SETTING THE STARTING POINT

Rebecca Rhodes, Associate Director, UVAC

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Agenda

- Starting Point Requirements, Rules, Principles
- Components – where are the gaps
- Tactics
- Further Resources

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The Initial Assessment Evidence

- an assessment of the learner's eligibility for the apprenticeship programme (see paragraphs P54 to P67);
- a skills-scan, so that the individual can be assessed against the knowledge, skills, and behaviour requirements of the relevant apprenticeship standard;
- diagnostic testing of occupational competence and diagnostic testing of English and maths prior attainment (where relevant);
- . the results of the skills scan, and the diagnostic testing (where relevant), **must evidence that the individual requires significant new knowledge, skills, and behaviours in order to be occupationally competent in their job role**; this training must meet the funding rules relating to the minimum duration (paragraphs P32 to P36) and to off-the- job training (paragraphs P37 to P48);
- **P322.4 identification and recognition the individual's prior learning and experience;**
- **there must be evidence that the programme content, duration, and price has been reduced accordingly** (see paragraph P24 for further guidance, including how to calculate and document the price reduction);
- identification of reasonable adjustments linked to learning difficulties or disabilities;
- **there must be evidence that the reasonable adjustments identified have been taken into account in the design of the programme (see paragraphs P68 to P79 for eligibility); and;**
- **a documented discussion with the individual and their employer about the job role, the desired learning outcomes, the results of the initial assessment activities listed above and how this information will inform a tailored training plan;**
- the discussion must confirm that:
- the training programme aligns with an approved apprenticeship standard, at the most appropriate level;
- an apprenticeship is the most appropriate training programme for the individual;
- the individual's job role has a productive purpose and that there is a direct link between this job role and the chosen apprenticeship standard;

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ESFA-recognising prior learning

- Assess and agree with the employer, the individual's prior learning and experience before starting the apprenticeship (P23).
- Funds must not be used to pay for training for knowledge, skills and behaviours already attained by the apprentice.
- Your assessment must identify and document any knowledge, skills, and behaviours, relevant to the apprenticeship standard, gained from the following:
  - Prior education, training, or associated qualifications in a related subject sector area, including any previous apprenticeship undertaken; or
  - Learning or competence gained from prior work experience, particularly where the apprentice is an existing employee, or is beginning their apprenticeship after completing another programme with a relevant work placement.
- Check the individual's personal learning record if they have one.
- Follow specific guidelines for T Levels, boot camps and occupational traineeships where progression routes exist
- The duration must be reduced in proportion to the adjusted amount of training to be delivered.

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The Training Plan

- **The results of the individual's initial assessment, including recognition of prior learning, must be taken into account before developing the training plan.**
- For the full programme, a general description of the frequency and mode of delivery. Frequency may include regular delivery through day release, block release (including front loaded training). The mode of delivery may include 1:1 instruction, cohort attendance at the provider, virtual classrooms, self-directed distance learning.
- The planned content / components / units of delivery.
- For standards without a mandatory qualification this must be a description of the activities that the apprentice will undertake to develop occupational competency and when these will be delivered.
- For standards with a mandatory qualification this must be, **as a minimum, a list of the units and when these will be delivered, along with a description of all additional activities that the apprentice will undertake to develop occupational competency and when these will be delivered.**
- The party responsible for each component's delivery must be identified; this may include the main provider, a sub- contractor or the employer. Where this party is accessing
- It must be clear if the component has been used towards the off-the-job training calculation.
- An agreement of what is required from, and offered by, the apprentice, employer, main provider (and any delivery subcontractors) to achieve the apprenticeship (i.e. roles and responsibilities) and details of how all parties will work together. This must include the contact details of each party.
- **Written confirmation from the employer that the apprentice will be allowed to undertake off-the-job training within their normal working hours, in addition to English and maths training if required.**
- Details of progress reviews (involving the main provider, employer, apprentice), including the frequency and format, to discuss progress to date against the training plan and the immediate next steps required.

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Requirements, Rules, Principles - Ofsted

The University must ensure that staff effectively use the starting point of apprentices and their existing knowledge and skills to plan learning in order to remove unnecessary repetition

Tutors do not routinely use the identified starting points of apprentices correctly to inform their learning plans - too many apprentices repeat learning and therefore do not make progress as swiftly as they should

Lectures did not make effective use of the information they collected at the starting point to inform their teaching

Tutors did not always consider the experience and knowledge of apprentices when they start their qualification. As a result apprentices do not benefit from a training plan that is is personalised to them

Programme Directors do not plan carefully enough assessment components which means that too many apprentices repeat learning

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Requirements, Rules, Principles - Ofsted

Tutors use the starting point of apprentices effectively to develop a learning plan to ensure that apprentices developed significant new skills; for example, some apprentices follow a fast track route and others undertake additional modules to fill specific gaps skills and knowledge

Teachers use their extensive vocational experience to place learning for apprentice into relevant context

Tutors and employers work effectively together to identify gaps in knowledge and skills and to target and set clear learning goals.

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COMPONENTS

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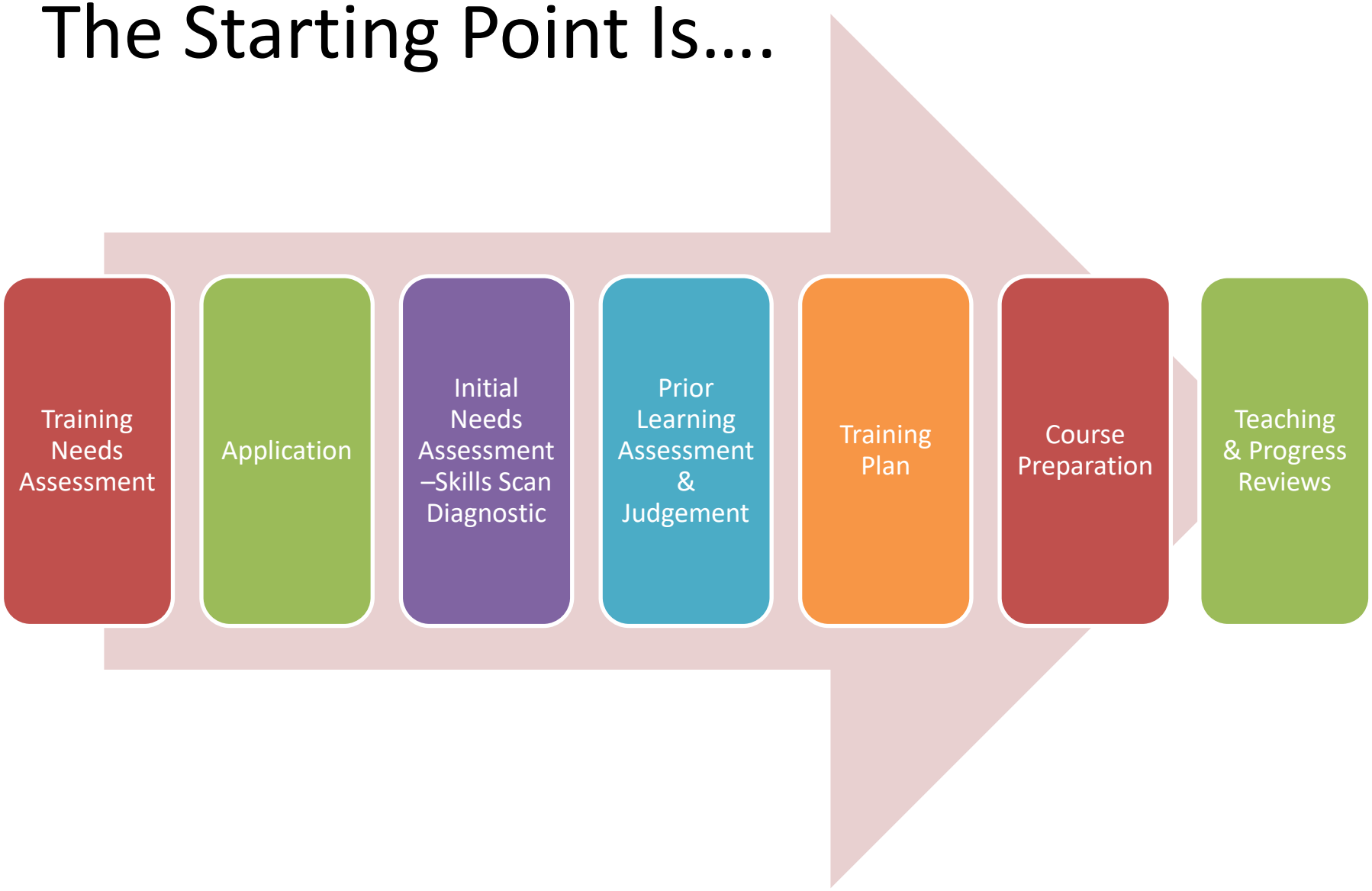
The Starting Point Is….



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Diagnosing the Gap

The Employer TNA/Due Diligence

- Are we collecting sufficient information about the employers responsibilities, and the role they are proposing for an apprenticeship – does it have a productive purpose ?
- Are we checking the level and content of the role is matched by the apprenticeship
- Are we collecting an agreement that the employer agrees with the judgement that we have made abut the matched programme ?

The Apprentice Application

- Have we collected information about what the apprentice wants to achieve, their personal objectives ?
- Are we collecting enough information about their current role e.g. role description
- Does the application provide confidence that this apprenticeship is at the right level for this applicant

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Diagnosing the Gap

The Skills Scan

- Is the skills scan effective as an occupational assessment?
- Have we gone too far to align to KSBs and are missing the real occupational test ?
- Do we need to interview ?
- Where do we set out the summary of the apprentice strengths and skills gaps

The RPL Judgement

- Are we asking the employer, the line manager or mentor to comment on the skills scan picture, give their view as to accuracy, and then to agree the judgement
- Are we sending the proposed programme and the Judgement and skills scan to the employers to agree. Do we have evidence that they did agree
- Can we clearly demonstrate a link between this and what is in the training plan – have we designed the application, skills scan, and training plan as a set of linked documents
- Do we have a process note for employers explain the link and process to reach the training plan output, and where they will need to agree ?

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Training Plan –it's the **why** not just the what

- show in the training plan where the apprentice is exempt and explain why - include the hours
- Include the skills scan and RPL judgement with the training plan ?
- Change the training plan wording so that it refers to the skills scan, application and RPL judgements – make this explicit
- Set out any specific changes for this apprentice (including for their Additional Learning Support, English and Maths
- Signpost where they have evidence of knowledge, skills, experience and how they can enhance their learning

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Course Preparation & Teaching – Respond to the individual

Preparation

- Course Directors, Tri-partite review reviewers need access all apprentice documentation
- TNA – employer context included in the assessment
- Consider the variety of roles in the cohort
- Consider the levels of experience and mix of knowledge and skills

Context

- Use this to adjust the learning focus e.g.
- Relevant case studies
- Assignment mix
- Selection of tutors based on experience
- Enhancements and stretch

Delivery

- Understand the 'shape of the cohort' and adjusting examples
- Signpost stretch and scaffolding resources
- Use reviews to personalise

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How can we do all of this with huge volumes of apprenticeship starts

THE STARTING POINT – TACTICS

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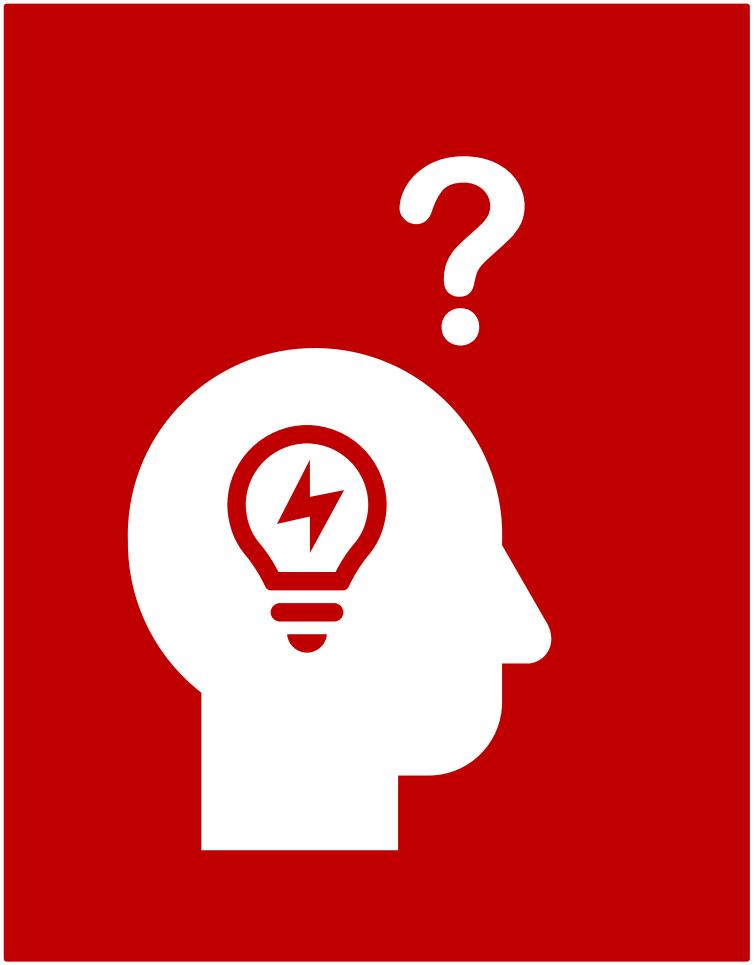
POLL



What are the main challenges and barriers to improving how we manage the starting point:

1. Current processes or practices
2. Don't currently collect sufficient information
3. Lack of resources
4. Disconnect between onboarding and academic delivery planning

5. Other reason

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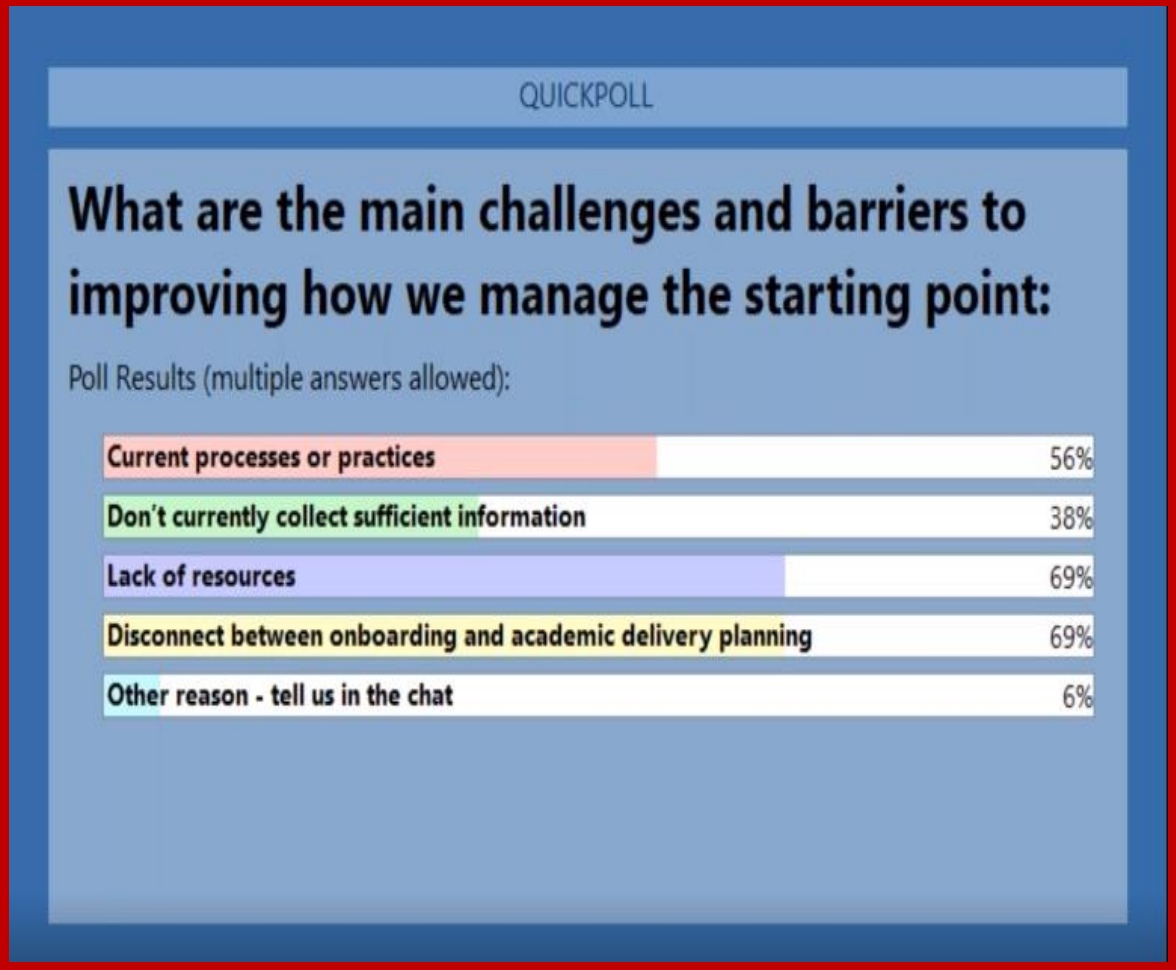
POLL



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Challenges

Is the detail about the apprentice stuck or getting lost at any point in the process ?

Detail

- Collecting sufficient information
- Being used in each subsequent step to inform the final holistic view
- Early enough to be capable of having influence over the rest of the process
- Being collated and presented to make the starting point and the response in the training plan and delivery clear ? Do we need more live 'interviews'

Access

- Is access restricted – in Aptem, in team file structures
- Locked away because it is primary evidence

Roles & Responsibilities

- Do people know what the starting point is, what it is based on and what they should be doing with this information
- Does everyone in the chain know what is important about the information and why ?
- Are expectations about how it is used clear - e.g. do tutor expectations for preparation set this out
- Does training for new teaching and progress review staff include this?

Agreement

- Does the final wording in the contract, training plan, apprenticeship agreement include specific reference to the employer, and apprentices':
  - engagement in the initial assessment outcomes that shaped the training plan
  - agreement that the planned training reflects the gaps and priorities identified through the initial assessment process

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Agreement & Signatures

Training Needs Assessment	• 'I agree that the apprenticeship selected matches the level of the role(s) underpinned by this apprenticeship and outlined in the role description that I have provided' • 'that the role provides the scope to deliver the full range of the knowledge, skills and behaviours required by the apprenticeship' • 'that I will provide my apprentice (s) with the appropriate support and supervision to carry out both their job role and complete their apprenticeship training and end point assessment
Application	• The Apprentice 'agrees that the information provided in the application [application form and CV], is a comprehensive summary of their current and previous qualifications, knowledge, skills and experience'
Initial Needs Assessment –Skills Scan Diagnostic	• Apprentice and employer agree that 'the information and supplementary evidence (where relevant) submitted in the [skillsscan] assessment of prior qualifications knowledge, skills and experience present an accurate picture of the skills gaps to be met through the apprenticeship training plan'
Prior Learning Assessment & Judgement	• Apprentice and employer agree that' the outcome of the prior learning assessment and the exemptions and inclusions in the apprentices training plan developed from this review of prior learning skills and experience and the [skillsscan] initial assessment, are appropriate and …
Training Plan	• The apprentice and employer 'support and agree that this training plan will meet the pattern of previous and current knowledge, skills and behaviours identified by the apprentice in their application, initial assessment, skills scan/diagnostics'

By signing this document you confirm that this training plan has been agreed with you based on the information supplied in your application process and on the outcomes of the apprenticeship initial assessment of current knowledge, skills and behaviours against the apprenticeship Standard, provided in your application, supporting evidence, skills scan and, where relevant, other diagnostics

Triage - Taking Early Action

RAG Rating	Triage	Check Effectiveness
• RAG rate employer after TNA • RAG rate apprentice after RPL/	• Embed early Tri-partite review before 6 weeks for the RED rated • Add in more frequent reviews Tri-partite reviews • Maintain an action plan – agreed and signed by apprentice and employer	• Look at the characteristics of high performing and at risk employers and apprentices • Monitor progress • Consult with apprentice and employer about the effectiveness of support

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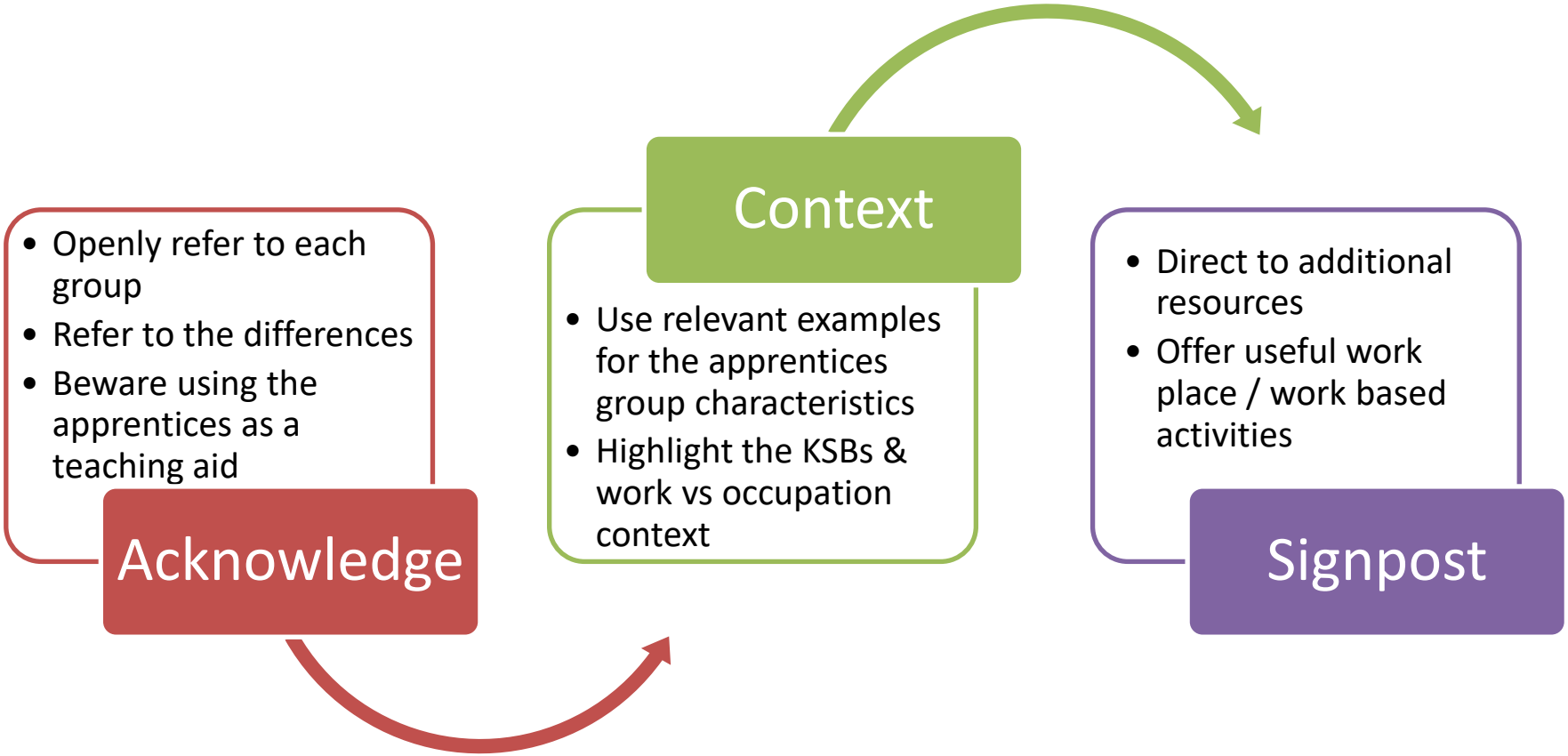
Co-teaching – Demonstrating Differentiation



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Training, Monitoring & Observation

- Demonstrates adjustment in planning the learning to respond to the group and individual apprentices
- Contexts subject, examples and case studies for this group, these individuals, their sector and role mix
- Enables / supports apprentice to understand the learning in their context and to the occupation/ workplace
- Demonstrate knowledge, skills and behaviours about/in the occupation(s) supported by the apprenticeship

Observation – Teaching

- Demonstrates awareness of the starting point and possible barriers and opportunities for the apprentice
- Looks at distance travelled – discusses progress made against the specific starting point and possible challenges,
- Considers with the apprentice the progress made against personal objectives
- Uses the starting point and evidence of progress to discuss challenges and plans for the next phase of learning

Observation – Progress Reviews

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Differentiation - Scheme of Work

Cohort characteristics to note

SCHEME OF WORK – Programme / year					
Apprenticeship				Level	
Course Director			Tutor(s)		
Module / Subject					
Year / Cohort		EPA Date		Period From To	

Week No(s)	Date	Important dates/themes	Topic/Module	Apprentice Activity (including differentiation)	Core Curriculum Opportunities
1					
2					
3					
4					
5					
6					

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QUESTIONS

https://uvac.ac.uk/

https://uvac.ac.uk/higher-and-degree-apprenticeships-webinars/

r.rhodes@bolton.ac.uk

07720 888 149

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FURTHER RESOURCES

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Stay online for the survey

RESOURCES
Queries: r.rhodes@uvac.ac.uk
Listen again webcast link: HERE
Slide Pack: www.uvac.ac.uk
Scheme of Work Template Observation Template Questions

Webcast Listen & Watch	Recording Timestamp
Defining the Starting Point	0:00:00
Components	00:20:24
Tactics	00:47:39

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