

DEGREE APPRENTICESHIP VALIDATION

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Agenda

Typical Challenges

Changes

- Purpose & Scope
- Timing and Frequency
- Content Information
- Viability
- Panel Membership
- Documentation

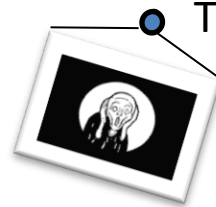
Q and A

Typical Challenges



Typical Challenges

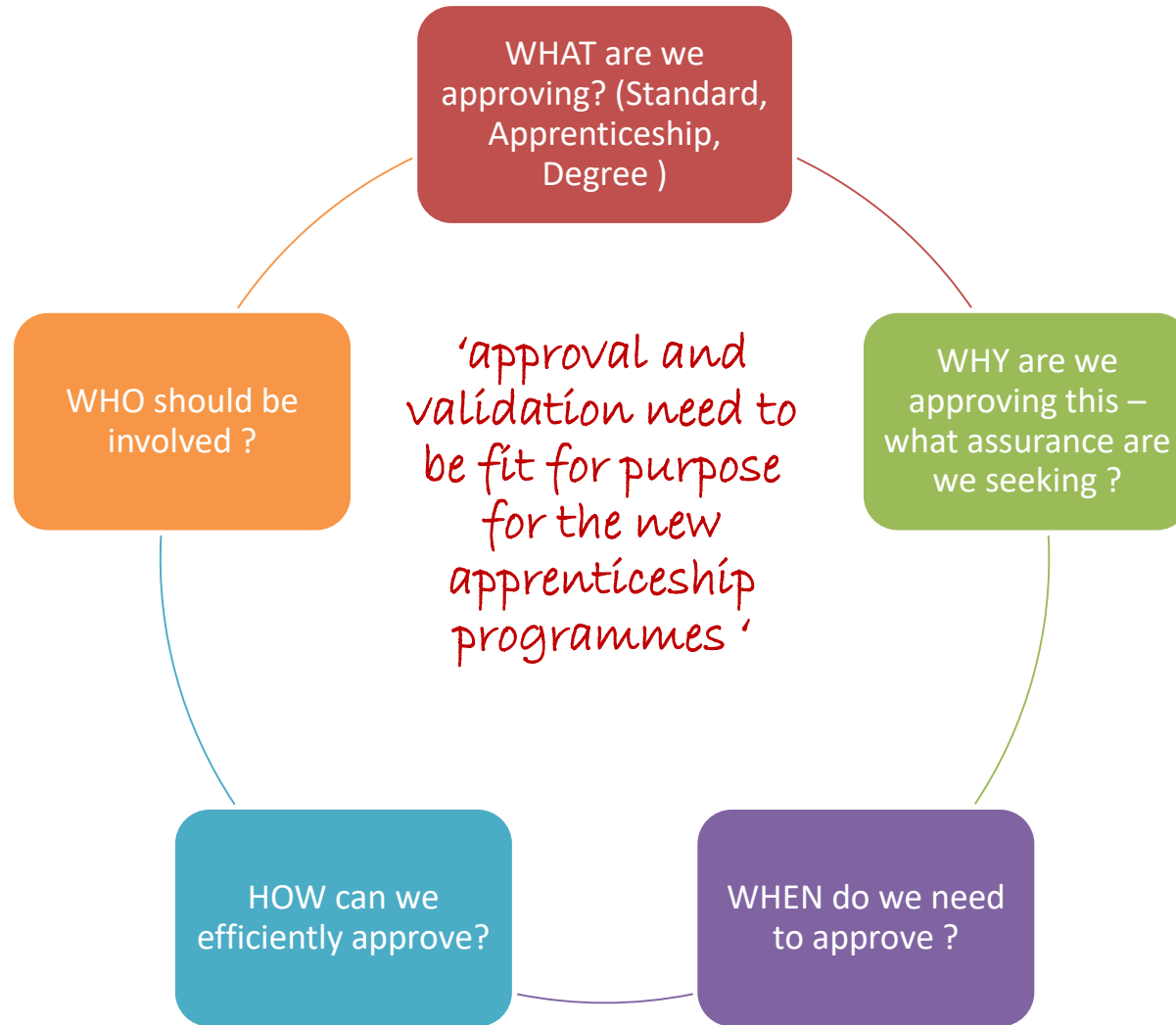
- Timing & Frequency
 - Cycle of approval geared up to 2 year development
 - Expectation of first starts in the academic year after approval
 - Other impacts e.g. marketing response
 - Timings did not respond to the release of standards
- Efficiency I - Preparation
 - TQM did not allow for some elements needed by the apprenticeship e.g. minimum number of credits
 - *'previously, there wasn't much incentive to complete the remaining stages after the panel at speed, so implementation did drag on'*
- Scope
 - 'business as usual' left too many gaps/needed allowances for government or employer aspects
 - Not managing risks e.g. checking compliance rules
 - Panel wanted course approval to be separate to the approval of the apprenticeship elements :
 - No holistic review of the apprenticeship, degree or standard
 - Two panels..... !



Typical Challenges

- Panel Membership
 - People on the panels weren't really knowledgeable enough on apprenticeships:
 - Not knowing what to look for
 - Not asking the right questions
 - Industry / sector experts not knowledgeable about the apprenticeship or the Standard
- Documentation
 - Standard paperwork did not collect the core evidence needed
 - Did not ask about capacity or viability for/of the *apprenticeship*
 - Not checking for compliance e.g. 20%
- Efficiency II - Impact on time and delivery
 - too many rejections and irrelevant rework
 - too many teething issues after approval

Collaboration with Quality



TYPICAL CHANGES

Change 1 - Purpose & Scope

- Approval = readiness to deliver:
 - To meet Degree award / FEHQ, Subject Benchmark Statement,
 - To meet the apprenticeship Standard / End Point Assessment / PSRB requirements
 - To meet apprenticeship requirements / Compliance with the Funding Rules
- Decoupled from / aligned to but separate process
 - Flexibilities to meet the requirements of the programme without losing the rigor of approval and validation
 - Vastly updated and changed paperwork and submission requirements
- Readiness = Change, Capacity, Capability, Viability, Compliance
 - All staff ready to deliver alongside academic team with skills and knowledge needed
 - Ensure new processes e.g. Initial Needs Assessment, etc are included and are resourced
 - Ensure consideration for the long-term employer engagement /starts
 - Ensure compliance is met e.g. 20%, programme management, INA, prior learning
- Risk
 - Check compliance with 20% off the job and support for 80% on the job

Change 2 - Timing

- More frequently, more responsive
 - Bi monthly
 - ‘On demand’ - called up by the academic team
 - For ‘Imminent’ Delivery
 - Responsive to availability of degree apprenticeships
- Timing is later in development process
 - Expectation of prior action
 - Full faculty clearance
 - Team prove readiness to deliver
 - All submission documents in place...No documents = no panel
- Separate process with its own panel
- Rationale :
 - To respond to competitive advantage
 - To manage the spread of workload
- Building in exemptions through pre-approval characteristics
 - E.g. not to revalidate examining content / % similarity to existing content
- Decide what you want to know and when

Change 3 – Capacity and Resource

Does the resource exist to deliver this effectively?

- Internal Capacity
 - To develop the new module content required by the Standard
 - To develop the online learning modules
 - To deliver the new processes
- Staff development has taken place to and is planned e.g. evidence of a completed TNA for staff involved
- All relevant e.g. professional quals are held by teaching staff
- Are staffing levels sufficient ?

For Example :

a. Academic

- The Initial Needs Assessment & Prior learning
- Tri-partite reviews
- End-point assessment
- PSRB requirements
- Employer Relationships

b. Administrative

- Monthly ILR submission
- Programme Monitoring
- Feedback & Satisfaction Surveys

c. Compliance

- 20% off the job
- Mapped to the KSB required by the Standard and Professional Body

Change 4 – Content

- Expectation of ‘significant’ new content and adjustments to respond to Standard, EPA and apprenticeship delivery
- Submissions to show clearly what has been added or is new to the previous underlying course on which this apprenticeship is based
- Module Outcomes meet the Standard KSB
- Emphasis on full and detailed mapping to the Standard – documentation to evidence show:
 - Content mapping and module breakdown meets the Standard, EPA, PSRB
 - 20% off the job met, 80% supported and clear
- How the INA and TNA will be undertaken and how these will contribute to design of the programme
- EPA; focussing in particular on how content and methodology has been updated and changed to deliver the competency level set out in the assessment plan and provide the preparation needed for the EPA

Change 5 – Viability

Is the programme viable and sustainable?

- Marketplace
 - Medium/long-term indicators
 - Competition
 - Current interest
- Costs
 - Only eligible costs have been included as the basis for pricing & publicity
 - Breakeven cohort size is clear
- Price
 - Pricing strategy for prior learning and multiple apprentices

Change 6 - Panel Members

- Inclusion of an 'apprenticeship' representative that can highlight funding and compliance rule risks
 - Sourcing of experts with experience of / or who understand apprenticeships
 - External Examiners
 - Industry / Subject matter experts
 - New approval process or selection process for panel members
 - Updating panel remit & roles
- Advice and guidance for the Panel:
- General briefing / induction sessions for external experts
 - 'helpful questions' pack
 - EE/Panel industry experts supplied with the relevant Standard and Assessment Plan (or a summary of)
 - Briefings for staff panellists

Change 7 - Documentation

'No
documentation
= no panel'

- Mapping to the Standard & EPA
 - Module breakdown mapping to the Standard
 - 20% and 80% off the job mapping
 - Assignments and how these support KSB
- Costing template
 - Pricing and costing detail
 - EPA costs if separate
- Marketing Messages
 - Employers e.g. skills shortages or increase in competition in this sector / locally
- Prior Learning
 - Likely prior qualifications with relevance in each module and their impact
- Arrangements for EPA
 - EPA organisation and costs
- Apprenticeship and /or employer handbooks

Questions & Further Information

Queries and Questions to : r.rhodes@bolton.ac.uk

UVAC COSTING YOUR APPRENTICESHIP WEBINAR

15 February 3.30 – 4.30

<https://attendee.gotowebinar.com/register/1717515615454490115>