

# aptem.

## University Challenge

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## Expertise

- We started working in the HE sector a little over a year ago
  - 12 months does not make you an expert but in this case the term is relative
- 6 universities using our system plus ADA, the National College for Digital Skills
- A further 2 universities in implementation
- We have an HE user group chaired by Stephen Dewhurst of Bucks New University



## Why Bother?

- Vocational degrees – accountancy, health, management, estate management, etc.
- If you don't, someone else will - ITPs and colleges are delivering level 7 standards
- The change from frameworks to standards or assessment to teaching hits HE sweet spot
- Organisation – compliance and evidence recording is painful but it is a logistical challenge which universities can meet with the aid of technology

## The Buckinghamshire New University Experience

Quote from Stephen Dewhurst, Director of Strategic Planning and Apprenticeships

*“When you started your presentation I did not think I could afford a new system for apprenticeship delivery. When you finished, I knew I could not afford not to.”*

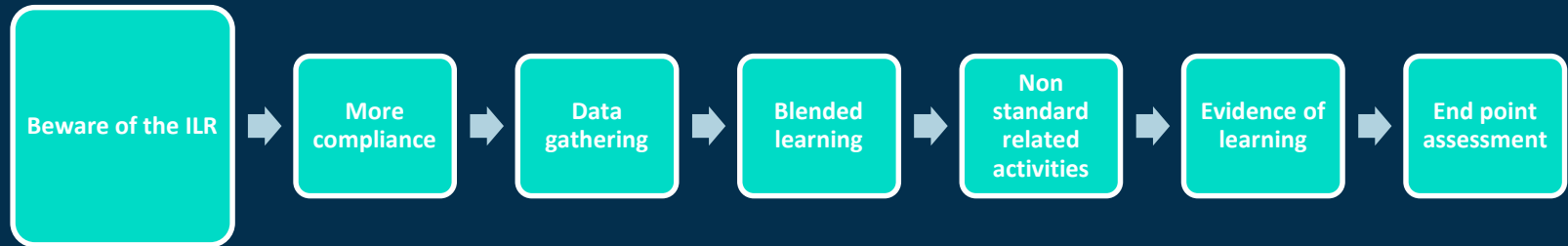
Why was Stephen so convinced?

He recognised that a combination of the compliance requirements and the learning and achievement evidence regime meant his existing systems could not be relied on, despite what IT, curriculum and other departments may believe.

## Step 1 of the Journey: Beware of the ILR

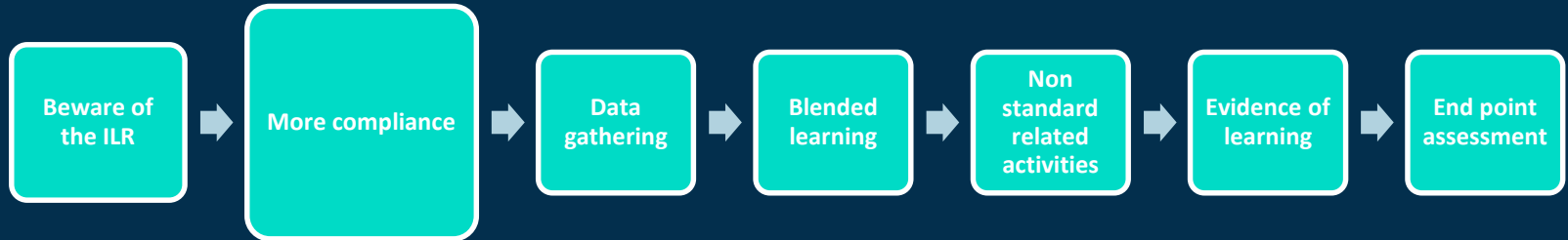
I often hear: “*Our student record system can produce ILRs!*”

- Yes it probably can but it is not set up to validate user input the way the ESFA require and it does not manage aims, sub aims, financial records, funding statuses, etc.
- It also does not produce a compliant batch file so data is normally entered manually into the hub from multiple sources.
- To have a sustainable apprenticeship business you must have a system for managing ILRs.



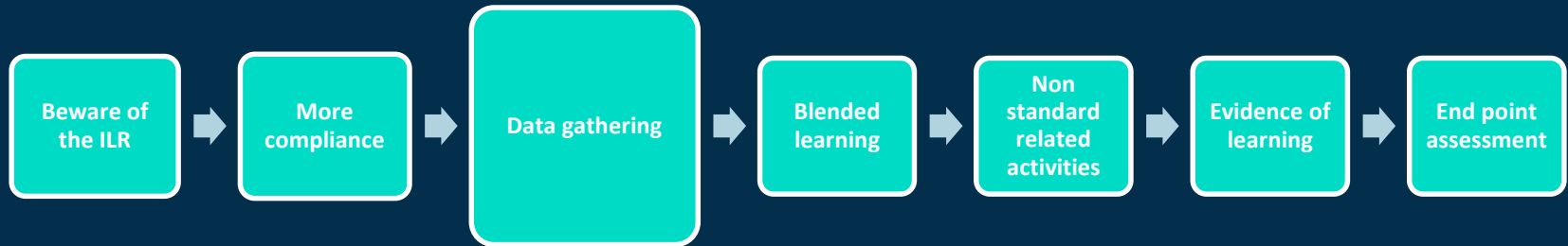
## Step 2 of the Journey: More Compliance!

- Commitment statement
- ILP
- Off the job hours record
- One to one reviews
- Tripartite reviews
- Contracts



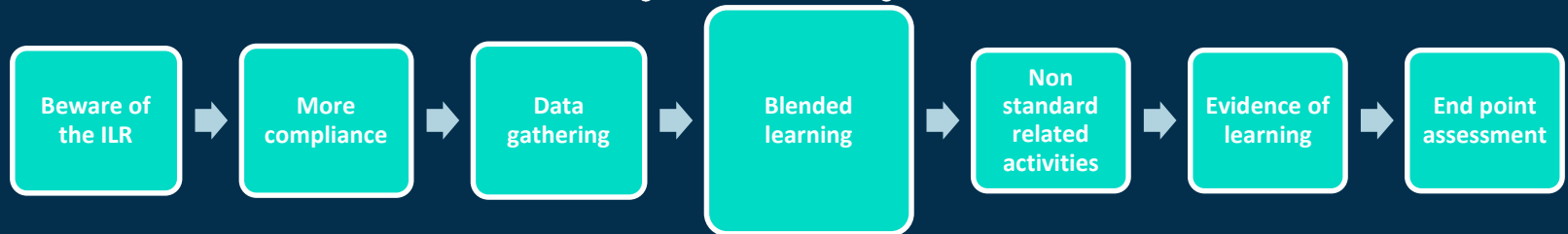
## Step 3 of the Journey: Data Gathering

- Paper based – traditional but excruciating
  - Electronic eg DocuSign – better but no auto-population
  - Fully electronic – end-to-end system with electronic signatures for learner, employer and provider
  - API from/to Student Record System
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- On-boarding event
  - Remote on-boarding



## Step 4 of the Journey: Blended Learning

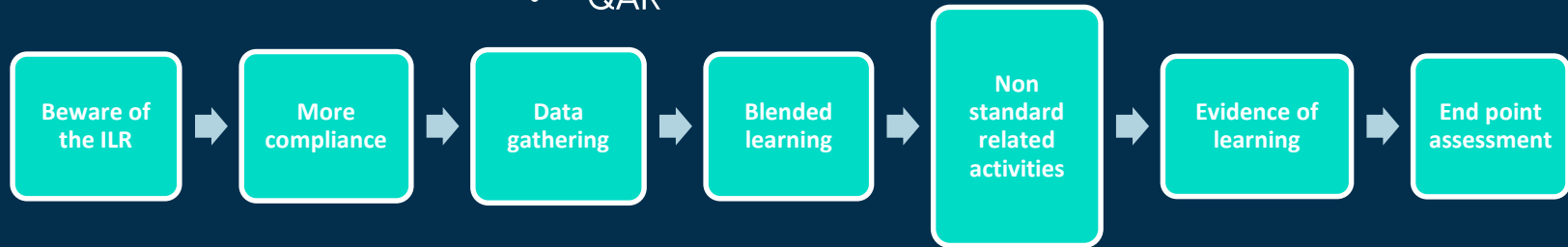
- Universities will, clearly, take advantage of their existing lecture schedules
- Harmonise the degree module delivery with the Standard (easier said than done)
- eLearning and VLEs form part of most university courses
- Webinar / remote lectures
- A structured blended learning journey including lectures, eLearning, assessment and webinars mapped to the standard provides basis for evidencing teaching and learning
- Most traditional VLEs do not provide this structure
- API integration to existing VLEs, Blackboard, Canvas, Pebble, etc.





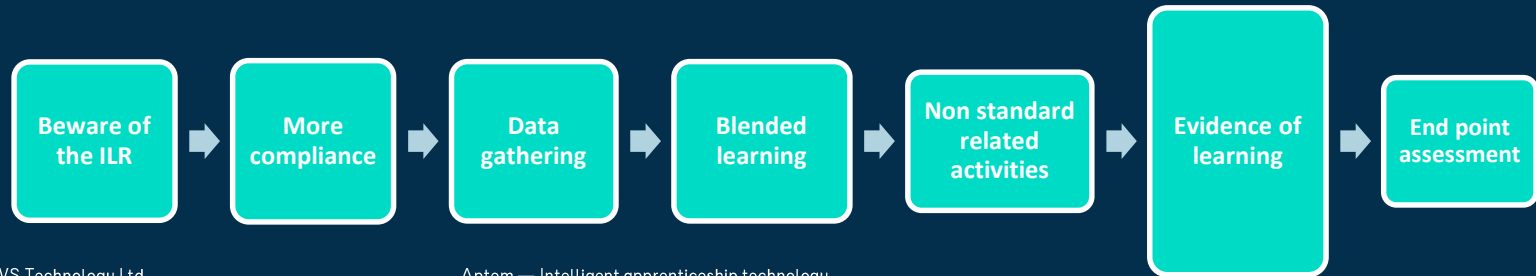
## Step 5 of the Journey: Evidence of Learning

- Apprenticeships are not like other qualifications
- Evidence needs to be gathered for all criteria (skills, knowledges and behaviours) in the standard
- It is necessary that you have a structure to store these and a method for the learner to upload them
- Traditional ePortfolio is designed around assessment not teaching
- The ePortfolio must work in harmony with your existing learning delivery methods
- Progression
- QAR



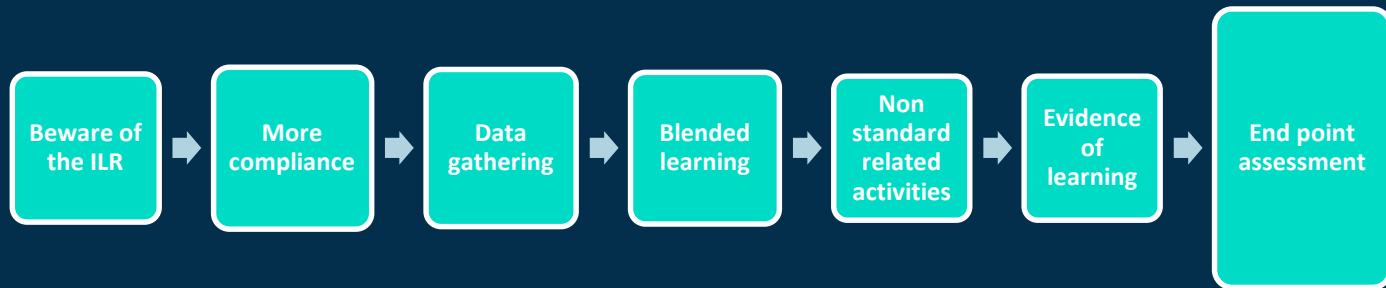
## Step 6 of the Journey: Non-Standard Related Activities

- Functional skills:
  - Do it yourself?
  - Partner with a local college?
  - Online resources – BKSB, ForSkills, etc? APIs?
- Reviews:
  - One to one
  - Tripartite
- End Point Assessment:
  - Gateway, Final Assessment



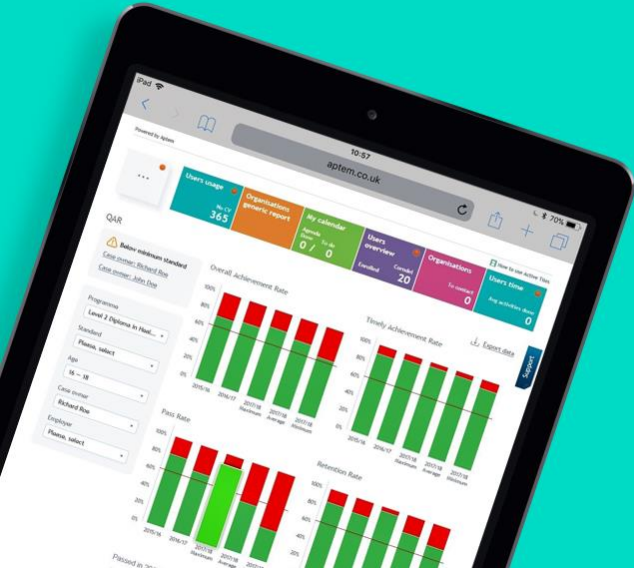
## Step 7 of the Journey: End Point Assessment

- Different standards have different requirements
- EPA Gateway
- Mapping document
- EPA login



## Technology can..

- ✓ Ease the pain of compliance documentation
- ✓ Solve the ILR conundrum
- ✓ Provide structure for evidence of teaching
- ✓ Provide structure for evidence of learning
- ✓ Provide a blended learning delivery method
- ✓ Integrate with existing teaching delivery methods
- ✓ Create ePortfolio for EPA
- ✓ Report progression and QAR
- ✓ Provide reports to show other metrics, including diversity, gender, achievement, etc.
- ✓ Provide a cross reporting environment so reports can use data from the apprenticeships system and the student record system



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