



**Higher Education  
Employer Trailblazer**

# 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



## Higher Education Employer Trailblazer

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  
Teesside 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 Salford  
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?



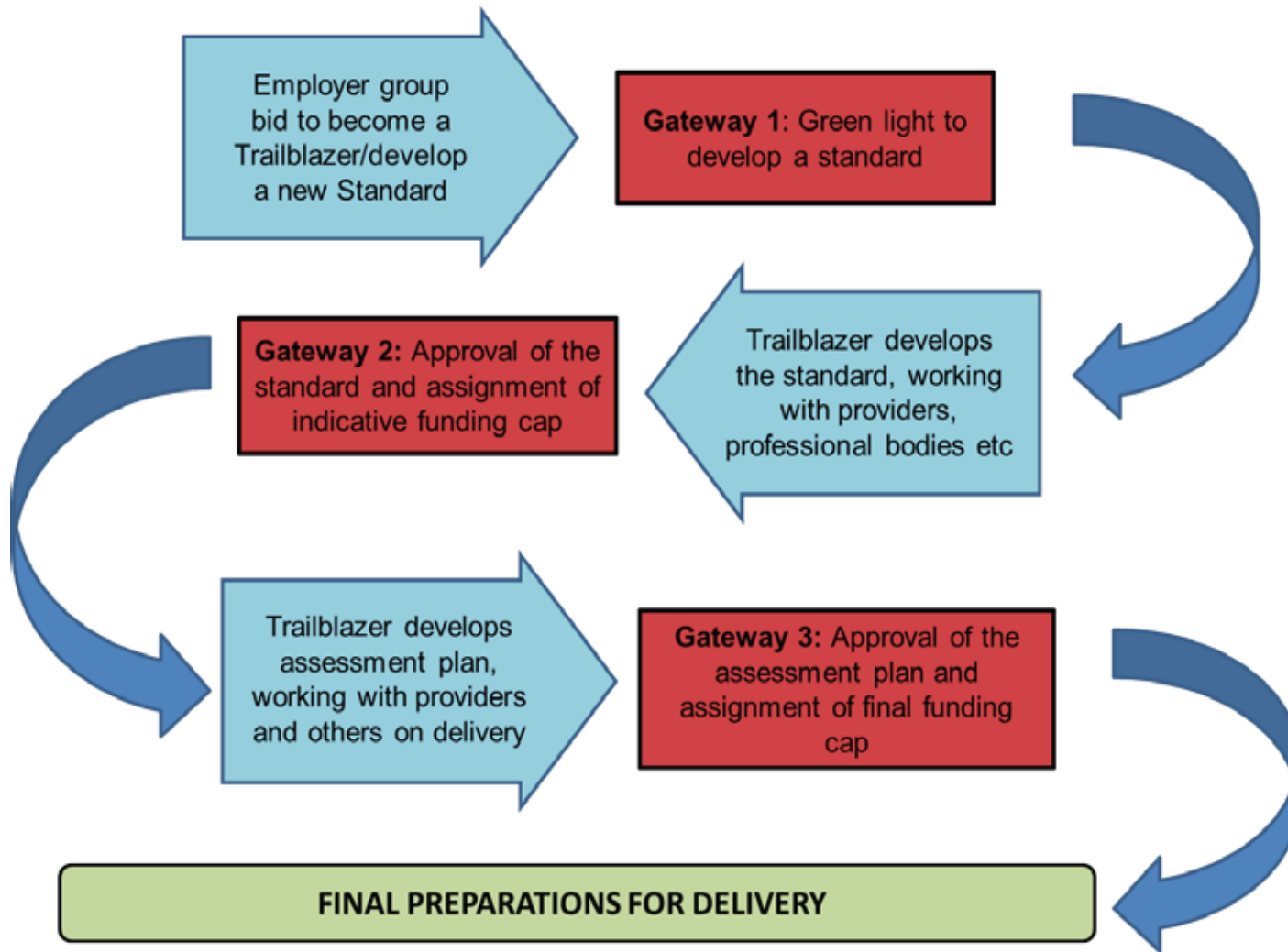
Higher Education  
Employer Trailblazer

- ▶ **“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.*
  - ▶ 1. The occupation; 2. Entry requirements; 3. Knowledge/skills/behaviours; 4. Qualifications; 5. Link to Professional Recognition; 6. Level; 7. Duration; 8. Review date.
  
- ▶ **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



Higher Education  
Employer Trailblazer



# Higher and Degree Apprenticeships



Higher Education  
Employer Trailblazer

- ▶ “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



Higher Education  
Employer Trailblazer

- ▶ “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?*



Higher Education  
Employer Trailblazer

- ▶ 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*



Higher Education  
Employer Trailblazer

- ▶ 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



Higher Education  
Employer Trailblazer

► 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



Higher Education  
Employer Trailblazer

- ▶ 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*



Higher Education  
Employer Trailblazer

- ▶ 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



Higher Education  
Employer Trailblazer

- ▶ **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...



**Higher Education  
Employer Trailblazer**

- ▶ **Academic Professional Apprenticeship Standard** – approval / amendment
  - ▶ *Assessment Plan due to be submitted on the 23<sup>rd</sup> 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



Higher Education  
Employer Trailblazer

- ▶ 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



**Higher Education  
Employer Trailblazer**

- ▶ Lester, S., Bravenboer, D. W. and Webb, N. (In press) Work-integrated degrees: context, engagement, practice and quality, QAA
- ▶ Bravenboer D. W. (2016) 'Why co-design and delivery is a 'no-brainer' for higher and degree apprenticeship policy', Higher Education, Skills and Work-based Learning, Vol. 6, Iss. 4, pp. 384 – 40,0 Special Issue: Higher and Degree Apprenticeships: creating the future workforce, Emerald Insight
- ▶ Bravenboer D. W. and Lester S. (2016) 'Towards an integrated approach to professional competence and academic qualification', Education + Training, Vol. 58, Iss: 4, pp. 409 – 421, Emerald Insight
- ▶ Bravenboer D. W. and Workman B. (2016) 'Developing a Transdisciplinary Work Based Learning Curriculum: a model for recognising learning from work', pp. 144-167, in Keppell M., Reushle S., and Antonio A. (2016) Open Learning and Formal Credentialing in Higher Education: Curriculum Models and Institutional Policies, IGI Global, Hershey PA
- ▶ Bravenboer D. W. and Workman B. (2016) 'Flexible Frameworks and Building Blocks', pp 52-72, in Helyer R. (2016) Facilitating Work-based Learning, Palgrave Macmillan, London
- ▶ Anderson A, Bravenboer D W and Hemsworth D (2012) 'The role of universities in higher apprenticeship development', Higher Education, Skills and Work-based Learning, Vol. 2 Iss: 3 pp. 240 – 255, Emerald

# Questions and discussion



**Higher Education  
Employer Trailblazer**