



**Middlesex  
University**  
London



# Best Practice in Work-Integrated Learning for Degree Apprenticeships

Middlesex University Centre for Apprenticeships and Skills



**Dr Finbar Lillis**

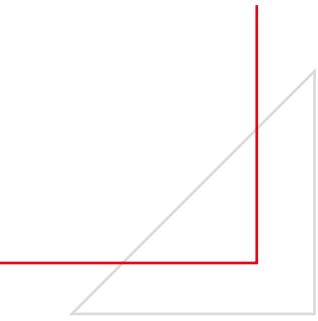


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“ If we are serious about social mobility then degree apprenticeships are essential. Degree apprenticeships for the public sector professions have particular potential to open doors to professional careers for a wider range of people. Given the national shortages of teachers, nurses, social workers and police officers, the scale of opportunities is potentially transformational.

Professor Tim Blackman, 2018

# Executive Summary

# Best Practice in Work-Integrated Learning for Degree Apprenticeships

Middlesex University's strategic plan seeks to 'Transform Potential into Success', this includes building partnerships with employers and the professions to create career opportunities and developing new programmes and pathways such as degree apprenticeships. Middlesex is a key player in London's skills ecosystem and is working to reduce differences in outcomes related to student backgrounds or prior attainment.

Middlesex University offers a wide range of internationally recognised high-quality professional education programmes and is a leader in professional education for the public sector in the UK.

The University was awarded Degree Apprenticeships Development Fund Phase 2 (DADF2) funding in 2017, to enhance access to the public-sector professions in London.

The project committed the University to developing degree apprenticeships in four public sector professions, for delivery from 2018:

- Police Constable degree apprenticeship
- Registered Nurse degree apprenticeship
- Social Worker degree apprenticeship
- Teacher apprenticeship.

In addition, the project sought to identify and disseminate examples of best practice in work-integrated learning from these sectors, for application in new public sector degree apprenticeships. The examples were in three pedagogical areas:

- Work-integrated Recognition of Prior Learning (RPL)
- Work-integrated Teaching, Learning and Assessment (TLA)
- Workplace Mentoring.

This report provides a summary and analysis of a range of 'best practice' examples drawn from each area of public sector provision at Middlesex University. The examples are intended to serve as an indicative guide for the higher

education sector and employers to support the identification, development and application of best practice in work-integrated learning in degree apprenticeship programmes. The report will also support the generation of learning resources, including MOOCs (massive open online courses), webinars, curriculum design guidance and other material.

The project has brought a new perspective to and recognition of the value of work-integrated learning

**Additional outcomes from Middlesex University DADF2 project include:**

- The 'Building on Best Practice for Public Sector Degree Apprenticeships' dissemination conference at Middlesex University on 11 September 2018
- The 'Using 'Digital' in Degree Apprenticeships'<sup>2</sup> report which examines how 'digital' (learning and teaching, using digital media and tools in all forms) opens up new ways to approach work-integrated learning for degree apprenticeships. The report includes recommendations that promote the use of MOOCs and other digital tools developed for degree apprenticeships

- A series of 5 short film guides on 'Best practices in work-integrated learning for degree apprenticeships'. The films feature Middlesex University sector experts in interviews, which focus on the key success characteristics of their best practice examples. The films will also be used in the production of a MOOC to introduce Middlesex University staff to its approach to public sector degree apprenticeship development. The MOOC aims to foster internal support and understanding of a 'Middlesex approach' to delivering degree apprenticeships.

- Ensure these distinctive and successful characteristics and practices underpin pedagogical practice in new degree apprenticeships

- Inform and enhance best practice in delivering degree apprenticeships, internally through the Centre of Academic Practice Enhancement and externally with employers and degree apprenticeship providers across the country

- Share best practice across the higher education sector to encourage new reflections on pedagogy for work-integrated learning and degree apprenticeships.

## The benefits of the project

Degree apprenticeships have had a mixed initial reception in the public sector, particularly given the challenges of funding constraints and staff shortages. There are justifiable concerns about the impact of the introduction of degree apprenticeships on public sector employer budgets related to matters such as 'abstraction', 'back-fill', and about how the required high professional standards will be maintained while introducing the new systems and approaches for apprenticeships. In this context, universities have an opportunity - and a responsibility - to say and share what constitutes best pedagogical practice in degree apprenticeships and set benchmarks which will raise expectations among potential apprentices, employers and policy makers.

The project has brought a new perspective to and recognition of the value of work-integrated learning - by viewing best practice within and across sectors, using a set of common reference points to identify 'success characteristics' from pedagogical practice in each public sector profession.

The report itself serves as a resource to:

- Identify common successful approaches to work-integrated learning in the University
- Identify distinctive characteristics in the 'Middlesex approach' to work-integrated learning

The report has identified that successful work-integrated learning pedagogical practice in one professional area may have features or characteristics which are adaptable or transferable to others - in public and private sectors. What may be well-established and widely understood in one sector, may help to provide fresh insights and new practices across traditionally unconnected sectors. For example, the national system for recognising prior learning (RPL) and achievements in professional policing will be of interest and may have application for RPL practice in health sector and other professions. Coordinated approaches to assessment of achievement in nursing programmes across universities and Health Trusts in London, will be of interest in other cities and to other sectors and professions where such coordinated approaches would be desirable - but are not in place. The encouragement and support for peer education in social work, teaching and nursing - could provide new insights for the recruitment and retention of (young and older) people from poorer areas of London, to the new Police Constable degree apprenticeship.

Using degree apprenticeships to recruit more (young and older) people from poorer areas of London into public sector professions is an objective shared by the University and government. Degree apprenticeships are a new employment route through university, designed to simultaneously meet the workforce development needs of employers and enable individuals to gain degrees through their work. The DADF2

<sup>1</sup> Middlesex University was awarded Degree Apprenticeships Development Fund Phase 2 funding (DADF2) in 2017, to enhance access to the public-sector professions in London through developing capability and capacity among Universities and employers to deliver high quality Degree Apprenticeships.

<sup>2</sup> To be launched at the Building on Best Practice for Public Sector Degree Apprenticeships conference, Middlesex University, 11 September 2018.



project has kick-started sharing of best practice across public sector professions in London, and as best practice is systematically gathered and shared, the impact of these practices on improved social mobility can be examined and where effective, shared. Over time degree apprenticeships will become a normal, expected way in to professions, through university.

### The report in brief

The **Introduction** to the report explains the background to the DADF2 project, the approach and methodology adopted for this study and outlines project activities.

**Section 2** of the report identifies ‘key success characteristics’ for work-integrated learning degree apprenticeship design and delivery, from a ‘read across’ analysis of each work-integrated learning best practice example submitted, using the matrix reference prompts (Appendix) supplied by the project.

**Section 3** of the report provides **case studies**, two exploring Middlesex-led partnerships with employers and providers; and one drawn from an interview with the College of Policing on its approach to RPL and what can be learned from its Professional Development Platform (College of Policing, 2018) for improving approaches to RPL in degree apprenticeships.

**Section 4** of the report concludes by **identifying benchmarks for the design of work-integrated learning degree apprenticeships** at Middlesex University.

**Section 5** provides a series of brief action statements as ‘recommended next steps’ to accompany each conclusion.

The **Appendix** includes best practice examples from each sector, using a supplied matrix (also included in the Appendix).

### Recommended Next Steps

- Promote the ‘added value’ of established best practices in work-integrated learning and degree apprenticeship design
- Develop a common set of design principles for work-integrated learning and degree apprenticeship design, using key success characteristics for pedagogical practice identified in this project as a reference point
- Identify scope for adapting/adopting best practice approaches in design of degree apprenticeships across other public and private sector professions
- Examine successful approaches to quality assuring work-integrated learning and degree apprenticeships across sectors and produce a quality assurance guidance document with examples
- Develop e-learning resources for work-integrated learning practitioners to help develop their pedagogical practice and degree apprenticeship design and delivery capability.

The advent of degree apprenticeships should increase interest and engagement in higher education as well as offering scope for progression to those in the current workforce.

“ We have designed your programme to enable you to become the kind of professional that can help to transform your sector by raising professional standards and becoming a leader of the future.

# Best Practice in Work-Integrated Learning for Degree Apprenticeships

# Introduction

This report provides a summary and analysis of a range of ‘best practice’ examples of work-integrated learning at Middlesex University, for application in new public sector degree apprenticeships. ‘Success characteristics’ have been identified from practice in work-integrated learning across four public sector professions.

These provide benchmarks of best practice to serve and guide universities and employers towards application of best practice in work-integrated learning in designing degree apprenticeship programmes; and to help generate learning resources, curriculum design guidance and promotional material for public sector degree apprenticeship programmes.

## 1.1 Higher Education Funding Council for England (HEFCE)<sup>3</sup> funding and context

Middlesex University was awarded HEFCE Degree Apprenticeships Development Fund Phase 2 funding (DADF2) in 2017, to enhance access to the public-sector professions in London through developing capability and capacity among Universities and employers to deliver high quality degree apprenticeships. The University committed to establishing four public sector apprenticeships for delivery from 2018, as follows:

- Police Constable degree apprenticeship
- Registered Nurse degree apprenticeship
- Social Worker degree apprenticeship
- Teacher apprenticeship.

The University recognises the workplace as a valid site for higher-level learning and the source of innovation and enhancement of professional practice. The expertise, long-standing experience and recognised high quality of programmes delivered by Middlesex has made the University a leader in professional education in the UK and internationally.



... ‘off-the-job’ does not necessarily mean that learning has to take place away from the workplace.

<sup>3</sup> HEFCE closed at the end of March 2018. Many of HEFCE’s functions will be continued by the Office for Students, the new regulator of higher education in England, and Research England, the new council within UK Research and Innovation.

## Degree Apprenticeships at Middlesex University

The programme that you are embarking upon is a degree apprenticeship. This means that your degree has been specifically designed to enable you to develop the knowledge, skills, professional behaviours and values required by a nationally approved Apprenticeship Standard. While as a degree apprentice you are an employee earning a wage (at least the Apprenticeship Minimum Wage) usually working at least 30 hours per week, you are also a full student of Middlesex University with the same access and entitlements to services and support as other students who undertake a degree.

If you successfully complete your degree apprenticeship you will have met the Apprenticeship Standard and be recognised as being fully competent to carry out [insert an occupational role]. Your Middlesex degree apprenticeship will also include the opportunity to gain professional status as all apprenticeships in England are required to include professional recognition where it is available. So on successful completion of your degree apprenticeship you will have gained:

- A Middlesex University degree
- An Apprenticeship Certificate demonstrating that you have met the national Apprenticeship Standard for full occupational competence
- Professional recognition/status [with a relevant professional body].

### Degree apprenticeships integrate work and learning

Degree apprenticeships at Middlesex integrate work and learning and this means that your programme has been designed to recognise that most of your learning (at least 80%) will be derived from your work. The work activities that you undertake on a day-to-day basis as an apprentice will provide an invaluable source of knowledge, information and learning that you can draw on to help you meet the requirements of your degree apprenticeship programme.

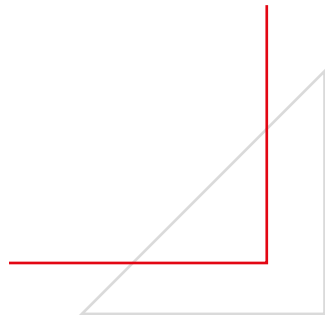
This will be supported by the allocation of a Workplace Mentor by your employer. Your Workplace Mentor will help you identify aspects of your day-to-day work that can help you meet the requirements of your degree apprenticeship programme. They will also discuss the on-going development of your knowledge, skills, professional behaviours and values in regular one-to-one meetings and comment on your entries in your online Learning Journal [or other professional portfolio] as evidence of your developing professional competence. Your Learning Journal [or other professional portfolio] will provide a focus for three-way (apprentice-mentor-tutor) discussions to help you develop as a reflective professional practitioner.

All apprenticeships delivered in England require that 20% of your learning be ‘off-the-job’ and this means that as an apprentice, your employer must allocate 20% of your employed time for learning. However, ‘off-the-job’ does not necessarily mean that this learning has to take place away from the workplace, it just means that the time associated with the 20% must be focused on the learning required to complete your apprenticeship. Because this degree apprenticeship programme is designed to draw on your day-to-day work as a key source for your learning it enables an integrated approach to both on-the-job and off-the-job learning, which we think makes for a more effective and coherent learning experience. Another aspect of degree apprenticeships at Middlesex is that many of the programme modules you will undertake require you to think about better ways of doing things, ways to make your professional practice more effective and more innovative.

At Middlesex, we think that a key part of being a professional is to continually look to try and improve your own professional practice and to help others to do so as well. We have designed your programme to enable you to become the kind of professional that can help to transform your sector by raising professional standards and becoming a leader of the future.”

Middlesex University, Centre for apprenticeships and Skills, Information for Degree Apprenticeships





## 1.2 'Best Practice' in delivering work-integrated learning programmes

In developing, validating and approving work-integrated degree apprenticeships, Middlesex has drawn upon the expertise and experience of practitioners and on established 'best practices' in delivering work-integrated learning programmes in public sector professions. As part of the project, Middlesex committed to the identification and gathering of best practice examples in work-integrated learning, in these three pedagogical areas:

- Work-integrated Recognition of Prior Learning
- Work-integrated Teaching, Learning and Assessment
- Workplace Mentoring.

University discussions with public sector employers about degree apprenticeships indicated that there were significant barriers and operational challenges that could inhibit the take up of degree apprenticeships across sectors. For example, there are potential financial constraints, including costs for off-the-job learning and employee backfill (in what are regulated professions) and the long-term financial commitment required of employers for the support of Degree Apprentices.

So, alongside new degree apprenticeship development, a key strand of the HEFCE DADF2 project has been the identification and potential application of best work-integrated pedagogical practice in degree apprenticeship programme design and promotion, to help encourage and build employer confidence.

Expert practitioners at Middlesex University contributed the best practice examples included in this Summary (see Appendix). Their sector knowledge and experience in work-integrated learning curriculum design has been central to steering the design of the four degree apprenticeships in the project and is underpinned by long established and successful pedagogical practice in work-integrated learning. The DADF2 project offered a singular opportunity to gather examples of best practice and share them publicly with employers and other degree apprenticeship providers in England, to promote the benefits and value of best practices in work-integrated learning for degree apprenticeships, to positive effect. For example, ensuring on-the-job learning environments offer opportunities

to 'acquire' and not just 'apply' knowledge and skills learned off the job, has a positive impact on the Apprentice's performance at work during training. In addition, training for mentors and practice educators can promote better integrated assessment and raise the status and value of practice education and a culture of professional 'coaching' in the workplace.

## 1.3 Approach to gathering 'best practice' examples

Degree apprenticeships in the four professions were in development during the project. 'Best practice' was identified by experts in each sector team in current relevant work-integrated learning programmes at Middlesex and then examined for application in proposed degree apprenticeships. The DADF2 project interest was in highlighting how current successful work-integrated learning practices can be transferred into or adapted for the design and delivery of the public sector degree apprenticeships, in development.

## 1.4 Approach and Activities:

- A matrix (see Appendix) was designed for sectors to use to supply 'best practice' examples of work-integrated learning. Examples were gathered between December 2017 and February 2018
- Three team meetings (with sector team experts and DAD2 project management) were held during this period, where the best practice project, approach and methodology was discussed and agreed, and progress checked.
- A sector team expert was interviewed following written feedback on first drafts
- Each sector presented the final report for comment to its Employer Reference Group; ERG feedback on recommended next steps (Section 5) to be considered at the 'Building on Best Practice for Public Sector Degree Apprenticeships' conference on the 11 September 2018, at Middlesex University

<sup>3</sup> HEFCE closed at the end of March 2018. Many of HEFCE's functions will be continued by the Office for Students, the new regulator of higher education in England, and Research England, the new council within UK Research and Innovation.

- Three meetings were held to help with the Centre for Academic Practice Enhancement (CAPE) to review the project potential for informing improvements in capturing best practice in WIL, discuss progress and consider future actions
- The College of Policing were interviewed to produce a case study on its approach to RPL and what can be learned from its Professional Development Platform (College of Policing, 2018) for improving approaches to RPL in degree apprenticeships.

## 1.5 Gathering 'best practice' examples of work-integrated learning for application in degree apprenticeship programme design

The Appendix to this Summary includes best practice examples from each sector, using the supplied matrix.

The matrix included a series of prompts to help frame different aspects of each best practice example. These prompts were informed by:

- **Work-integrated degrees – a literature review for QAA** (QAA, 2016) – commissioned by the Quality Assurance Agency (QAA) to provide insight into best practice for degree apprenticeships
- **Quality Assuring HE in Apprenticeships** (QAA, 2017, 2018) – A QAA document developed to support the HE sector in developing and delivering higher and degree apprenticeships that include a prescribed HE qualification, which includes all our public sector degree apprenticeships
- **University Vocational Awards Council (UVAC) webinar series** – (UVAC, 2017) Designed to raise awareness about the requirements, challenges and emerging aspects of best practice in development and delivery of apprenticeships
- Curriculum design questions and guidance from the **Centre for Academic Practice Enhancement (CAPE)** (Middlesex University, 2017)
- And cross-referenced to **University Programme validation requirements** (Middlesex University, 2017).

The matrix was intended to:

- Help guide sector experts in producing their best practice examples
- Use a format that allowed content to be extracted and presented in different ways - via for example, in reports, case studies, tables, social media clips, videos, links, via e-learning platforms, to generate materials to share best practice examples
- Provide a way to read across responses to draw comparisons and analyse success characteristics.

Sectors were asked to use the matrix to identify at least 3 'best practice' examples, at least one in each of:

- Work-integrated Recognition of Prior Learning (RPL)
- Work-integrated Teaching, Learning and Assessment (TLA)
- Workplace Mentoring.

Experts from sector teams were asked to use the prompts/questions to frame and inform each response. This approach was designed to help respondents think about what constituted 'best practice' in their view and encouraged them to reflect on and examine current pedagogical practices, against work-integrated learning success characteristics identified from review of the documents listed above.





## 1.6 Key success characteristics' in work-integrated learning applicable for degree apprenticeships

**Section 2** of the report identifies 'key success characteristics' for work-integrated learning degree apprenticeship design and delivery, from a 'read across' analysis of each work-integrated learning best practice example submitted, using the matrix reference prompts supplied by the DADF2 project.

## 1.7 Case studies

**Section 3** of the report provides case studies, exploring 2 Middlesex-led partnerships with employers and providers; and the College of Policing was interviewed to produce a case study on its approach to RPL and what can be learned from its Professional Development Platform (College of Policing, 2018) for improving approaches to RPL in degree apprenticeships.

## 1.8 Conclusions

The report concludes (**Section 4**) by identifying benchmarks for the design of work-integrated learning degree apprenticeships at Middlesex University.

## 1.9 Recommended Next Steps

**Section 5** provides a series of brief action statements as 'recommended next steps' to accompany each conclusion.

The next stage of the project will be to extract content from the materials gathered for use in creating e-learning resources, designing social media, outreach and promotion activities. Some ideas for building on the project and developing further resources are set out in this section.

## 1.10 Applying work-integrated learning best practice in the design and delivery of public sector degree apprenticeships

There appeared to be no pedagogical obstacle to applying any of the Middlesex work-integrated learning best practice examples submitted, to the design and delivery of the public sector degree apprenticeships, in the project. Sectors were largely able to respond to all matrix prompts which indicates that existing best practice in delivery of WIL at Middlesex is readily adaptable for the delivery of public sector degree apprenticeships in the project – notwithstanding the reported current logistical and financial obstacles to implementation, described above.

## 1.11 Additional outcomes from Middlesex University DADF2 project include:

- The 'Building on Best Practice for Public Sector Degree Apprenticeships' dissemination conference at Middlesex University on 11 September 2018
- The 'Using 'Digital' in Degree Apprenticeships'<sup>4</sup> report which examines how 'digital' (learning and teaching, using digital media and tools in all forms) opens up new ways to approach work-integrated learning for degree apprenticeships. The report includes recommendations that promote the use of MOOCs and other digital tools developed for degree apprenticeships
- A series of 5 short film guides on 'Best practices in work-integrated learning for degree apprenticeships'. The films feature Middlesex University sector experts in interviews, which focus on the key success characteristics of their best practice examples. The films will also be used in the production of a MOOC to introduce Middlesex University staff to its approach to public sector degree apprenticeship development. The MOOC aims to foster internal support and understanding of a 'Middlesex approach' to delivering degree apprenticeships.

<sup>4</sup> To be launched at the Building on Best Practice for Public Sector Degree Apprenticeships conference, Middlesex University, 11 September 2018



“ At Middlesex, we think that a key part of being a professional is to continually look to try and improve your own professional practice and to help others to do so as well.”

Best Practice examples  
— key success characteristics across  
sectors and pedagogical areas



# Best Practice examples — key success characteristics across sectors and pedagogical areas

This section provides examples of success characteristics and identifies transferable 'key success characteristics' for work-integrated learning degree apprenticeship design and delivery, from analysis of each work-integrated learning best practice example submitted, using the matrix reference prompts supplied by the DADF2 project.

Each degree apprenticeship in the project is being developed within highly regulated and regularly inspected public sector professions. Yet the best practice examples provided show how creative pedagogical approaches can be developed and used within these constrained environments. This section illustrates:

- How pedagogical best practices are potentially transferable across professions *and* sectors
- How success characteristics from one pedagogical area (for example, mentoring/practice education) underpin success in another (RPL, practice-based assessment of achievement)
- How success characteristics in work-integrated learning at Middlesex could be applied and operate across professions and sectors and (illustrated with working examples) how best practice in work-integrated learning should be applied in the design of degree apprenticeships.

These transferable 'key success characteristics' are intended to inform degree apprenticeship programme design, creating e-learning resources, designing social media, outreach and promotion of the Middlesex approach to work-integrated learning in degree apprenticeships.

Sector experts recognised that they were developing their own transferable skills in degree apprenticeship design.

These experiences provide us with a range of knowledge and skills to support further apprenticeship programmes/pathways if validated.

(Registered Nurse, RPL)

And how guidance for employers and Apprentices in practice-centred assessment in one or two professions, had value and applicability in others.

This project initially began by focusing on the student nurse and midwife experience but gradually realised the potential benefits of these resources for all learners in practice and will be of particular benefit to those on professional apprenticeship programmes who may struggle with the dual role of employee and learner.

(Registered Nurse, Workplace Mentoring)

See Appendix for the best practice examples in full.



## 2.1

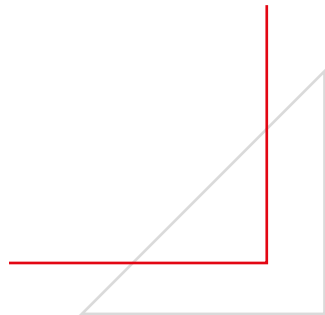
### The workplace as a site for learning (not just for application and experience)

- A three-way co-construction of the curriculum between university tutor, mentor and trainee, through negotiating developmental targets and the strategies to achieve these (Teacher, TLA)
- Content of University training shared with school-based mentors to maximise integration of University sessions with school-based training (Teacher, TLA, Workplace Mentoring)
- In terms of the students learning in practice we have a range of models in place for the different programmes, with assessment in practice based on the Pan-London Practice Assessment Document (Registered Nurse: TLA)
- ...the work is focused on providing online resources that mentors / supervisors and learners can use whilst in practice to help apply theory and practice and facilitate their learning and development (Registered Nurse: Workplace Mentoring)
- The learner works directly with the users of the service... alongside a qualified or experienced social worker where they will be allocated practice tasks to support the service user/s or will work solely with the service user with close supervision (Social Worker: Workplace Mentoring – 'Practice Learning in the Workplace')
- The BA Social Work programme has drawn on an initiative through its North London Teaching Partnerships which aims to bring practice closer to learning. This involves: joint posts of 'prac-academics' – practitioners jointly employed by the university and local authority; Practitioners being trained in learning and teaching and following the PG Cert in Learning and Teaching at the university so as to contribute to the taught curriculum as visiting lecturers; expert practitioners being employed as tutors for social work learners who will visit them during practice learning and also teach on the programme via the weekly Tutor Groups. (Social Worker, TLA – 'Practitioners engagement with university-based learning')

- For policing – the workplace provides a 'real' life environment that often 'tests' learning; adding to development and the ability to transfer lessons across in variable situations. The Police Engagement Group (PEG), has the aim of trying to minimise such unforeseen situations – by sharing best practices and trying to make assessments realistic so as to minimise such 'eventualities' (Police Officer, TLA)
- As such education and policing become a joined/integrated entity where one directly and indirectly influences and guides the other. Going forward this is the intended direction to be taken by Middlesex University in the policing education framework. (Police Officer, TLA)

#### Key success characteristics:

- A three-way co-construction of the curriculum between university tutor, mentor and trainee
- University curriculum content shared, with best use made of online resources with mentor/practice educator, to maximise learning at work
- A range of curriculum models made available for different programmes
- 'Prac-academics' — practitioners jointly employed by the university and employer
- Employers — through the University Reference Group (e.g., Police Engagement Group) – contribute to authenticating assessment methods and tasks.



2.2  
Integrated practical and theoretical learning (rather than ‘parallel’ or ‘dual’)

- The content of the University training is shared with school-based mentors to maximise integration of University sessions with school-based training. Training tasks, activities and assignments are designed to support integration (Teacher, Workplace Mentoring)
- Mentors contribute to University sessions and University tutors contribute to training sessions at school (Teacher, TLA)
- Theory and practice are fully integrated from day one of the programme as the modules aim to develop the required competencies for registration (either as a registered nurse or registered nursing associate). All components of the modules were developed in partnership with clinical colleagues (Registered Nurse: RPL)
- All aspects of the [Pan-London] assessment document is prepared to facilitate the integration of theory and practice whereby students are enabled to apply the theoretical principles taught in university and critical reflect on the experiences gained in practice. (Registered Nurse: TLA)
- Learners will bring live examples from their work practice to regular supervision with their Practice Educator. In-depth discussion, critical reflection and simulated learning activities can be used to examine the learning and to link it to the theories that the learner has been exposed to in the formal learning (university) environment. The compatibility and feasibility of application of theory to practice and practice to critique theories, research will be explored and assessed during the one-to-one sessions. The learner will then adapt and develop their practice accordingly with feedback. (Social Worker: Workplace Mentoring – ‘Practice Learning in the Workplace’)
- Practitioners are taught how to develop a learning session using learning outcomes, tools and techniques and facilitating learning in the classroom. They however draw on their practice expertise as the main source of expertise. (Social Worker, TLA – ‘Practitioners engagement with university-based learning’).

Key success characteristics:

- University curriculum shared with mentors to maximise integration into practice learning
- Mentors and university educators teach in both university and practice settings
- All components of the curriculum developed in partnership with practitioners (e.g., clinical colleagues)
- Pan-London assessment document (used by all HEIs and Trusts in the partnership) integrates theory and practice
- Practice educators trained to apply a ‘learning outcomes’ model to practice-based learning.

2.3  
Evidence of a work-integrated learning ‘signature’ pedagogy

‘Signature’ pedagogies are ‘types of teaching that organise the fundamental ways in which future practitioners are educated for their new professions...to *think*, to *perform*, and to *act with integrity*’ (Shulman, 2005: 52). Shulman suggests that teaching and learning for professional competence (to meet required professional standards) go beyond the standards required by the ‘academy’. That ‘professional education is not education for understanding alone, it is preparation for accomplished and responsible practice in the service of others.’ (Shulman, 2005: 53).

- Learning process, practices and products are the result of negotiation between trainee, mentor and University tutor facilitated by access to shared digital space (Teacher, TLA, Workplace Mentoring)
- A partnership agreement exists between the University and school which identifies roles and responsibilities. Trainees engage in a continuous process of self-evaluation and reflection underpinned by developmental targets related to the Teachers’ Standards (Teacher, Workplace Mentoring)

- Learning environments are quality assured through educational audit to ensure learning is student centred, supported with a range of relevant opportunities and underpinned by reflection (Registered Nurse: RPL)
- Students/ learners are encouraged to be active participants in the process, reflecting and self-assessing and engaging in two-way communication process with the emphasis being on ‘assessment for learning’ (Registered Nurse: TLA)
- One to one learner-Practice Educator activity [described above] (which can also be done in small groups of students with one Practice Educator) is the signature pedagogy of Social Work
- Successful utilisation of police staff to support university teaching... barriers have been broken down and a successful pedagogy has been developed that supports the student and the needs of the police service – developing potential officers through a Special Constable route. (Police Officer, TLA)

Key success characteristics:

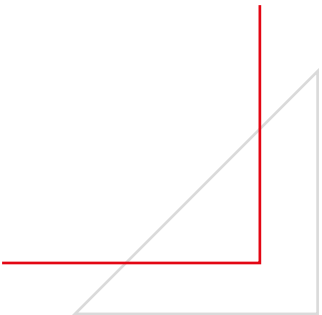
- Learning process, practices and products are the result of negotiation between trainee, mentor and University tutor facilitated by access to shared digital space
- Partnership agreement between the University and employer (e.g., school)
- Learning environments are quality assured through educational audit
- Students/ learners are encouraged to be active participants, with the emphasis being on ‘assessment for learning’
- One to one learner-Practice Educator activity.



2.4  
How the assessment methods used were adapted for the workplace

- A range of practice-based assessments both in the university and practice settings provide the framework for learning and support progression through the programme (Registered Nurse: RPL)
- Managers will also contribute to helping PEs learn to teach and this contributes to the development of a learning organisation. PEs from different organisations work together giving peer support and undertake peer assessment of their progress in the role (Social Work, TLA)
- The Pan London Practice-Learning Group (PLPLG) which includes representatives from all 9 London HEIs with nursing commissions is chaired by the Head of Practice-based Learning at Middlesex University. The PLPLG with the support of a project manager successfully validated a unified document for pre-registration nursing in 2013. The PLPAD was comprehensively evaluated in 2015 and the document development and evaluation has been widely disseminated at national and international conferences
- Health Education England London local offices are currently funding a project, led by Middlesex University to develop Pan London Practice Assessment Document 2.0 based on the new NMC standards and proficiencies for pre-registration nursing. This version will also be developed for an electronic platform. A project manager





has again been appointed to work alongside the Chair of PLPLG who is overseeing the development. The original PLPAD developed for student nurses has been successfully implemented for other programmes such as the assistant practitioner and trainee nursing associate programme, both of which reflect apprenticeship style approaches (Registered Nurse: TLA)

- The flexibility and adaptability of this PLPAD document for use across a range of programmes has been a strength and has been particularly useful for programmes with other routes to registration as the mentors / supervisors were already familiar with the approach (Registered Nurse: TLA)



**Key success characteristics:**

- Practice-based assessments - both in the university and practice settings
- (Employer) managers contribute to helping Practice Educators learn to teach
- Middlesex University chairs the pan-London HEI and employer practice-learning group (Nursing) which adopts and validates agreed approaches to integrated learning and assessment
- Pan-London Partnership model increases the available resources and expertise available for adaptation of curriculum design and assessment practice to other (health) professional programmes and platforms.

**2.5**  
**What challenges if any were there, to assuring quality?**

- None identified: Guidance from the Centre for Academic Practice Enhancement were used in the development of the programme and hence staff have extensive experience in working with a range of QA frameworks (Registered Nurse: RPL)
- ITT mentoring is not a main priority in schools and not subject to school Ofsted inspection. The degree to which mentoring is valued varies between schools <sup>5</sup> (Teacher, TLA, Workplace Mentoring)
- Schools frequently work with a number of providers and so contribution to learning, teaching and assessment is not always consistent across the partnership (Teacher, TLA)
- As learning in practice is individual and tailored, we need to ensure quality and standardisation of outcomes. This involves a university tutor holding two meetings with the learner and practice educator using a checklist and areas for review and discussion. Work based learning is also jointly assessed by the Practice Educator and university tutor

<sup>5</sup> ESFA rules for funding apprenticeships (2018: 47) say that ‘mentoring must impart new learning to the apprentice directly linked to the achievement of the apprenticeship by a more senior or experienced member of staff’. Line management is not regarded as meeting this definition (and is therefore ineligible for funding). Employers’ practice in mentoring of Degree Apprentices will be subject to these rules and corresponding scrutiny; this represents a shift from current arrangements for ITT.

There is an agreed process for moderating and mediating any issues arising. Practice educators are also required to have a relevant PE qualification for final year qualifying learners or for learners in their first placement, to be in training (Social Worker: Workplace Mentoring – ‘Practice Learning in the Workplace’)

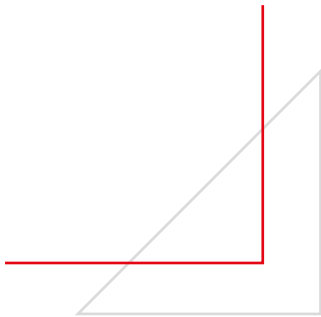
- We have a good quality assurance process overall around work-based learning with a Practice Learning Handbook and a website (which has been difficult to maintain). There are also coordinators in the workplace for Practice Educators who meet with the programme team on a regular basis (Social Worker: Workplace Mentoring – ‘Practice Learning in the Workplace’)
- We have a panel of expert PEs who work in partnership with the university team to sample and assess the learners’ portfolios. These experts also hold roles to co-ordinate learning in the workplace, so we have a good round view of how work-based learning is being supported across the partnerships and to ensure standards across the employers in the region. Portfolios which include PEs’ assessment reports are sampled and written feedback is given to help maintain motivation and standards. (Social Work, TLA)

**Key success characteristics:**

- Centre for Academic Practice Enhancement provides guidance on curriculum design
- Qualified practice educators and joint working with HEI on teaching, assessment and moderation of assessment results
- Individualised learning and practice makes more demands on QA – but should not constrain practice unnecessarily
- Expert PEs work in partnership with the university team to sample and assess the learners’ portfolios.

**2.6**  
**What motivated employers to engage and collaborate?**

- Long lasting relationships with Middlesex tutors
- Some mentors have been trained at Middlesex and have a sense of loyalty
- Possible recruitment opportunities for schools if involved in ITT
- Some schools see mentoring as an effective professional development opportunity for teachers improving teaching quality and pupil outcomes
- Schools value link with University education department and opportunities for research informed practice (Teacher, TLA, Workplace Mentoring)
- These routes to registration meet a very specific workforce need and hence are attractive to employers which impacts on their motivation to engage (Registered Nurse: RPL)
- There is excellent collaboration with our Stakeholders across London namely academic staff, practice staff and students. Since June 2017, the Project Manager has directly engaged with 850 individuals in face to face meetings, including PLPAD Stakeholder Event and various meetings and conferences in Trusts and HEIs. The project had considerable support and momentum (Registered Nurse: TLA)
- Employers have been involved from the very outset and so committed to the project and can see the benefit of the resources to supporting learning in practice. Representatives from 5 large NHS organisations and 3 other London HEI’s form the steering group (Registered Nurse: Workplace Mentoring)
- Employers receive a payment from the DHSC in the form of a daily placement fee to acknowledge the additional work and skills needed by the Practice Educator. (Social Worker: Workplace Mentoring – ‘Practice Learning in the Workplace’)



**Key success characteristics:**

- Long established employer relationships
- Employer involvement in curriculum design
- Middlesex trained mentors loyal to University and programme
- Potential recruitment of staff from programmes
- Programmes designed to meet workforce development needs
- Mentoring/Practice Education seen as effective professional development by employers
- Access to research-informed practice
- Organised, regular employer engagement activities
- Placement fees available to cover some employer costs.

- It is not always easy for a practice organisation to dedicate the time required for curriculum development and hence we knew from experience the importance of going to the employer rather than expecting the employer to come to us, valuing their contributions and participation and providing them with a number of different opportunities to engage (Registered Nurse: RPL)
- Shortage of staff, problems with retention of Practice Educators in particular can make it difficult for employers to provide sufficient resources for work-based learning (Social Worker: Workplace Mentoring – ‘Practice Learning in the Workplace’)
- Middlesex University PEG aims to overcome... barriers by collaborative working outside the Policing Education Qualification Framework and (procured services) – particularly at a local level and as part of the broader remit of community engagement and supporting joint initiatives. (Police Officer, TLA)

**Key success characteristics:**

- Frequent partner development activities
- Strong lines of communication, using mobile phones, email, messaging, shared digital spaces; immediate response to queries; clear and straightforward documentation; invitations to feedback - and then respond to feedback
- Mentor/practice educator training sessions in employer settings
- Go to the employer to design and plan curriculum
- Strong employer reference group with power to act and influence curriculum design and delivery.

**2.7**  
**Barriers to employer engagement**

- Variation in commitment from Senior Leadership in schools for Initial Teacher Training (Teacher, TLA)
- Lack of suitably experienced teachers to mentor
- Lack of time for mentoring
- Poor and challenging experiences with previous trainees
- Reluctance to release mentors to attend training sessions or meetings off-site (Teacher, Workplace Mentoring)
- Some school mentors do not fully accept the integrated approach and have a different understanding/interpretation of roles and responsibilities, seeing the University as the site for learning and the school as the site for teachers to apply and practise what has been learnt (Teacher, TLA)

**2.8**  
**How were employers involved in recruitment and admissions?**

- Invited mentors to participate in recruitment /selection days
- University tutors attend recruitment/selection days in school settings
- Mentors contribute to school experience reports for prospective applicants prior to selection (Teacher, TLA)
- Trainee Nursing Associate programme steering group, made up of employers and academic staff agreed all processes for recruitment and admission to the programme. In other APL pathways employers were likewise involved and contributed to the interview process (Registered Nurse: RPL)
- Employers participate equally in admissions and recruitment of learners on the BA Social Work, they also nominate staff to be Practice Educators and provide them with workload relief for their duties. (Social Worker: Workplace Mentoring – ‘Practice Learning in the Workplace’)

**Key success characteristics:**

- Mentors/practice educators and University staff involved in recruitment and selection for employment and programme entry
- A steering group, made up of employers and academic staff agrees all processes for recruitment and admission to the programme
- Employers nominate staff to be Mentors/Practice Educators and provide them with workload relief for their duties.

**2.9**  
**Was the policy and funding environment supportive of your best practice example? If so, how?**

- Limited by policy. Full accountability for quality of Partnership is held by ITT provider and judged by Ofsted. Employers are not held accountable for input to ITT
- Reduction in funding has meant that University cannot fund attendance at mentor training and curriculum development events and can only fund fewer visits by University tutors
- Schools do not have the funding to cover teacher release or provide dedicated time in school to undertake mentoring and contribute to curriculum development selection (Teacher, TLA)
- Health Education England (HEE) were highly supportive and provided additional funding to enable us at Middlesex to recruit to the APL routes. These routes are viewed as being highly responsive to workforce need (Registered Nurse: RPL)
- An HEE representative attends the PLPLG meetings and their support has been excellent throughout the project (Registered Nurse: TLA)
- HEE funded the (STEP) project and have been very supportive and complimentary of the work that has taken place (Registered Nurse: Workplace Mentoring)
- A reduction in the Daily Placement Fee due to different routes to qualifying as a social worker. The requirement of a Level 2 Practice Education Qualification has also reduced the numbers available for qualifying students in practice learning as the social workers still need to be trained to reach sufficient numbers (Social Worker: Workplace Mentoring – ‘Practice Learning in the Workplace’)
- There are variations on the rewards and incentives given to PEs either in training or qualified which can lead to resource issues. (Social Worker: Workplace Mentoring – ‘Practice Learning in the Workplace’)



**Key success characteristics:**

- Apprenticeship regulations now mean that both employers and providers are held accountable for the quality of provision
- Providers are working with employers to develop innovative ways to support mentor/practice educator training, including MOOCs and the Academic Professional Apprenticeship
- Providers working with employers to include the funding of placement provision through appropriate subcontracting arrangements
- Government funding (such as DADF) to support the development and widening of routes to professional qualifications, including a form work-integrated learning, teaching and assessment.

enough to use across 9 HEIs and adaptable to a wide range of programmes. An extensive mapping exercise was required to ensure all requirements were met. The benefit of having the requirements meant that there were some prescribed elements that had to be adopted whether we agreed or not and this facilitated progress at times (Registered Nurse: TLA)

- The fact that we have quite complex professional body requirements has in one way been part of the motivation for this project. By helping staff in practice settings understand the requirements and apply them in different settings has been a positive outcome – for example; currently mentors in practice are under pressure with staff and funding shortages and one of the key aspects of the student experience, i.e. orientation and welcoming to the learning environment can be rushed and poorly managed. The STEP theme of orientation and socialisation has been developing resources to support orientation and has made recommendations re other ways to manage this essential aspect of the student experience. (Registered Nurse: Workplace Mentoring).

**Key success characteristics:**

- An emphasis on a partnership approach in working with PSRBs driven by quality assurance requirements
- Use of regulatory frameworks to guide development and support validation – prescribed elements that have to be adopted can facilitate progress in partnership work on curriculum design
- Some PSRB requirements operate to disrupt established practice – this can lead to innovation in both curriculum design and approaches to delivery, as well as promoting partnership working.

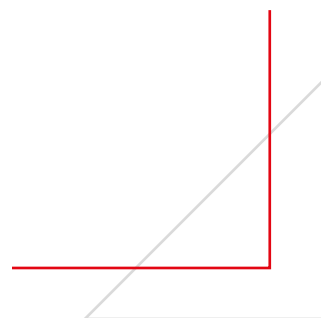
**2.10****Did professional, statutory and regulatory bodies (PSRB) requirements help, hinder or have no impact on success?**

- Ofsted place significant emphasis on the role of ITT providers with respect to developing a partnership approach and ensuring that school partners are fully involved in all aspects of the curriculum (Teacher, TLA)
- This was viewed as both positive and at times challenging. Having a framework to guide development focused attention and supported validation however, the vast number and extent of the regulatory and professional body requirements needing to be met created challenges in both theory and practice (Registered Nurse: RPL)
- The NMC standards for pre-registration nursing and for learning and assessment in practice are extensive and prescriptive and created a number of challenges in the development of a document that needed to be flexible

“ Successful work-integrated learning pedagogical practice in one professional area may have features or characteristics which are adaptable or transferable to others – in public and private sectors.

# Case studies

# Case studies



## 3.1

### Partnership: Middlesex University leadership in two key London work-integrated learning projects

STEP: Strengthening Team-based Education in Practice is a HEE funded project led by Middlesex University but involving a wide range of practice partners and other HEIs in the North London region. There are five learning themes which together support a practical model of practice learning that is adaptable to different learning contexts for the student. The overall practice pedagogy is designed to enhance the student/learner experience and promote a richer, social model of learning in practice. Furthermore, it supports a collaborative approach to placement learning, recognising and strengthening the educational input of all members of the team. Placement experience commences with preparation for practice ('Academic-Practice Partnerships' alongside 'Socialisation and Comprehensive Orientation'), relies on a team-based approach ('Helpful Others' and 'Peer Support') and continues through to extending and deepening learning to promote professional development and enhancement of practice ('Expansive Learning'). (Registered Nurse: Workplace Mentoring).

## 3.2

### Development and implementation of a Pan London Practice Assessment Document (PLPAD)

The Pan London Practice-Learning Group (PLPLG) which includes representatives from all 9 London HEIs with nursing commissions is chaired by the Head of Practice-based Learning at Middlesex University. The PLPLG with the support of a project manager successfully validated a unified document for pre-registration nursing in 2013. The PLPAD was comprehensively evaluated in 2015 and the document development and evaluation has been widely disseminated at national and international conferences.

Health Education England London local offices are currently funding a project, led by Middlesex University to develop Pan London Practice Assessment Document 2.0 based on the new NMC standards and proficiencies for pre-registration nursing. This version will also be developed for an electronic platform. A project manager has again been appointed to work alongside

the Chair of PLPLG who is overseeing the development. The original PLPAD developed for student nurses has been successfully implemented for other programmes such as the assistant practitioner and trainee nursing associate programme, both of which reflect apprenticeship style approaches.

## 3.3

### College of Policing Professional Development Platform and Recognition of Prior Learning

*Information for this case study comes from a recording of an interview with Kathleen Harrison-Carroll, Professional Development Manager, Curriculum, Assessment and Accreditation, at the College of Policing.*

The College of Policing has developed a Professional Development Platform (College of Policing, 2018) which allows serving officers and other staff to gain formal recognition of learning and achievements, resulting from uncertificated training and experiential learning within the National Policing Curriculum, across HEIs.

The College was interested in how officers and others could gain formal recognition for experiential learning and courses completed through work, especially for those with many years' experience and few formal qualifications.

Though the platform was not developed with Degree Apprentices in mind, it is a very good example of how prior learning from uncertificated courses and from experiential learning in the workplace, can be recognised and made accessible through a single, simple to use, central portal.

## 3.3.1

### Credit for achievement through (National Policing Curriculum) courses

The College team initially went out to HEIs with a view of the credit value and level of individual or coherent clusters of 20 (National Policing Curriculum) courses - using learning outcomes and objectives, level, contact time and personal study time (projects, building a portfolio of evidence, for example), assigned credit values and asked HEIs for their view, assuming the learner could provide evidence of achievement which was current. And that their achievements matched (some or all of)

the required achievements of the HEI course identified. There was a limited response from HEIs and huge disparities in credit values and levels.

The College was looking for consistency in credit values across HEIs, and decided to adopt a different approach, suggesting a minimum number of credits an HEI would be expected to award via RPL, against a given HEI policing qualification and to seek agreement from HEIs. This approach was more successful.

## 3.3.2

### How could credit be claimed for experiential learning consistently, across police services and be awarded consistently across HEIs?

College working groups identified 6 generic core skills areas of learning, that would apply in any rank, role or specialism throughout the police officer's career and worked with HEIs to agree credit values and levels for prior learning experiential achievements, against specified HEI policing qualifications.

## 3.3.3

### How were these RPL opportunities to be presented and made accessible to potential learners?

The College of Policing has developed a Professional Development Platform which enables users to navigate possibilities and think about their options through one simple to use public portal.

The platform allows users to start very simply and includes guidance on how to assess the suitability of the home as a study space, estimate costs and how much time the RPL process and completion of the full qualification will take, what impact the programme may have on family and working life, and how the user can apply and implement what they have learned and achieved at work.

Guidance and tools on 'the best ways for me to learn' are included and important for those out of formal learning for many years and who may have never studied at an HEI.

## 3.3.4

### Credit estimator

The Credit Estimator tool helps users 'find out the typical number of credits you might be able to claim for the learning gained from your skills and experience', against identified HEI programmes. (College of Policing, 2018)

The user follows the Credit Estimator guidance and at the end of the process the tool will estimate a minimum number of credits (at one or more levels) that the user might be awarded against relevant HEI qualifications identified from its directory. The credit estimator will also advise on how experience in, for example, talking to school pupils or community groups can produce evidence of communication.

The Estimator makes clear that that its advice is subject to the appropriate evidence being presented, and that it is unlikely that an HEI will award more than 50% of credit required for a qualification, through RPL.

## 3.3.5

### How to make use of Credit Estimator guidance

The platform then offers study options to explore at different levels, and in different modes and geographical areas. A series of options are then presented to the user, specifying what is on offer and on what terms, at each relevant institution in the directory, including costs.

## 3.3.6

### Gateway

All users use a standard application form, with guidance provided on how to complete. All HEIs on the directory agree that the form will be used by all applicants for all programmes. Users complete the form on line and may send it to the HEI, or for approval from their line manager or HR department, who can then forward the application to the HEI.

The process is intended to be completely seamless - from initial exploration through to HEI application. Currently 70 qualifications are on the directory at levels 5-8. Information is shared by HEIs on who is applying, and who follows through,



for example. Information is also gathered on applicants' geographical concentration, which courses and what level qualifications are being sought and on student retention.

All course are police specific and/or in 'leadership and management'. There are no generic courses included in psychology, for example.

Each HEI involved is responsible for maintaining the accuracy of its own entry in the directory (with rights of access to edit). A funding directory is to be added, to provide advice to users on how to meet costs, from force support, a bursary, grant, or a loan, for example. Links can take users directly to an HEI's website.

The platform helps users to recognise what they have learned and that their achievements have a convertible value, perhaps half way towards a full degree. This is intended to help boost users' motivation and self-esteem and for managers, it is a tool they can use with their team to encourage take-up. As the use of RPL beds in, it may be that users see it as a means to support applications for promotion, to compete with those who already hold formal qualifications.

### 3.3.7 RPL Costs

These appear to vary considerably (£0-£1500) but are not filtered in searching, as HEIs have a range of ways of charging and offer different pricing options or none – and so are not comparable.

### 3.3.8 Value of the Professional Development Platform model for RPL in degree apprenticeships

If RPL is acceptable within a degree apprenticeship, the long-standing issues of accessibility, consistency and transparency of terms and costs need to be addressed.

The model adopted for the Professional Development Platform appears to address these issues by:

- Requiring HEIs on its directory to subscribe to minimum credit values (at an agreed level) for prior learning against specified qualifications
- Publishing HEI costs
- Using a standard form for all initial RPL applications
- Providing information and guidance to users at all stages of the process to enable them to consider all options and think positively about the potential value of their prior learning
- Making the platform publicly accessible, using any device
- Bringing people without HE qualifications to the HEI that would be unlikely to pursue recognition of their prior learning.

“ This degree apprenticeship programme is designed to draw on your day-to-day work as a key source for your learning

# Conclusions



# Identifying benchmarks for the design of work-integrated learning degree apprenticeships at Middlesex University

The University would benefit from development of benchmarks for the design of work-integrated learning degree apprenticeships.

The best practice example matrix reference points could be used as a starting point, given that these emerged from the relatively recent QAA literature review and quality assurance guidance (QAA, 2016, 2017) and were tested through the project by 4 sector teams, charged with the task of producing best practice examples for the project. A set of common reference points for the design of work-integrated learning degree apprenticeships would have several benefits:

- More explicit recognition of the implicit value of current work-integrated learning practice at Middlesex University and more broadly in the HE sector
- Promotion of consistent approaches to work-integrated learning programme design
- Improvement of the quality of curriculum design and pedagogy across work-integrated learning programmes for public and private sector occupations
- A source of intelligence for innovation in curriculum design across work-integrated learning programmes
- Promotion of improved systems and practice in quality assuring learning and in the reliability and consistency of assessment outcomes
- Strengthening the commitment of the University to improving best practice in degree apprenticeship design and delivery, across sectors.

Middlesex University Centre for Academic Practice Enhancement has expressed interest in embedding the outcomes of the project in University advice and guidance on programme design and in the development of case studies using the best practice example as source material. Centre for Academic Practice Enhancement also has an interest in the development of e-learning resources using the project best practice materials.

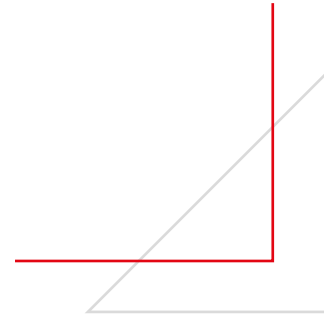


“ In developing, validating and approving work-integrated degree apprenticeships, Middlesex has drawn upon the expertise and experience of practitioners and on established ‘best practices’ in delivering work-integrated learning programmes in public sector professions.

## Recommended next steps



## Recommended Next Steps



This section provides a series of brief action statements as 'recommended next steps' and accompany each conclusion.

- More explicit recognition of the implicit value of current work-integrated learning practice at Middlesex University
- **Develop a public profile of the University which identifies and promotes the 'added value' of its established best practices in work-integrated learning and degree apprenticeship design**
- Promotion of consistent approaches to work-integrated learning programme design
- **University sector experts to develop a common set of design principles for work-integrated learning and degree apprenticeship design, using key success characteristics for pedagogical practice identified in this project as a reference point**
- **Improvement of the quality of curriculum design and pedagogy across work-integrated learning programmes for public and private sector occupations**
- A source of intelligence for innovation in curriculum design across work-integrated learning programmes
- **Identify scope for adapting/adopting best practice approaches in design of degree apprenticeships in other public and private sector professions**
- Promotion of improved systems and practice in quality assuring learning and in the reliability and consistency of assessment outcomes
- **Examine successful approaches to quality assuring work-integrated learning across sectors and produce a QA guidance document with examples**
- Strengthening the commitment of the University to improving best practice in degree apprenticeship design and delivery, across sectors
- **Development of e-learning resources for work-integrated learning practitioners to help develop their pedagogical practice and degree apprenticeship design capability.**



## Appendix

### Best practice examples



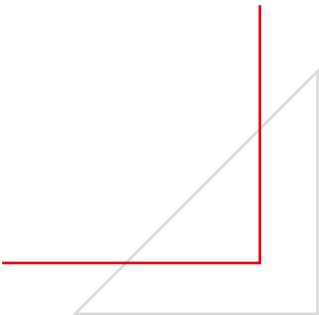
# Teacher: Work-integrated learning, teaching and assessment

DADF2 project: a matrix for gathering best practice examples		
Sector/degree apprenticeship title: Teacher		
Best Practice theme: Work-integrated learning, teaching and assessment		
1	<b>Provide a brief overall description of your best practice example</b>	<p>The curriculum for ITT is developed in partnership with our partnership schools and employers. We encourage school representation at curriculum development days, mentoring conferences and through the Partnership steering group. Teaching, learning and assessment is provided by the ITT partnership and this is well understood across the partnership. Our partnership agreements, programme handbooks and QA documentation shared with schools reflects this degree of partnership.</p> <p><a href="http://middlesexsecondarypartnership.middlesex.wikispaces.net/Mentors">http://middlesexsecondarypartnership.middlesex.wikispaces.net/Mentors</a></p> <p>School partners design school-based training to complement the University elements and vice-versa. Assessment of trainees’ performance in the workplace is jointly carried out by University and school mentors. There is a continuous line of communication between trainee, University and tutor to facilitate this integration of learning, teaching and assessment.</p>
2	<b>Say how in your example, the workplace was a site for learning (not just for application and experience)</b>	<p>The trainee is observed teaching regularly by the mentor and other class teachers, and also has the opportunity to observe other teachers teaching. Our documentation supports the mentor in facilitating the trainee’s reflection on professional practice during regular professional conversations through use of the weekly mentor meeting. During the weekly mentor meeting, the trainee and mentor co-construct the curriculum for the trainee, through negotiating developmental targets and the strategies to achieve these, so that new professional knowledge can emerge.</p> <p>The workplace mentor facilitates arrangements for the trainee to learn, e.g. through engaging in professional studies sessions at the school, participating in meetings, participating in teacher planning, preparation and marking time, observing best practice, supporting assignment work.</p>
3	<b>Say how practical and theoretical learning were integrated in your example, (rather than ‘parallel’ or ‘dual’)</b>	<p>The content of the University training is shared with school-based mentors to maximise integration of University sessions with school-based training. Training tasks, activities and assignments are designed to support integration. University sessions make use of learning and experiences from school-based training. Mentors contribute to University sessions and University tutors contribute to training sessions at school.</p> <p>An example for secondary ITT: <a href="http://middlesexsecondarypartnership.middlesex.wikispaces.net/Professional+Studies">http://middlesexsecondarypartnership.middlesex.wikispaces.net/Professional+Studies</a></p>

“ Ofsted place significant emphasis on the role of ITT providers with respect to developing a partnership approach and ensuring that school partners are fully involved in all aspects of the curriculum.



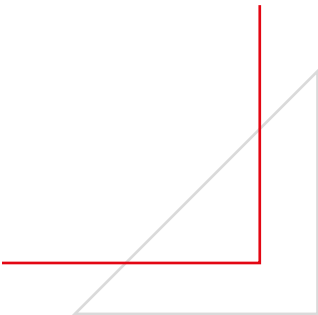
Teacher: Work-integrated learning, teaching and assessment *continued*



4	<b>Say how your example shows evidence of a work-integrated learning ‘signature’ pedagogy</b>	<p>Learning process, practices and products are the result of negotiation between trainee, mentor and University tutor facilitated by access to shared digital space.</p> <p><a href="http://middlesexpartnership.middlesex.wikispaces.net">http://middlesexpartnership.middlesex.wikispaces.net</a></p> <p>A partnership agreement exists between the University and school which identifies roles and responsibilities. Trainees engage in a continuous process of self-evaluation and reflection underpinned by developmental targets related to the Teachers’ Standards. This process is jointly supported by the mentor and University tutor.</p> <p><a href="http://middlesexpartnership.middlesex.wikispaces.net/file/detail/ITE%20Partnership_Handbook_2017-18.pdf">http://middlesexpartnership.middlesex.wikispaces.net/file/detail/ITE%20Partnership_Handbook_2017-18.pdf</a></p>
5	<b>Say how the assessment methods used were adapted for the workplace</b>	<p>Trainees are assessed in relation to the Teachers’ Standards using predefined level descriptors so that we have a shared understanding to describe three levels of performance. The level descriptors and an exemplification document were developed from a harmonisation exercise between different providers of ITE. Mentors are trained in use of the level descriptors, supported by University tutor visits to ensure consistency (internal moderation) – and sampled by independent external (external moderation).</p> <p>Assessment level descriptors are in the ITE Partnership handbook <a href="http://middlesexpartnership.middlesex.wikispaces.net/file/detail/ITE%20Partnership_Handbook_2017-18.pdf">http://middlesexpartnership.middlesex.wikispaces.net/file/detail/ITE%20Partnership_Handbook_2017-18.pdf</a></p> <p><a href="http://middlesexprimarypartnership.middlesex.wikispaces.net/file/view/Exemplified%20Teachers%20Standards%20for%20ITT.pdf/620734271/Exemplified%20Teachers%20Standards%20for%20ITT.pdf">http://middlesexprimarypartnership.middlesex.wikispaces.net/file/view/Exemplified%20Teachers%20Standards%20for%20ITT.pdf/620734271/Exemplified%20Teachers%20Standards%20for%20ITT.pdf</a></p>
6	<b>What challenges if any were there, to assuring quality in your example?</b>	<ul style="list-style-type: none"><li>— Ensuring consistency. Frequent changes in mentors, new mentors/schools</li><li>— Busy school and mentors. Mentors do not typically have additional time for mentoring, and some teachers are more suited to the role</li><li>— ITT mentoring is not a main priority in schools and not subject to school Ofsted inspection. The degree to which it is valued varies between schools</li><li>— In some instances, the school does not fully recognise the integrated approach that we promote.</li></ul>
7	<b>What motivated employers to engage and collaborate?</b>	<ul style="list-style-type: none"><li>— Long lasting relationships with Middlesex tutors</li><li>— Some mentors have been trained at Middlesex and have sense of loyalty</li><li>— Possible recruitment opportunities for schools if involved in ITT</li><li>— Some schools see mentoring as an effective professional development opportunity for teachers improving teaching quality and pupil outcomes</li><li>— Schools value link with University education department and opportunities for research informed practice.</li></ul>

8	<b>Were there any barriers to employer engagement? If so, what were they and how did you address them?</b>	<ul style="list-style-type: none"><li>— Variation in commitment from Senior Leadership in schools for Initial Teacher Training</li><li>— Some school mentors do not fully accept the integrated approach and have a different understanding/interpretation of roles and responsibilities, seeing the University as the site for learning and the school as the site for teachers to apply and practise what has been learnt</li><li>— Frequent partnership development activities</li><li>— We clearly set out mentor expectations in training</li><li>— Strong lines of communication, using mobile phones, email, messaging, shared digital spaces</li><li>— Regular Partnership steering group meetings</li><li>— We welcome contributions from partnership schools regarding curriculum development.</li></ul>
9	<b>How were employers involved in recruitment and admissions?</b>	<ul style="list-style-type: none"><li>— Invited mentors to participate in recruitment /selection days</li><li>— University tutors attend recruitment/selection days in school settings</li><li>— Mentors contribute to school experience reports for prospective applicants prior to selection.</li></ul>
10	<b>Was the funding and policy environment supportive of your best practice example? If so, how?</b>	<ul style="list-style-type: none"><li>— Limited by policy. Full accountability for quality of Partnership is held by ITT provider and judged by Ofsted. Employers are not held accountable for input to ITT</li><li>— Reduction in funding has meant that University cannot fund attendance at mentor training and curriculum development events and can only fund fewer visits by University tutors</li><li>— Schools do not have the funding to cover teacher release or provide dedicated time in school to undertake mentoring and contribute to curriculum development.</li></ul>
11	<b>Did professional associations and regulatory bodies requirements help, hinder or have no impact on success? Please say how, if relevant</b>	<p>Ofsted place significant emphasis on the role of ITT providers with respect to developing a partnership approach and ensuring that school partners are fully involved in all aspects of the curriculum, i.e. learning, teaching and assessment. The majority of school partners understand the partnership requirements and are fully committed partners.</p>
12	<b>Add any other observations about your best practice example that you would like to make</b>	<p>There are challenges. Schools frequently work with a number of providers and so contribution to learning, teaching and assessment is not always consistent across the partnership.</p>

# Teacher: Workplace mentoring



DADF2 project: a matrix for gathering best practice examples		
Sector/degree apprenticeship title: Teacher		
Best practice theme: Workplace mentoring		
1	<b>Provide a brief overall description of your best practice example</b>	<p>A key recommendation from Sir Andrew Carter’s review of initial teacher training (ITT) was for a set of non-statutory standards to be developed to help bring greater coherence and consistency to the school-based mentoring arrangements for trainee teachers.</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf</a></p> <p>At Middlesex University, we continuously focus on improving the quality and consistency of ITT mentoring and developments in mentoring are always included within our key improvement priorities across Initial Teacher Training. We responded quickly to the publication in July 2016 of the non-statutory mentoring standards for ITT and have embedded these into our mentor training events – and revised and developed the content of our mentor training days across all ITT programmes, so that we have a more closely aligned programme of mentor development. We have introduced an increased focus on coaching and minimised the time spent on explaining operational processes. The mentor handbooks have been revised so that mentors have a clear guide to operational processes.</p> <p>It is now accepted practice that University tutors jointly observe trainees teaching with mentors and observe mentors leading the post-lesson conversations. This practice is not new, but it has taken some time to embed across the partnership and move away from an approach which assumed that decisions about trainee performance were the responsibility of the University. Mentors are now always available when University tutors visit and the partnership between tutor and mentor is stronger. These expectations are clearly expressed in our partnership agreements and partnership documentation. University tutors also use joint observations and feedback to model effective assessment practice as part of mentor development.</p> <p>Consequently, over time, the focus for visits to schools when tutors meet with trainees and mentors in the school setting has become as much about mentor development as monitoring trainee progress. We have identified a set of quality indicators which we use with the mentor and trainee to quality assure the school-based training experience. Mentors receive regular feedback about how they are managing the mentor’s role. New mentors and new schools receive additional visits from University tutors before or at the beginning of each practice for quality assurance and support.</p> <p><a href="http://middlesexsecondarypartnership.middlesex.wikispaces.net/Mentors">http://middlesexsecondarypartnership.middlesex.wikispaces.net/Mentors</a> (See Tutor Visit Report TVR report)</p>

2	<b>Say how in your example, the workplace was a site for learning (not just for application and experience)</b>	<p>The trainee is observed teaching regularly by the mentor and other class teachers, and also has the opportunity to observe other teachers teaching. Our documentation supports the mentor in facilitating the trainee’s reflection on professional practice during regular professional conversations through use of the weekly mentor meeting. During the weekly mentor meeting, the trainee and mentor co-construct the curriculum for the trainee, through negotiating developmental targets and the strategies to achieve these, so that new professional knowledge can emerge.</p> <p>The workplace mentor facilitates arrangements for the trainee to learn, e.g. through engaging in professional studies sessions at the school, participating in meetings, participating in teacher planning, preparation and marking time, observing best practice, supporting assignment work.</p>
3	<b>Say how practical and theoretical learning were integrated in your example, (rather than ‘parallel’ or ‘dual’)</b>	<p>The content of the University training is shared with school-based mentors to maximise integration of University sessions with school-based training. Training tasks, activities and assignments are designed to support integration. University sessions make use of learning and experiences from school-based training. Mentors contribute to University sessions and University tutors contribute to training sessions at school.</p>
4	<b>Say how your example shows evidence of a work-integrated learning ‘signature’ pedagogy</b>	<p>Learning process, practices and products are the result of negotiation between trainee, mentor and University tutor facilitated by access to shared digital space. A partnership agreement exists between the University and school which identifies roles and responsibilities. Trainees engage in a continuous process of self-evaluation and reflection underpinned by developmental targets related to the Teachers’ Standards. This process is jointly supported by the mentor and University tutor.</p>
5	<b>Say how the assessment methods used were adapted for the workplace</b>	<p>Trainees are assessed in relation to the Teachers’ Standards using predefined level descriptors so that we have a shared understanding to describe three levels of performance. The level descriptors and an exemplification document were developed from a harmonisation exercise between different providers of ITE. Mentors are trained in use of the level descriptors, supported by University tutor visits to ensure consistency (internal moderation) – and sampled by independent external (external moderation).</p> <p><a href="http://middlesexsecondarypartnership.middlesex.wikispaces.net/file/view/Exemplified%20Teacher%20Standards%20for%20ITT.pdf/617498699/Exemplified%20Teacher%20Standards%20for%20ITT.pdf">http://middlesexsecondarypartnership.middlesex.wikispaces.net/file/view/Exemplified%20Teacher%20Standards%20for%20ITT.pdf/617498699/Exemplified%20Teacher%20Standards%20for%20ITT.pdf</a></p>
6	<b>What challenges if any were there, to assuring quality in your example?</b>	<ul style="list-style-type: none"><li>— Ensuring consistency. Frequent changes in mentors, new mentors/schools.</li><li>— Busy school and mentors. Mentors do not typically have additional time for mentoring, and some teachers are more suited to the role</li><li>— ITT mentoring is not a main priority in schools and not subject to school Ofsted inspection. The degree to which it is valued varies between schools.</li></ul>



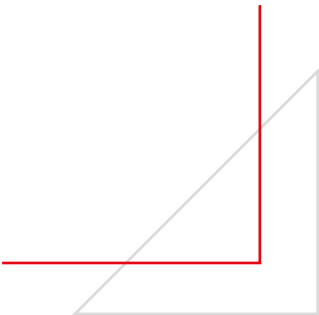
Teacher: Workplace mentoring *continued*

7	What motivated employers to engage and collaborate?	<ul style="list-style-type: none"><li>— Long lasting relationships with Middlesex tutors</li><li>— Some mentors have been trained at Middlesex and have sense of loyalty</li><li>— Possible recruitment opportunities for schools if involved in ITT</li><li>— Some schools see mentoring as an effective professional development opportunity for teachers improving teaching quality and pupil outcomes</li><li>— Schools value link with University education department and opportunities for research informed practice.</li></ul>
8	Were there any barriers to employer engagement? If so, what were they and how did you address them?	<ul style="list-style-type: none"><li>— Lack of suitably experienced teachers to mentor</li><li>— Lack of time for mentoring</li><li>— Poor and challenging experiences with previous trainees</li><li>— Reluctance to release mentors to attend training sessions or meetings off-site</li><li>— University tutors are very flexible with school visits, providing additional visits whenever there are problems</li><li>— Frequent mentor training sessions</li><li>— Mentor training sessions in school settings to reduce demands on teacher time and teacher release</li><li>— We clearly set out mentor expectations in training</li><li>— Strong lines of communication, using mobile phones, email, messaging, shared digital spaces</li><li>— Immediate response to queries</li><li>— Clear and straightforward documentation</li><li>— Invite feedback and very responsive to it.</li></ul>
9	How were employers involved in recruitment and admissions?	<ul style="list-style-type: none"><li>— Invited mentors to participate in recruitment /selection days</li><li>— University tutors attend recruitment/selection days in school settings</li><li>— Mentors contribute to school experience reports for prospective applicants prior to selection.</li></ul>
10	Was the funding and policy environment supportive of your best practice example? If so, how?	<ul style="list-style-type: none"><li>— Limited by policy. Full accountability for quality of mentoring is held by ITT provider and judged by Ofsted. Employers are not accountable for quality of mentoring to any external organisation, e.g. Ofsted</li><li>— Reduction in funding has meant that University cannot fund attendance at mentor training events and can only fund fewer visits by University tutors</li><li>— Schools do not have the funding to cover teacher release or provide dedicated time in school to undertake mentoring.</li></ul>
11	Did professional associations and regulatory bodies requirements help, hinder or have no impact on success? Please say how, if relevant	There has been increased attention across the sector about the quality and consistency of mentoring. Ofsted place significant emphasis on the role of ITT providers with respect to quality assurance of mentoring. This has led to some change in practice from ITT providers- at Middlesex ITT mentoring remains a key improvement priority. The non-statutory ITT mentoring standards may help to raise the profile of ITT mentoring.
12	Add any other observations about your best practice example that you would like to make	There are significant challenges. A key feature of our best practice is to retain improvements in mentoring as a key improvement priority for the Middlesex ITE Partnership, so that we maintain a focus across the partnership with schools, therefore continuously demonstrating the value we place on ITT mentoring.

# Teacher: Work-integrated Recognition of Prior Learning

DADF2 project: a matrix for gathering best practice examples		
Sector/degree apprenticeship title: Teacher		
Best practice theme: Work-integrated RPL		
1	Provide a brief overall description of your best practice example	<p>Trainees following our ITT employment-based route through School Direct complete an initial audit of experience and achievement in reference to the Teachers' Standards. This is then discussed with mentors and their University tutor and informs the identification of suitable short and longer-term developmental targets, which are then monitored jointly by the mentor, trainee and University tutor. A similar approach is also use for candidates who apply to gain QTS through our Assessment Only route. Candidates on this route typically will have more experience to draw upon and so RPL is a major decision in determining whether the candidate can be approved for the Assessment Only (AO) route. Claims made on the Teachers' Standards audit are supported through a portfolio of evidence and regular observation of teaching when AO teachers enter the 3-month assessment period.</p> <p><a href="http://middlesexpartnership.middlesex.wikispaces.net/Assessment%20only%20route">http://middlesexpartnership.middlesex.wikispaces.net/Assessment%20only%20route</a></p>
2	Say how in your example, the workplace was a site for learning (not just for application and experience)	<p>The trainee or AO teacher is observed teaching regularly by the mentor and other class teachers, and also has the opportunity to observe other teachers teaching. Our documentation supports the mentor in facilitating the trainee's and AOT's reflection on professional practice during regular professional conversations through use of the weekly mentor meeting. During the weekly mentor meeting, the trainee and mentor co-construct the curriculum for the trainee and AO teacher, through negotiating developmental targets and the strategies to achieve these, so that new professional knowledge can emerge.</p> <p>The workplace mentor facilitates arrangements for the trainee and AOT to learn, e.g. through engaging in professional studies sessions at the school, participating in meetings, participating in teacher planning, preparation and marking time, observing best practice, supporting assignment work.</p>
3	Say how practical and theoretical learning were integrated in your example, (rather than 'parallel' or 'dual')	For the School Direct employment-based training programme, the content of the University training is shared with school-based mentors to maximise integration of University sessions with school-based training. Training tasks, activities and assignments are designed to support integration. University sessions make use of learning and experiences from school-based training. Mentors contribute to University sessions and University tutors contribute to training sessions at school.

Teacher: Work-integrated Recognition of Prior Learning *continued*



4	<b>Say how your example shows evidence of a work-integrated learning ‘signature’ pedagogy</b>	<p>Learning process, practices and products are the result of negotiation between trainee, mentor and University tutor facilitated by access to shared digital space. Trainees and AO teachers build a portfolio of evidence to support claims of achievement through RPL.</p> <p>A partnership agreement exists between the University and school which identifies roles and responsibilities. Trainees and AO teachers engage in a continuous process of self-evaluation and reflection underpinned by developmental targets related to the Teachers’ Standards. This process is jointly supported by the mentor and University tutor.</p>
5	<b>Say how the assessment methods used were adapted for the workplace</b>	<p>Trainees are assessed in relation to the Teachers’ Standards using predefined level descriptors so that we have a shared understanding to describe three levels of performance. The level descriptors and an exemplification document were developed from a harmonisation exercise between different providers of ITE. Mentors are trained in use of the level descriptors, supported by University tutor visits to ensure consistency (internal moderation) – and sampled by independent external (external moderation).</p> <p><a href="http://middlesexpartnership.middlesex.wikispaces.net/file/view/Teachers%27_Standards_Exemplified_PGCE_Sec.pdf/587199287/Teachers%27_Standards_Exemplified_PGCE_Sec.pdf">http://middlesexpartnership.middlesex.wikispaces.net/file/view/Teachers%27_Standards_Exemplified_PGCE_Sec.pdf/587199287/Teachers%27_Standards_Exemplified_PGCE_Sec.pdf</a></p>
6	<b>What challenges if any were there, to assuring quality in your example?</b>	<p>Ensuring consistency in assessment judgements. This is addressed through use of a moderating tutor visit.</p>
7	<b>What motivated employers to engage and collaborate?</b>	<ul style="list-style-type: none"><li>– Long lasting relationships with Middlesex tutors</li><li>– Commitment to use of employment-based routes to QTS for some training and unqualified teachers</li><li>– On Assessment Only there is a need to make arrangements for unqualified teachers to gain QTS.</li></ul>
8	<b>Were there any barriers to employer engagement? If so, what were they and how did you address them?</b>	<ul style="list-style-type: none"><li>– Lack of suitably experienced teachers to mentor</li><li>– Lack of time for mentoring</li><li>– Poor and challenging experiences with previous trainees</li><li>– Reluctance to release mentors to attend training sessions or meetings off-site</li><li>– University tutors are very flexible with school visits, providing additional visits whenever there are problems</li><li>– Frequent mentor training sessions</li><li>– Mentor training sessions in school settings to reduce demands on teacher time and teacher release</li><li>– We clearly set out mentor expectations in training</li><li>– Strong lines of communication, using mobile phones, email, messaging, shared digital spaces</li><li>– Immediate response to queries</li><li>– Clear and straightforward documentation</li><li>– Invite feedback and very responsive to it.</li></ul>

9	<b>How were employers involved in recruitment and admissions?</b>	<ul style="list-style-type: none"><li>– Invited mentors to participate in recruitment /selection days</li><li>– University tutors attend recruitment/selection days in school settings</li><li>– Mentors contribute to school experience reports for prospective applicants prior to selection</li><li>– Schools provide a detailed Teacher Standards reference for Assessment Only candidates.</li></ul>
10	<b>Was the funding and policy environment supportive of your best practice example? If so, how?</b>	<p>The DfE requirements for the Assessment Only route support recognition of prior learning and experience.</p> <p><a href="https://www.gov.uk/government/publications/the-assessment-only-route-to-qts">https://www.gov.uk/government/publications/the-assessment-only-route-to-qts</a></p>
11	<b>Did professional associations and regulatory bodies requirements help, hinder or have no impact on success? Please say how, if relevant</b>	<p>The requirements support ethical recruitment to the Assessment Only route by identifying clear eligibility requirements. This helps to ensure that this route is only used when appropriate and when RPL is applicable.</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/548016/AO_criteria_supporting_advice.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/548016/AO_criteria_supporting_advice.pdf</a></p>
12	<b>Add any other observations about your best practice example that you would like to make</b>	<p>The use of RPL is most appropriate for the Assessment Only route when candidates are making claims based on previous employment experience and then must validate those claims during a 12-week period of assessment. For training teachers, RPL is less valid for the purposes of assessing achievement but is helpful in planning a trainee’s individual training programme and curriculum requirements.</p>



# Registered nurse: Work-integrated recognition of prior learning

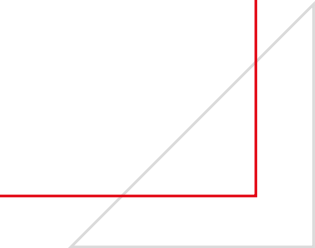
DADF2 project: a matrix for gathering best practice examples		
Sector/degree apprenticeship title: e.g., Police Officer, Registered Nurse, Social Worker, Teacher		
Best practice theme: Work-integrated RPL		
1	Provide a brief overall description of your best practice example	By supporting Widening Participation in Higher Education (Department for Education and Skills 2013) the School of Health and Education have worked in partnership with local care providers to offer new routes to registration and provide an opportunity for organisations to invest in the staff who are at the forefront of delivering the majority of patient care, and yet have had limited access to formal education relevant to their role. The model contributes to both recruitment and retention of this staff population. Two of these programmes are aimed at support workers who were given the opportunity to apply for the BSc nursing programme through Accreditation of Prior Learning and have been highly successful. One of these programmes, unique to Middlesex, is aimed at overseas nurses to gain registration, and has drawn positive attention from the London Chief Nurse. Based on our reputation for flexible approaches to workforce planning we were one of eleven Health Education England funded Pilots in England for the Trainee Nursing Associate programme which is an apprenticeship style programme with the learners being employed as support workers in partner organisations.
2	Say how in your example, the workplace was a site for learning (not just for application and experience)	In terms of the students learning in practice we have a range of models in place for the different programmes, with assessment in practice based on the Pan-London Practice Assessment Document. Additionally, the Nursing Associate programme uses a Hub and Spoke model to ensure a range of learning experiences across healthcare. All students are included in a range of activities and events in the practice areas which enhance learning which include placement and Trust inductions, student forums, teaching sessions, ward rounds.
3	Say how practical and theoretical learning were integrated in your example, (rather than 'parallel' or 'dual')	Theory and practice are fully integrated from day one of the programme as the modules aim to develop the required competencies for registration (either as a registered nurse or registered nursing associate). All components of the modules were developed in partnership with clinical colleagues.
4	Say how your example shows evidence of a work-integrated learning 'signature' pedagogy	Theory and practice are fully integrated to facilitate the development of the required knowledge, skills and attitudes. Learning environments are quality assured through educational audit to ensure learning is student centred, supported with a range of relevant opportunities and underpinned by reflection. 'Assessment for learning' encourage regular feedback, self-assessment and independent learning, both in theory and practice, all of which are skills to support employability.

“ Learning environments are quality assured through educational audit to ensure learning is student centred, supported with a range of relevant opportunities and underpinned by reflection.

Registered nurse: Work-integrated Recognition of Prior Learning *continued*

5	Say how the assessment methods used were adapted for the workplace	A range of practice-based assessments both in the university and practice settings provide the framework for learning and support progression through the programme. Assessment focuses on the knowledge, skills and attitudes required for professional practice and where appropriate graduate attributes. Assessment processes reflect professional body requirements and assessment in practice mirrors the assessment tool used by all BSc students across London to support a unified approach.
6	What challenges if any were there, to assuring quality in your example?	None identified: A number of regulatory and professional body standards, including university regulations (Academic Quality Service (AQS) and guidance from the Centre for Academic Practice Enhancement were used in the development of the programme and hence staff have extensive experience in working with a range of QA frameworks.
7	What motivated employers to engage and collaborate?	These routes to registration meet a very specific workforce need and hence attractive to employers which impacted on their motivation to engage. In addition to this we have a long history of collaborative working, strong partnership and a reputation for being responsive to local employer needs.
8	Were there any barriers to employer engagement? If so, what were they and how did you address them?	It is not always easy for practice organisation to dedicate the time required for curriculum development and hence we knew from experience the importance of going to the employer rather than expecting the employer to come to us, valuing their contributions and participation and providing them with a number of different opportunities to engage.
9	How were employers involved in recruitment and admissions?	In the example of the Trainee Nursing Associate programme a steering group, made up of employers and academic staff agreed all processes for recruitment and admission to the programme. In other APL pathways employers were likewise involved and contributed to the interview process.
10	Was the funding and policy environment supportive of your best practice example? If so, how?	Health Education England (HEE) were highly supportive and provided additional funding to enable us at Middlesex to recruit to the APL routes. These routes are viewed as being highly responsive to workforce need and the programme team who developed these pathways were also nominated for and recipients of a HEE award in recognition of an innovative approach.
11	Did professional associations and regulatory bodies requirements help, hinder or have no impact on success? Please say how, if relevant	This was viewed as both positive and at times challenging. Having a framework to guide development focused attention and supported validation however the vast number and extent of the regulatory and professional body requirements needing to be met created challenges in both theory and practice.
12	Add any other observations about your best practice example that you would like to make	These experiences provide us with a range of knowledge and skills to support further apprenticeship programmes/ pathways if validated.

# Registered nurse: Learning, teaching and assessment



DADF2 project: a matrix for gathering best practice examples		
Sector/degree apprenticeship title: Registered Nurse		
Best practice theme: Learning, teaching and assessment		
1	Provide a brief overall description of your best practice example	<b>Development and implementation of a Pan London Practice Assessment Document (PLPAD).</b> The Pan London Practice-Learning Group (PLPLG) which includes representatives from all 9 London HEI's with nursing commissions is chaired by the Head of Practice-based Learning at Middlesex University. The PLPLG with the support of a project manager successfully validated a unified document for pre-registration nursing in 2013. The PLPAD was comprehensively evaluated in 2015 and the document development and evaluation has been widely disseminated at national and international conferences.  Health Education England London local offices are currently funding a project, led by Middlesex University to develop Pan London Practice Assessment Document 2.0 based on the new NMC standards and proficiencies for pre-registration nursing. This version will also be developed for an electronic platform. A project manager has again been appointed to work alongside the Chair of PLPLG who is overseeing the development. The original PLPAD developed for student nurses has been successfully implemented for other programmes such as the assistant practitioner and trainee nursing associate programme, both of which reflect apprenticeship style approaches.
2	Say how in your example, the workplace was a site for learning (not just for application and experience)	Student nurses spend 50% of their programme in practice and the assessment of this practice is undertaken by work-based nurse mentors who have undertaken an approved teaching and learning programme or by appropriately prepared healthcare professionals at certain points of the programme.
3	Say how practical and theoretical learning were integrated in your example, (rather than 'parallel' or 'dual')	All aspects of the assessment document are prepared to facilitate the integration of theory and practice whereby students are enabled to apply the theoretical principles taught in university and critical reflect on the experiences gained in practice.
4	Say how your example shows evidence of a work-integrated learning 'signature' pedagogy	A multi-method approach has been used in line with research as there is a complex range of knowledge, skills and behaviours to be achieved. Students/ learners are encouraged to active participant in the process, reflecting and self-assessing and engaging in two-way communication process with the emphasis being on 'assessment for learning'.
5	Say how the assessment methods used were adapted for the workplace	The structure and content of the document was carefully developed to ensure a flexible approach to assessment and learning and enable these to occur across a wide range of practice experiences in health and social care. A multi method approach to assessment also facilitates this.



Registered nurse: Teaching, learning and assessment *continued*

6	What challenges if any were there, to assuring quality in your example?	External examiners were involved in the development and approval of the document and in addition to a Nursing and Midwifery Council validation event there was a robust internal validations and approval event at Middlesex University to ensure academic quality standards were met. Similar processes were used at the other HEI's.  As Chair of the PLPLG, the Head of Practice-based learning at Middlesex University is responsibility for ensuring the ongoing quality and monitoring of the document.
7	What motivated employers to engage and collaborate?	There is excellent collaboration with our Stakeholders across London namely academic staff, practice staff and students. Since June 2017, the Project Manager has directly engaged with 850 individuals in face to face meetings, including PLPAD Stakeholder Event and various meetings and conferences in Trusts and HEIs. The project had considerable support and momentum.
8	Were there any barriers to employer engagement? If so, what were they and how did you address them?	See above. Excellent engagement has been achieved and supported by all members of the PLPLG though this needed to be planned well in advance and utilise a range of approaches and opportunities. Identifying planned meetings and events happening in employer organisations was key. The dissemination of a regular newsletter to update all on progress and the development of online resources has supported engagement.
9	How were employers involved in recruitment and admissions?	N/A
10	Was the funding and policy environment supportive of your best practice example? If so, how?	Regular reports are submitted to HEE and a representative attends the PLPLG meetings and their support has been excellent throughout the project.
11	Did professional associations and regulatory bodies requirements help, hinder or have no impact on success? Please say how, if relevant	The NMC standards for pre-registration nursing and for learning and assessment in practice are extensive and prescriptive and created a number of challenges in the development of a document that needed to be flexible enough to use across 9 HEI's and adaptable to a wide range of programmes. An extensive mapping exercise was required to ensure all requirements were met. The benefit of having the requirements meant that there were some prescribed elements that had to be adopted whether we agreed or not and this facilitated progress at times.
12	Add any other observations about your best practice example that you would like to make	The flexibility and adaptability of this document for use across a range of programme has been a strength and has been particularly useful for programmes with other routes to registration as the mentors/supervisors were already familiar with the approach.

Registered nurse: Workplace mentoring

DADF2 project: a matrix for gathering best practice examples		
Sector/degree apprenticeship title: Registered Nurse		
Best practice theme: Workplace mentoring		
1	Provide a brief overall description of your best practice example	STEP: Strengthening Team-based Education in Practice is a HEE funded project led by Middlesex University bit involving a wide range of practice partners and other HEI's in the North London region. There are five learning themes which together support a practical model of practice learning that is adaptable to different learning contexts for the student. The overall practice pedagogy is designed to enhance the student/learner experience and promote a richer, social model of learning in practice. Furthermore, it supports a collaborative approach to placement learning, recognising and strengthening the educational input of all members of the team. Placement experience commences with preparation for practice ('Academic-Practice Partnerships' alongside 'Socialisation and Comprehensive Orientation'), relies on a team-based approach ('Helpful Others' and 'Peer Support') and continues through to extending and deepening learning to promote professional development and enhancement of practice ('Expansive Learning').
2	Say how in your example, the workplace was a site for learning (not just for application and experience)	The perceptions and experiences of staff and students in clinical practice underpin all aspects of this project and the work is focused on providing online resources that mentors / supervisors and learners can use whilst in practice to help apply theory and practice and facilitate their learning and development
3	Say how practical and theoretical learning were integrated in your example, (rather than 'parallel' or 'dual')	All aspects of this project are related to enhancing learning for, in and from the workplace in order to support both knowledge and skill development for students and other learners in the workplace. Some of the resources will be used in the classroom setting to help the student prepare for practice, others to enable them to apply their knowledge in the practice setting and others to support experiential learning by encouraging the learner to critically reflect on their experiences.
4	Say how your example shows evidence of a work-integrated learning 'signature' pedagogy	Promoting experiential learning, critical reflection, decision making and independent learning.
5	Say how the assessment methods used were adapted for the workplace	No specific assessment attached though formative learning and self-assessment encouraged
6	What challenges if any were there, to assuring quality in your example?	This is an evidence-based project involving a range of data collection and analysis methods to support the development of online resources. Ethical approval was gained from Middlesex University and the project lead reports to a senior partnership team (academic and clinical staff) as well as Health Education England.

Registered nurse: Workplace mentoring *continued*

7	<b>What motivated employers to engage and collaborate?</b>	Employers have been involved from the very outset and so committed to the project and can see the benefit of the resources to supporting learning in practice. Representatives from 5 large NHS organisations and 3 other London HEI's form the steering group.
8	<b>Were there any barriers to employer engagement? If so, what were they and how did you address them?</b>	Attendance at meeting can be challenging though these are arranged at central events to reduce travelling and supported with email and skype when needed.
9	<b>How were employers involved in recruitment and admissions?</b>	N/A
10	<b>Was the funding and policy environment supportive of your best practice example? If so, how?</b>	HEE funded the project and have been very supportive and complimentary of the work that has taken place.
11	<b>Did professional associations and regulatory bodies requirements help, hinder or have no impact on success? Please say how, if relevant</b>	The fact that we have quite complex professional body requirements has in one way been part of the motivation for this project. By helping staff in practice settings understand the requirements and apply them in different settings has been a positive outcome – for example; currently mentors in practice are under pressure with staff and funding shortages and one of the key aspects of the student experience, i.e. orientation and welcoming to the learning environment can be rushed and poorly managed. The STEP theme of orientation and socialisation has been developing resources to support orientation and has made recommendations re other ways to manage this essential aspect of the student experience.
12	<b>Add any other observations about your best practice example that you would like to make</b>	This project initially began by focusing on the student nurse and midwife experience but gradually realised the potential benefits of these resources for all learners in practice and will be of particular benefit to those on professional apprenticeship programmes who may struggle with the dual role of employee and learner.



“ Practice Educators draw on their direct experience of working with the learner throughout their programme to get the PE accreditation. They come into the university for regular workshops on theories of learning and pedagogic techniques.



# Social Worker: Learning, teaching and assessment in the workplace

DADF2 project: a matrix for gathering best practice examples		
Sector/degree apprenticeship title: Apprenticeship in Social Work		
Best practice theme: Learning, teaching and assessment in the workplace		
1	Provide a brief overall description of your best practice example	Practice Educators who work closely with individual learners in the workplace receive accredited education and training for their role and this involves <ul style="list-style-type: none"><li>— direct observation of their teaching in the workplace</li><li>— quality assurance of their assessment skills.</li></ul>
2	Say how in your example, the workplace was a site for learning (not just for application and experience)	Practice Educators are qualified social workers with at least 2 years post qualifying experience before they are able to teach and assess social work learners. They are required to have a qualification to do this for the assessment of the learners who are undertaking the second (final year) practice learning period in the workplace. For learners on their first placements, Practice Educators are learning themselves alongside the student by following an accredited programme provided at the university at Level 7.
3	Say how practical and theoretical learning were integrated in your example, (rather than ‘parallel’ or ‘dual’)	Practice Educators draw on their direct experience of working with the learner throughout their programme to get the PE accreditation. They come into the university for regular workshops on theories of learning and pedagogic techniques. These are taught through lectures, seminars, case studies, presentations, peer discussion and mentoring, and direct observation of their supervision and teaching of social work learners in the workplace.
4	Say how your example shows evidence of a work-integrated learning ‘signature’ pedagogy	Social work learners and PE learners are training in parallel and this encourages them to reflect on best practice and learning theories throughout the placements. As observation is key to social work practice, the PE will observe the student and also be observed themselves when teaching the student. Critical reflection and constructive feedback techniques are used so that the PE can build their own portfolio of evidence of how they have assessed the learner against the professional standards and requirements to a quality standard set by the PE (see PE handbook).
5	Say how the assessment methods used were adapted for the workplace	This encourages a loop of learning that is supported by the organisation. Managers will also contribute to helping PE’s learn to teach and this contributes to the development of a learning organisation. Also, PE’s from different organisations work together giving peer support and undertake peer assessment of their progress in the role.
6	What challenges if any were there, to assuring quality in your example?	We have a panel of expert PE’s who work in partnership with the university team to sample and assess the learners’ portfolios. These experts also hold roles to co-ordinate learning in the workplace, so we have a good round view of how work-based learning is being supported across the partnerships and to ensure standards across the employers in the region. Portfolios which include PE’s assessment reports are sampled and written feedback is given to help maintain motivation and standards.

7	What motivated employers to engage and collaborate?	Employers use their own staff to help develop the local workforce who may come from the BA Social Work programme and also tend to recruit the graduates as well as offering them work during the summer break. They also tie the PE qualification into their own appraisal and promotion policies and procedures so that contribution to work-based learning is recognised and rewarded.
8	Were there any barriers to employer engagement? If so, what were they and how did you address them?	There are difficulties in retaining PE’s once they have qualified, they tend not to take learners on a regular basis and this is not always a good use of resources.
9	How were employers involved in recruitment and admissions?	Employers nominate experienced social workers to the PE programme and sign a learning agreement to release them and support their learning and to take a social work learner from Middlesex.
10	Was the funding and policy environment supportive of your best practice example? If so, how?	There are variations on the rewards and incentives given to PE’s either in training or qualified which can lead to resource issues.
11	Did professional associations and regulatory bodies requirements help, hinder or have no impact on success? Please say how, if relevant	The PE qualification is nationally required and recognised.
12	Add any other observations about your best practice example that you would like to make	There can be challenges where PE’s do not perform well or experience conflicts in their organisation around the time required to undertake their training and teaching.

# Social Worker: Practitioners engagement with university-based learning

DADF2 project: a matrix for gathering best practice examples		
Sector/degree apprenticeship title: Social Work		
Best practice theme: Practitioners engagement with university-based learning		
1	Provide a brief overall description of your best practice example	The BA Social Work programme has drawn on an initiative through its North London Teaching Partnerships which aims to bring practice closer to learning. This involves: joint posts of ‘prac-academics’ – practitioners jointly employed by the university and local authority; Practitioners being trained in learning and teaching and following the PG Cert in Learning and Teaching at the university so as to contribute to the taught curriculum as visiting lecturers; expert practitioners being employed as tutors for social work learners who will visit them during practice learning and also teach on the programme via the weekly Tutor Groups.
2	Say how in your example, the workplace was a site for learning (not just for application and experience)	We have always blended experienced practitioners into our learning and teaching and we have diversified how we do this using different contracts and support to develop practitioners’ contribution to university based formal learning and teaching.
3	Say how practical and theoretical learning were integrated in your example, (rather than ‘parallel’ or ‘dual’)	Practitioners are taught how to develop a learning session using learning outcomes, tools and techniques and facilitating learning in the classroom. They however draw on their practice expertise as the main source of expertise.
4	Say how your example shows evidence of a work-integrated learning ‘signature’ pedagogy	This exchange between formal and non-formal, practice and theory; knowledge and skills in practice and teaching is signature pedagogy to social work.
5	Say how the assessment methods used were adapted for the workplace	Those who complete the PGCert L&T will get accreditation. Otherwise we use a mentoring system of academic staff to support practitioners including observation and feedback on their contributions.
6	What challenges if any were there, to assuring quality in your example?	Practitioners may not always be reliable if there are competing priorities in the workplace.
7	What motivated employers to engage and collaborate?	Better exchange with the university and improvement of their staff skills in learning and teaching transferable to the workplace.
8	Were there any barriers to employer engagement? If so, what were they and how did you address them?	Resources and staff release where there are workforce issues and shortages or external pressures such as inspections or organisational change programmes.

9	How were employers involved in recruitment and admissions?	They nominate staff to join the scheme and are involved in recruitment of prac-academics.
10	Was the funding and policy environment supportive of your best practice example? If so, how?	This is a criterion for teaching partnerships which signal policy changes in how the degree is delivered
11	Did professional associations and regulatory bodies requirements help, hinder or have no impact on success? Please say how, if relevant	N/A
12	Add any other observations about your best practice example that you would like to make	This is still developing so we hope to evaluate formally.



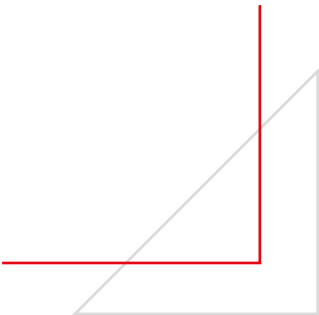


“ Middlesex University is a member of the Police Degree Apprenticeship Consortium working with other universities across the country to share best practice for policing provision.

# Police Constable: Learning, teaching and assessment in the workplace

DADF2 project: a matrix for gathering best practice examples		
Sector/degree apprenticeship title: Police Constable		
Best practice theme: Learning, teaching and assessment in the workplace		
1	Provide a brief overall description of your best practice example	<ul style="list-style-type: none"><li>— Policing is dynamic; and, as such, a key part of best practice consists of liaising not only across HE but across and within various police services. As part of the wider remit relating to the developing Policing Framework this is a continuous and ongoing area that Middlesex University is actively engaged in</li><li>— Middlesex University has formed a consortium to share best practices across universities and as part of the Police Constable degree apprenticeship this necessitates liaising and establishing best practices across various geographical points of the country (England) – see expansion at cell 12</li><li>— Additionally, Middlesex University is currently finalising a PEG – Police Engagement Group, which indirectly links partly to the HEFCE (DA2F) funding and looks to develop coordination across policing, HE and the local community.</li></ul> <p>The PEG aims to ensure that all policing programmes are fit for the needs of policing and that assessments are relevant to the workplaces (and realistic situations).</p> <p><b>Community organisations to partner with academics for success</b></p> <p><a href="http://www.powertochange.org.uk/news/community-organisations-partner-academics-success/">http://www.powertochange.org.uk/news/community-organisations-partner-academics-success/</a></p>
2	Say how in your example, the workplace was a site for learning (not just for application and experience)	<p>The workplace also provides the opportunity for reflection of both practice and theory (a blended and integrated approach). However, for policing – the workplace provides a ‘real’ life environment that often ‘tests’ learning; adding to development and the ability to transfer lessons across in variable situations. The PEG, has as an objective the aim of trying to minimise such unforeseen situations – by sharing best practices and trying to make assessments realistic so as to minimise such ‘eventualities.’</p> <p>As such education and policing become a joined/integrated entity where one directly and indirectly influences and guides the other. Going forward this is the intended direction to be taken by Middlesex University in the policing education framework.</p>
3	Say how practical and theoretical learning were integrated in your example, (rather than ‘parallel’ or ‘dual’)	<p>As above: This fits with the QAA – literature review: see Lester and Costley (2010: Pg. 10)</p> <p>Lester, S. and Costley, C. 2010. “Work-Based Learning at Higher Education Level: Value, Practice and Critique”. <i>Studies in Higher Education</i> 35 (5), 561-575.</p>

Police Constable: Learning, teaching and assessment in the workplace *continued*

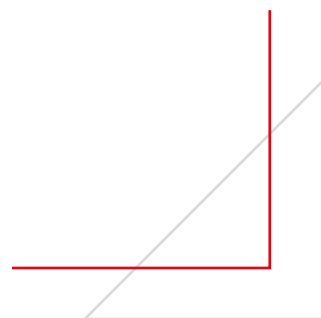


4	Say how your example shows evidence of a work-integrated learning ‘signature’ pedagogy	<p>As part of the consortium for the Police Constable degree apprenticeship – Middlesex University has continued to liaise with partner HE providers – who have already established a reputation in delivering Foundation Degrees with Police Force partners – the PCDA will build upon this work-integrated learning.</p> <p>This example of best practice demonstrates the need to be flexible and of showing understanding for the needs of police services. This includes the successful utilisation of police staff to support university teaching. Through these methods barriers have been broken down and a successful pedagogy has been developed that supports the student and the needs of the police service – in terms of developing potential officers through a Special Constable route.</p> <p>As part of the sharing process with other HE institutions – Middlesex University shared its experience of work-based learning and professional practice degrees – which work on recognition of both prior learning and experiential learning and subsequently awards credits for such at the start of the programme.</p>
5	Say how the assessment methods used were adapted for the workplace	<p>In both instances assessments were not adapted but were designed to</p> <ul style="list-style-type: none"><li>— take into account the needs for policing at an earlier, pre-join stage</li><li>— to recognise the experience and relevant qualifications of serving police officers who were already past the initial training stage (outside their probation) and had acquired new skills, knowledge and qualifications.</li></ul>
6	What challenges if any were there, to assuring quality in your example?	<p>Key challenges to be aware of are that policing is dynamic and no two officers will have the same operational experience (whilst knowledge may be more consistent, and skills are able to be developed) policing is unpredictable, inasmuch as a newly trained or training officer – could well encounter something that an officer with far more service has never had to deal with.</p> <p>Therefore, experiential learning is very much on a case-by-case basis.</p>
7	What motivated employers to engage and collaborate?	<p>At the present time (due to the pre-tendering stage and also before procurement) in policing, employers are reluctant to engage and collaborate, even where (as our partners have experienced - in other HEI) there has been an established history of liaison in the past.</p> <p>Policing does recognise the need to work more collaborative with universities as part of the developments in policing – however, there remains a degree of reluctance to engage.</p>
8	Were there any barriers to employer engagement? If so, what were they and how did you address them?	<p>As above: Middlesex University PEG aims to overcome these barriers by collaborative working outside the Policing Education Qualification Framework and (procured services) – particularly at a local level and as part of the broader remit of community engagement and supporting joint initiatives.</p>

9	How were employers involved in recruitment and admissions?	As 7 & 8.
10	Say how the assessment methods used were adapted for the workplace	No (as above)
11	Did professional associations and regulatory bodies requirements help, hinder or have no impact on success? Please say how, if relevant.	<p>Both:</p> <p>Professional associations (the College of Policing) realise the current challenges and have issued some guidance concerning this in terms of pre-tender and procurement stages. That said, knowing that there are some issues it could be argued that there needs to be a clearer and stronger message given to police services. Additionally, the time frame of the policing framework is not realistic given the barriers encountered and hence it should have been extended by two-years to allow closer working and collaboration to be developed prior to the final products (this is particularly so in terms of pre-join routes – which favour universities which are already working collaboratively with universities). Inevitably the procurement could see market distortion by this lack of liaison.</p>
12	Add any other observations about your best practice example that you would like to make	<p><b>NOTE: This response builds upon and develops from point 1, 4 and 11:</b></p> <p>At the current stage we are still trying to finalise the Consortium of University (and other external partner) Members, and, as part of this, going forward, we will be better positioned to share best practices more openly – which includes relating to the training of police officers (and now as applied under the apprenticeship scheme). This will build upon the best practice experiences of our partners and this of course will be largely influenced and determined, by entering into a contractual agreement with respective police services and taking on board their needs and requirements.</p> <p>Unfortunately, a meeting initially scheduled for January 2018 was cancelled and hence we were not presented with the opportunity to share further best practices appertaining to the finer points of the degree programme – design and also assessment initiative (which would nevertheless be subject to any contractual agreement).</p> <p>One barrier to development has also been the procurement process which prevents the engagement of police services with universities. This may be minimised during the coming months whereby organised meeting are scheduled to take place.</p>



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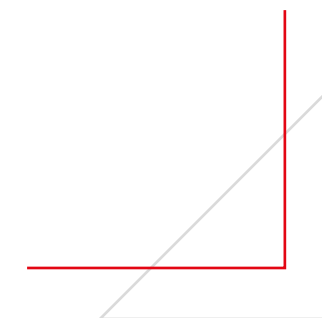
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# Acknowledgements

Thank you to the Middlesex University sector teams who contributed examples of best practice in Work Integrated Learning for degree apprenticeships, and to those team members interviewed individually for the project.

Thank you especially to those team members who gave additional time to be interviewed on film about their best practice in Teaching, Nursing, Social Work and Policing.

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Edward Carter	Senior Lecturer in Social Work, Programme Leader – Step Up to Social Work	Anwar Azari	Apprenticeships and Skills Contracts Manager
Sarah Lewis Brooke	Senior Lecturer in Social Work, Programme Leader – Undergraduate Social Work	Thank you to Dr Deeba Gallacher and Alex Chapman at the Middlesex University Centre for Academic Practice Enhancement for their insights into how the best practice examples and analysis could contribute to University guidance on academic practice enhancement.	
Elaine Morgan	Project Consultant	Thank you to Dr Kathleen Harrison-Carroll, Professional Development Manager, Curriculum, Assessment and Accreditation, at the College of Policing, for her time and interview on RPL development and practice in Policing.	
<b>Teacher</b>		Thank you to Dr Darryll Bravenboer for his enthusiasm, guidance and support and to Diana Tamics-Bahadoor for her invaluable help in the administration of the project and arrangements for filming at the University.	
Dr Debbie Jack	Head of Department – Education		
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