Developing a Levy Fundable Programme for a New Academic Professional Apprenticeship

Dr Darryll Bravenboer PFHEA
Institute for Work Based learning
Middlesex University
Higher Education Employer Trailblazer Consortium Members

Anglia Ruskin University
Aston University
Birmingham City University
Bishop Grosseteste University
BPP University
Brunel University London
Buckinghamshire New University
Calderdale College
Canterbury Christ Church University
Cardiff Metropolitan University
Coventry University
Cranfield University
De Montfort University
Durham University
Edge Hill University
GSM London
Harper Adams University
Imperial College London
Keele University
King's College London
Kingston University
Lancaster University
Leeds Beckett University
Leeds Trinity University
Liverpool Hope University
Liverpool John Moores University
London Business School
London School of Economics
London South Bank University
Loughborough University
Manchester Metropolitan University
Middlesex University
Milton Keynes College
Newcastle University
Newman University
North Lindsey College
Northumbria University
Nottingham Trent University
Open University
Oxford Brookes University
Pearson College London
Plymouth University
Queen Mary University of London
Regent's University London
Royal College of Art
Royal Holloway, University of London
Sheffield Hallam University
Southampton Solent University
St George's, University of London
St Mary's University
Staffordshire University
Teeside University
The University of Manchester
The University of Northampton
The University of Nottingham
The University of Sheffield
The University of Warwick
The University of Winchester
Ulster University
University College Birmingham
University College London
University of Bath
University of Bedfordshire
University of Birmingham
University of Bolton
University of Bradford
University of Brighton
University of Cambridge
University of Central Lancashire
University of Chester
University of Chichester
University of Cumbria
University of East Anglia
University of East London
University of Essex
University of Exeter
University of Gloucestershire
University of Greenwich
University of Hertfordshire
University of Huddersfield
University of Hull
University of Kent
University of Leeds
University of Leicester
University of Liverpool
University of Oxford
University of Portsmouth
University of Roehampton
University of Salisbury
University of Southampton
University of St. Mark and St. John
University of Sunderland
University of the Arts London
University of the West of England
University of West London
University of Westminster
University of Wolverhampton
University of York
York St. John University
What is an Apprenticeship?

- "An apprenticeship is a job with an accompanying skills development programme. This includes the training and (where required) end-point assessment for an employee as part of a job with an accompanying skills development programme." (SFA 2017)

- **Apprenticeship Standards** define the knowledge, skills and behaviours required to perform a specific job role – on two sides of A4.
  

- **Assessment Plans** describe the ‘End-point Assessment’ (EPA) process for a particular Apprenticeship Standard. “It is the employers’ opportunity to explain how to test the full occupational competence of the apprentice.” (BIS 2015)
  
  - What will be assessed – Knowledge, Skills and Behaviours
  - How Apprentices will be assessed – methods used to judge competence
  - Who will carry out the assessment
  - Quality assurance arrangements – reliability and consistency of assessment
The Trailblazer Process

**Gateway 1:** Green light to develop a standard

**Gateway 2:** Approval of the standard and assignment of indicative funding cap

**Gateway 3:** Approval of the assessment plan and assignment of final funding cap

**Final Preparations for Delivery**
Higher and Degree Apprenticeships

- “An apprenticeship where the main learning is at level 4 or above (including higher education qualifications).” (SFA 2017)

- **Higher Apprenticeships** can be at levels 4 to 7 and **may or may not include a qualification** but must, like all apprenticeships, **include EPA**
  
  - “As the EPA will provide definitive evidence of whether the apprentice has acquired full competence, qualifications should not generally need to be included within an apprenticeship.” (BIS 2015)

- **Degree Apprenticeships** can be at level 6 and 7 but **must include** either a **Bachelors degree** at level 6 or **Postgraduate qualification** at level 7
  
  - “Employers, universities and professional bodies can come together to co-design a **fully-integrated degree course** specifically for apprentices, which delivers and tests both academic learning and on-the-job training. We think this will be **the preferred approach** for many sectors, ...and does not require a separate assessment of occupational competence.” (BIS 2015)

  - Existing degree plus additional training and EPA
The Academic Professional Degree Apprenticeship Standard at level 7

- “Academic professionals engaged in teaching and/or research in organisations that deliver higher education.” (submitted Apprenticeship Standard, January 2017)

- “The Standard is referenced to the long established professional standards frameworks for academic professionals in the UK: the Researcher Development Framework and the UKPSF for Teaching and Supporting Learning in Higher Education.”

- Knowledge, skills, values and behaviours - aligned to the UKPSF and RDF

- “Apprentices must complete a postgraduate award in academic practice or equivalent recognised as being aligned to the UKPSF or RDF. “ – PG Cert qualification

- English and Maths at level 2 on on entry or before the end of the apprenticeship

- Completed in 12 – 24 months
The Academic Professional Assessment Plan – What and How?

- What will be assessed?
  - Knowledge, skills, values and behaviours (as described in the Apprenticeship Standard) to demonstrate full competence to undertake the Academic Professional job role
  - Covers all roles - Teaching only / Teaching and Research / Research

- How Apprentices will be assessed?
  - Integrated Degree Apprenticeship incorporating the required EPA – at the end
  - EPA must comprise of at least two assessment requirements
    - Academic Professional Practice Project - a project report; portfolio of evidence; a research proposal; academic articles; conference presentations etc etc
    - Presentation/Professional Conversation - presentation to a research centre; a professional conversation about a teaching practice observation etc etc

- Formative and summative on-programme assessment
  - workplace mentoring / peer review / observation; summative module assessment etc etc
The Academic Professional Assessment Plan – Who and QA

- Who will carry out the assessment?
  - HEI with Degree Awarding Powers as Apprentice Assessment Organisation – RoAAO
  - HEI staff with appropriate practice expertise to assess professional competence – eg FHEA
    - Formative assessment as Workplace Mentors and/or a Academic Tutors
    - Summative assessment – ‘on-programme’ modules assessment, EPA assessment
  - Independent External Examiners with appropriate practice expertise to evaluate standards of professional competence – eg S/PHEA

- Quality assurance arrangements
  - HEI assessment regulations
    - Initial assessment, moderation, second marking (where required) etc
    - External Examiner procedures – appointment, induction, roles and responsibilities etc
    - Assessment/Examination Board procedures – module results, progression, awards etc
  - Professional body recognition – HEA, Vitae, SEDA
    - Dependent upon individual HEI accreditation arrangements
The Academic Professional Assessment Plan – Forms of Assessment

The combinations of **forms of assessment will vary** but they will constitute the **evidence of learning** that demonstrates the achievement of the knowledge, skills, values and behaviours for the Apprenticeship. For example:

- Practice-based project
- Essay
- Blog
- Presentation
- Research paper/article
- New academic product (e.g. module/lecture)
- Learning design and planning
- Practice observation
- Portfolio
- Report
- Learning log
- Professional conversation
- Research project proposal
- Module narrative design and/or modification
- Peer review
The Academic Professional Assessment Plan – Assessment Approaches

- How Academic Professional apprentices are assessed to ensure that they demonstrate full professional competence in relation to the Apprenticeship Standard. For example:

- **Outcome required**
  - **Knowledge outcome 7**: Reflect on own professional development with a particular focus on research, teaching and/or scholarship activities.

- **Form of assessment**
  - **Formative**: Blog / Learning log / Portfolio / Peer review / Presentation / Practice observation
  - **Summative**: Practice-based project / Portfolio / Essay / Report / Presentation / Professional conversation / Practice observation

- **Assessment criteria**
  - Plans and proposals for professional development focused on research, teaching and/or scholarship are underpinned by systematic reflective practice.
The Apprenticeship Levy – an HEI employer illustration

- Staff payroll £100m x 0.5% Levy rate = £500k
- £500k - £15k allowance = £498.5k + 10% Government bonus = £548.4k in the HEI’s Digital Apprenticeship Account
- £548.4k / 12 months = £45.7k (funds are paid in and taken out monthly)
- The average charge for a level 6 Degree Apprenticeship per person (£27k delivered over 48 months) = £562.5 per month.
- 81 Degree Apprentices would need to be employed to use the funds in the employer’s Digital Apprenticeship Account
- If the charge for a 60 credit PG Cert used to deliver the Academic Professional Degree Apprenticeship was £3,150 (delivered over 12 months) = £262.5 per month
- 174 Academic Professional Apprentices would need to be employed to use the fund in the employer’s Digital Apprenticeship Account
Preparations to deliver Apprenticeships as an HE employer

- **Register of Apprentice Training Providers** (RoATP) – Skills Funding Agency
  - Main route/ Employer-Provider route / Supporting route (max £500k per year)
  - Sub-contractor delivering **less than £100k per year** – **Do not need to be listed** on RoATP
  - SFA Course Directory Provider Portal – Provider’s **Digital Apprenticeship Service** offer

- **Register of Apprentice Assessment Organisations** (RoAAO) - SFA
  - Practice expertise to assess professional competence (rather than ‘subject’ expertise)

- **Existing and new employees** can be apprentices
  - **Discuss with HR:** Apprenticeships require an **‘Apprenticeship Agreement’** to be added to the contract of employment. Apprentice policy - recruitment, pay, workplace mentoring etc

- **Liaise with HEA/SEDA** regarding the process for approving any changes to existing accredited provision

- **Liaise with Vitae** regarding developments for professional recognition
Next steps...

- **Academic Professional Apprenticeship Standard** – approval / amendment
  - *Assessment Plan* due to be submitted on the **23rd March** – approval / amendment
  - Final approval of the Apprenticeship by DfE/IfA

- **Approval by HEA/SEDA** of any required amendments to accredited provision
  - Flexibility in approval arrangements to enable HEIs to be ready for September 2017

- Approval for the **Register of Apprenticeship Training Providers** (RoATP)
  - March 2017, or next round - post March and then quarterly

- Approval for the **Register of Apprentice Assessment Organisations** (RoAAO)
  - Monthly submission windows – in time for EPA

- **Delivery of the Apprenticeship** – from September 2017
Potential benefits of the initiative

- Effective use of HEI Apprenticeship Levy to develop staff
- A cross sector initiative that supports the establishment of a coherent understanding of the full range of Academic Professional job roles through collaborative working
- Alignment of professional recognition across Academic Professional job roles
- An employer incentive to build a formalised development programme for research focused staff
- Further incentive to Vitae to establish a professional recognition scheme for Research Developers that is equivalent to the HEA Fellowship scheme
- Parallel developments for level 8 Degree Apprenticeships and ‘HE Professionals’, ‘HE Technicians’,
- HEIs leading by example in engaging in the Higher and Degree Apprenticeship agenda
Some references


Questions and discussion