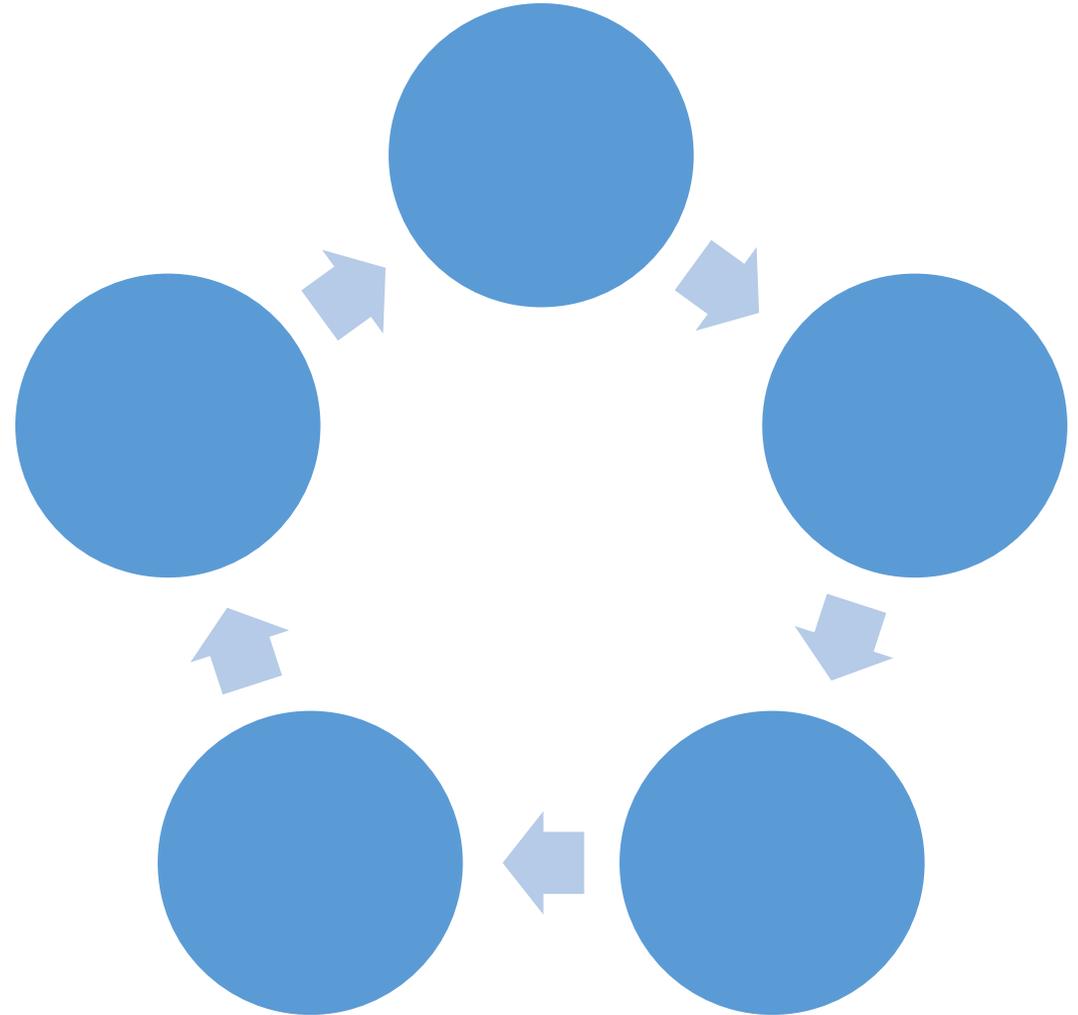
Teaching in Practice

- The aim of this module is to prepare and develop Health and Social Care practitioners/support workers to be able to facilitate, supervise and assess learners, transferring their knowledge and competence within teaching practice.



Questions

Discussion



How to find out more?

- **Higher and degree apprenticeships website**

- *<https://www.gov.uk/government/publications/sfa-higher-and-degree-apprenticeships>*

- **Apprenticeship Standards**

-

<https://www.gov.uk/government/collections/apprenticeship-standards>

- **Apprenticeship Frameworks Online**

- *<http://www.afo.sscalliance.org/frameworkslibrary/>*

- **Apprenticeship Vacancies website**

-

<https://apprenticeshipvacancymatchingservice.lsc.gov.uk>

Any Questions

Contact:

Aaron

- 0121 604 1000 Ext 2507; a.bradbury@ucb.ac.uk; Twitter: @abradburyucb

Vicky

- 0121 604 1000 Ext 2391; v.wynne@ucb.ac.uk