



# Provider Practice – the transition from frameworks to standards

7 March 2017

10.30am – 11.30am



Future  
Apprenticeships



Department  
for Education





Leading Partner:



Strategic Partners:



[www.futureapprenticeships.org.uk](http://www.futureapprenticeships.org.uk)

# Future Apprenticeships Webinar

Provider Practice – the transition from frameworks to standards

## **Webinar Chair:**

Mike Cox,  
Operations Director, AELP

## **Facilitators:**

Mark Rayner,  
Degree Apprenticeships Development Manager, Sheffield Hallam  
University

Breda Leyne,  
Senior Associate, The Strategic Development Network

# Agenda

## Provider Practice – the transition from frameworks to standards

- 10.30 Welcome and introductions
- 10.35 Working with employers to deliver the new standards
- 10.55 Curriculum planning for delivery of a new apprenticeship standard & Q&A
- 11.15 Preparing a learner for the gateway to EPA
- 11.25 Final Q&A
- 11.30 Close

# **Higher and Degree Apprenticeships**

## **Developing New Standards**

**Mark Rayner**

Degree Apprenticeships Development Manager

**Directorate of Education and Employer Partnerships**

# Presentation Overview

- **Sheffield Hallam University - in context - new apprenticeship standards - environment, why and how.**
- **Developing Standards - ensuring a high quality course with real world application - the Work Based Learning Framework.**
- **Working with employers to develop new standards - Nestle example.**
- **How's it going? and some final thoughts...**

**"Best Modern University in North of England"**

2015 Times and Sunday Times Good University Guide

*"We will be the world's leading applied university, achieving outstanding outcomes for our students and our city, and showing the world what a university genuinely focused on transforming lives can achieve"*



- UK's third largest university with c.35,000 students and 4,421 staff
- Around 27,000 undergraduate and 7,700 postgraduate students
- Around 4,250 international students from 119 countries
- Central Sheffield location



# School > College > University



A changing school system

Declining 16-19 population

Diminishing post-16 skills budget

Apprenticeship Reforms and the levy

Employer driven skills system

Changes to funding for Health and Teaching provision

New HE providers

Devolution and Local Enterprise Partnerships

Degree Apprenticeships



## Why? Benefits for SHU

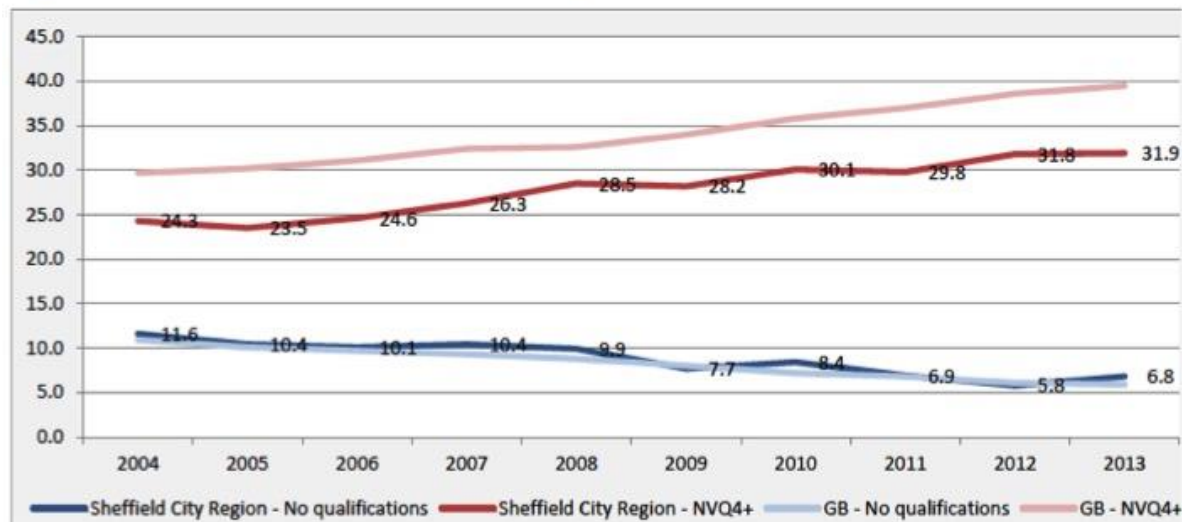
Why should we get involved?

- It's what we do i.e. development of young people and up skilling of existing workforce.
- Strengthens our employer links and enriches core curriculum.
- Diversification of income and revitalisation of part-time market.
- Maintain and grow market position increase income for existing provision.
- New product development.

# Regional devolution and economic growth driven by higher level skills



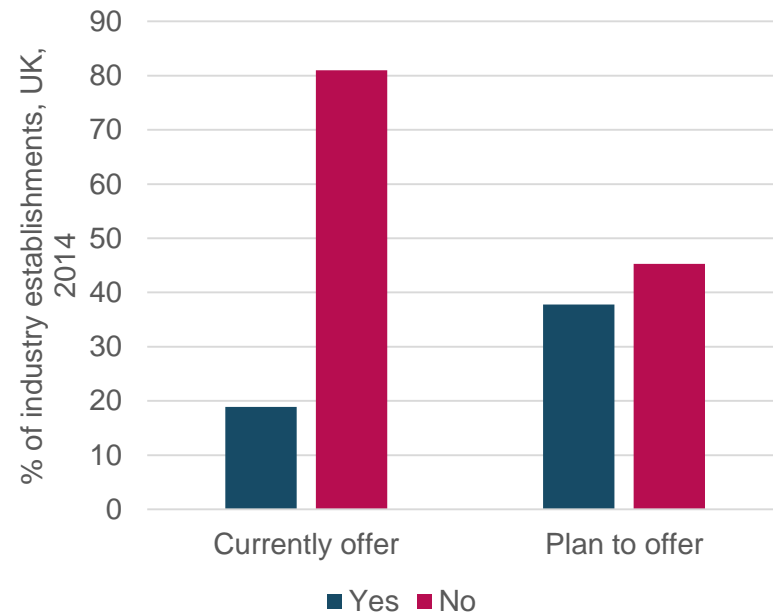
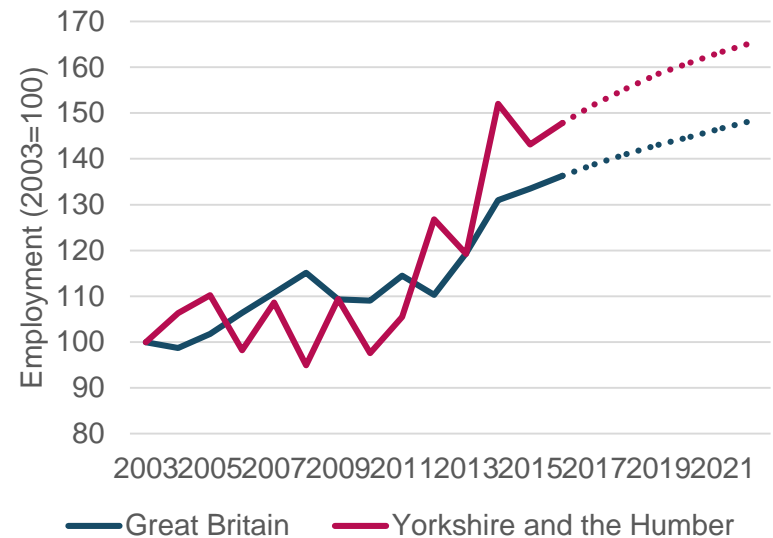
Figure 16 - NVQ4+ and No Qualifications Change



## Digital

*Particularly fast-moving in YH region, and apprenticeships beginning to play key role*

- 38,581 jobs across the Yorkshire and the Humber region, lower profile than nationally, and spread across 7,881 establishments
- Growing fast, even through the recession – 52.4 per cent projected growth 2007-2022, much faster than nationally (34.1%)
- Highly skilled and highly paid, with average earnings £41,114, near national average
- Apprenticeships have shorter history in a relatively new, emerging sector – but already nearly 19 per cent of establishments offer them, and 37.8% plan to do so



We needed to develop fit for purpose systems that support the development and delivery of higher and degree apprenticeships

# Delivery Systems

## Before

- Business Development/Sales
- Admissions
- SFA and ILR Registration
- Enrolment
- Contracting
- Subcontracting

## During

- Teaching and Assessment monitoring
- Assessment Journey
- Work based learning
- Invoicing
- Quality Assurance
- Monthly SFA returns and funding draw down
- Student Support

## Completion

- Apprenticeship Completion (internal and external regs)
- End point assessment
- SFA completion on reporting
- Graduation

# Design and Approval of HDA's

***'Learning that takes place at, through and from work to meet the needs and aspirations of individuals and the organisations they work for'.***

- learning **through** work - learning while working
- learning **for** work - learning how to do new or existing things better
- learning **at** work - learning that takes place in the workplace
- learning **from** work - 'curriculum' that grows out of the experience of the learner, their work context and their community of practice.

Adapted from Nixon et al (2006)



What it provides:

- the procedural structure to design bespoke programmes for employers using **Professional Practice** to denote the work-based nature of the programme e.g. ***BA (Hons) Professional Practice in....***
- the ability to develop a suite of programmes around professional and personal development.
- an overarching set of Learning Outcomes that guide the design of bespoke and subject specific programmes.

*Collaborative corporate provision will also be aligned to the WBLF...*

## Programme Development

Map the Apprenticeship Standard to an existing or new programme.

Use modules and WBLF Learning Outcomes



## Developing a SHU Apprenticeship Ethos

Central team (DEEP) to enable AIDA  
- development and ongoing support/guidance

Faculty lead programme development



## Programme Approval

SHU Standing Panel (meets 10 times per year)  
approves programme cognisant of both QAA  
and HDA standard

Built in SHU Student Information System as  
HDA provision

# Generic Modules common across our work-based provision

## Personal and Professional Development Modules

- Purpose- Critical Reflection as an intellectual and practical tool used for personal and professional development.
- Modules at all Levels- Core and optional

## Work-Based Project Modules

- Purpose- Allowing learners to take responsibility of their learning through development of projects arising experientially through the workplace
- Various modules across level used as per client/learner needs e.g. work-based review to work-based investigation

## Negotiated Learning

- Purpose- Negotiation as a key theme and recognition of RPL, experiential and certificated, as the norm
- Modules may include Preparing for RPL, Academic Credit for CPD and Negotiating Learning Contracts

# WBLF Assessment Options

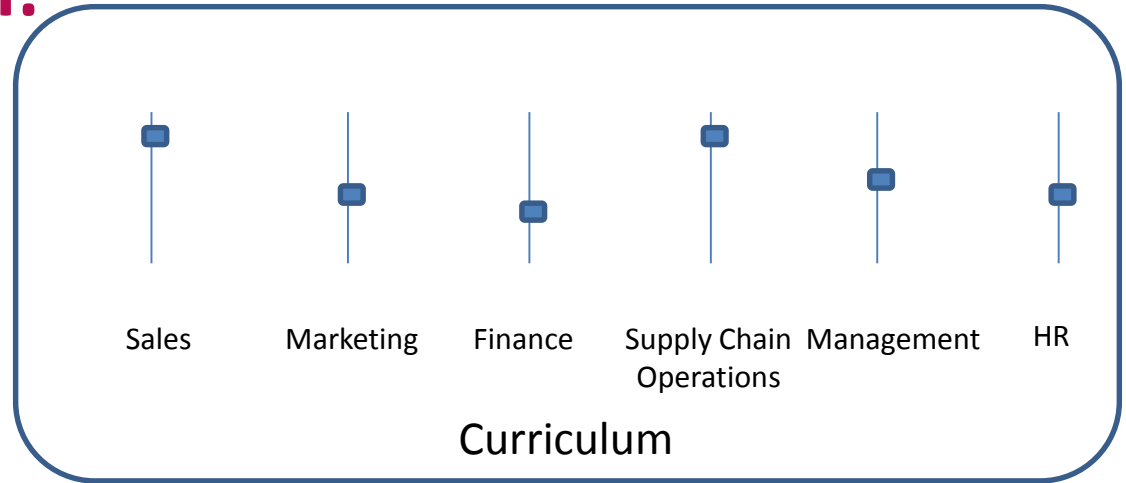
Group presentations	Reports	Problem solving briefs
Literature based assignments and larger projects	Summative portfolios from CPD activity	Research investigations into practice
Management and technical reports	Annotated presentations	Reflective portfolios
Social learning tools such as blogs and wikis	Simulations and role play	Negotiated assignments
Self, peer and co-assessment	Problem and enquiry based tasks	Varied writing tasks and oral assessment

**A variety of assessment methods will be used to develop a wide spectrum of attributes, enabling participants to demonstrate their practical application of the knowledge and skills gained**

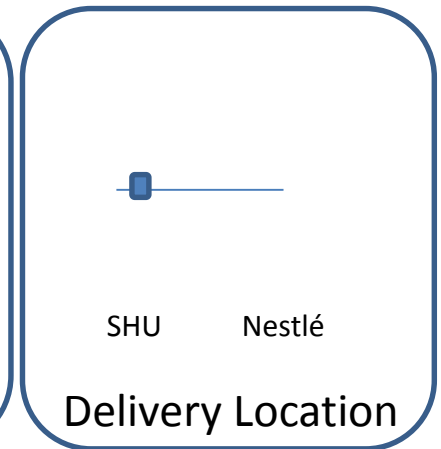
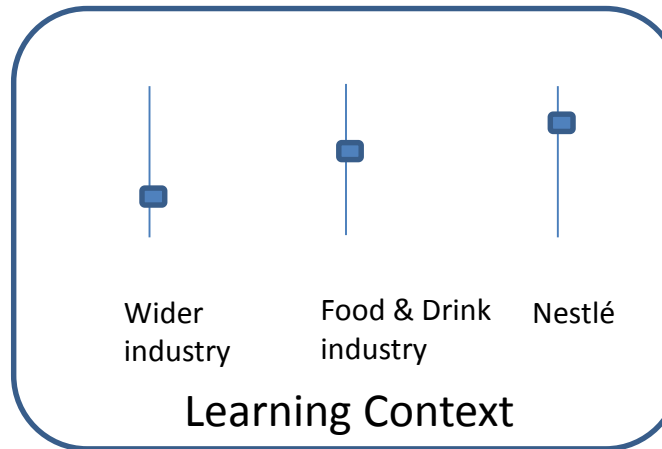
# Case Study: Chartered Manager Degree Apprenticeship with Nestlé

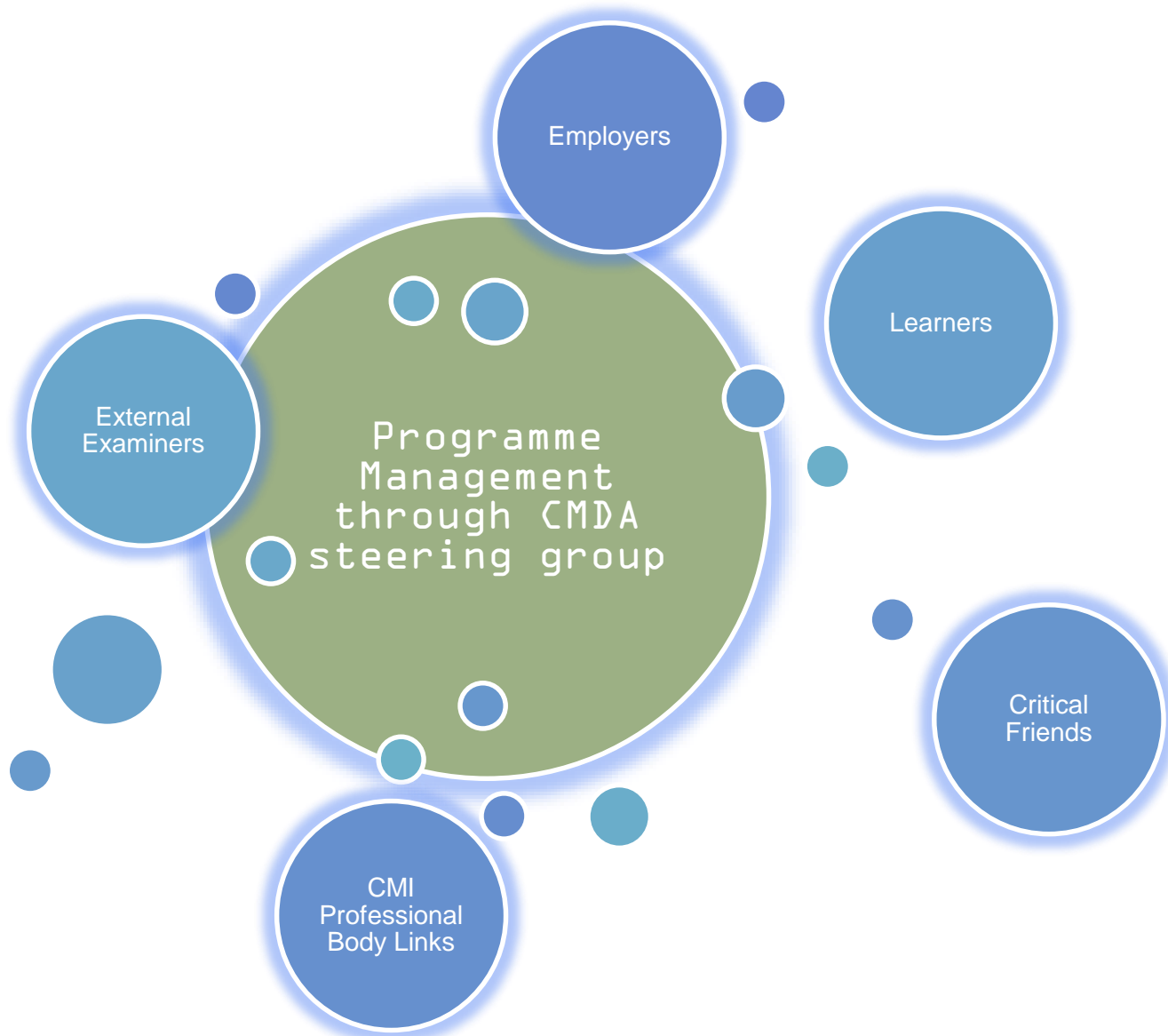


## Programme Design:



## Co-creation







**Marianna Campanaro**  
Commercial Apprentice at Nestle  
Working towards a Level 6 Chartered  
Manager Degree

**"I liked the idea of earning  
and learning. I wanted to  
be able to get hands on  
work experience within a  
respected company."**



Department  
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**#NAW2016**



# Sheffield

## National Impact- Employer Engagement





**Sheffield  
Hallam  
University**

# **Higher and degree apprenticeships**



**[shu.ac.uk/apprenticeships](https://shu.ac.uk/apprenticeships)**



# Higher and Degree Apprenticeships Developed and Emerging

## Developed

- Chartered Manager
- Facilities Management
- Quantity Surveying
- Digital (Tech Solutions)
- Health and Social Care
- Engineering:
  - Mechanical
  - Electrical
  - Manufacturing
  - Materials
  - Rail

## Under development

by 2017/18 (subject to Standard approval)

- Food Tech Professional
- Food Engineering
- Construction Site Supervisor
- Healthcare Science Practitioner
- Radiography and Radiotherapy
- Paramedic Practice
- Ultrasound
- Occupational Therapy, Physiotherapy
- Childcare and Early Years

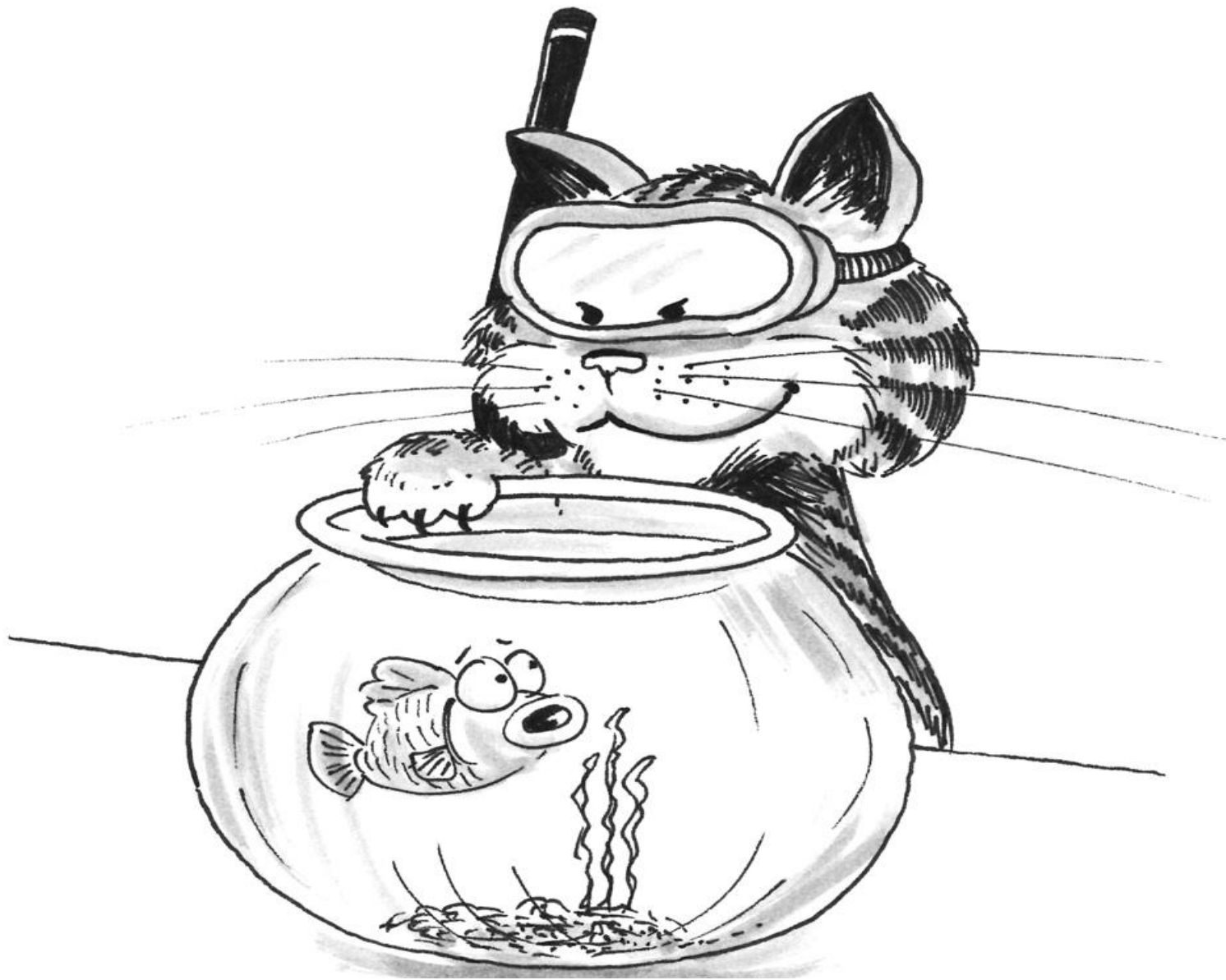
### Pipeline :

Accountancy, Financial Services, Supply Chain /Logistics, Express Courier, Legal Services, Nursing, Social work, Operating Department Practitioner, Power Engineering



## Hallam Graduate wins National Apprenticeship award





Adaptability is key!



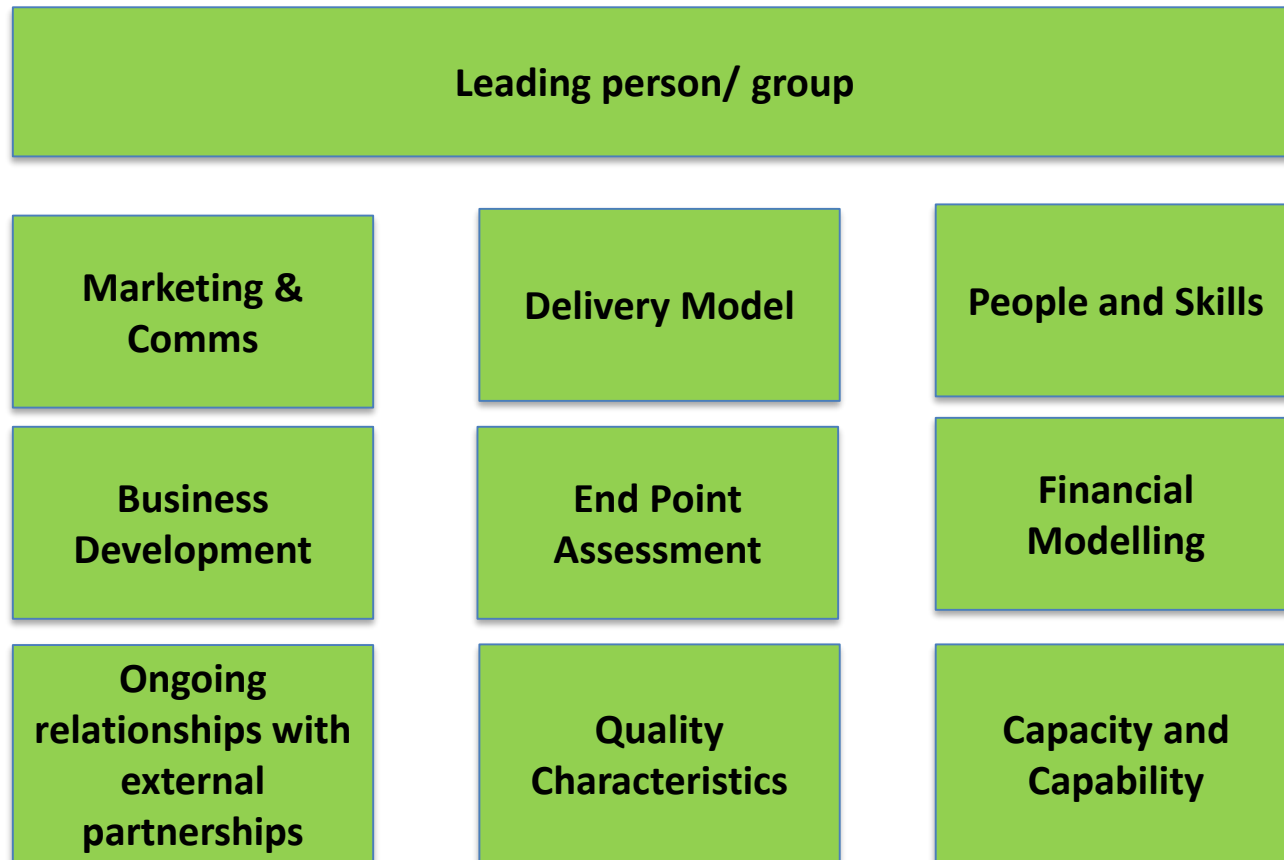


<https://www.shu.ac.uk/business/develop-your-people/higher-and-degree-apprenticeships>

[m.rayner@shu.ac.uk](mailto:m.rayner@shu.ac.uk)

# **Curriculum planning for delivery of a new apprenticeship standard**

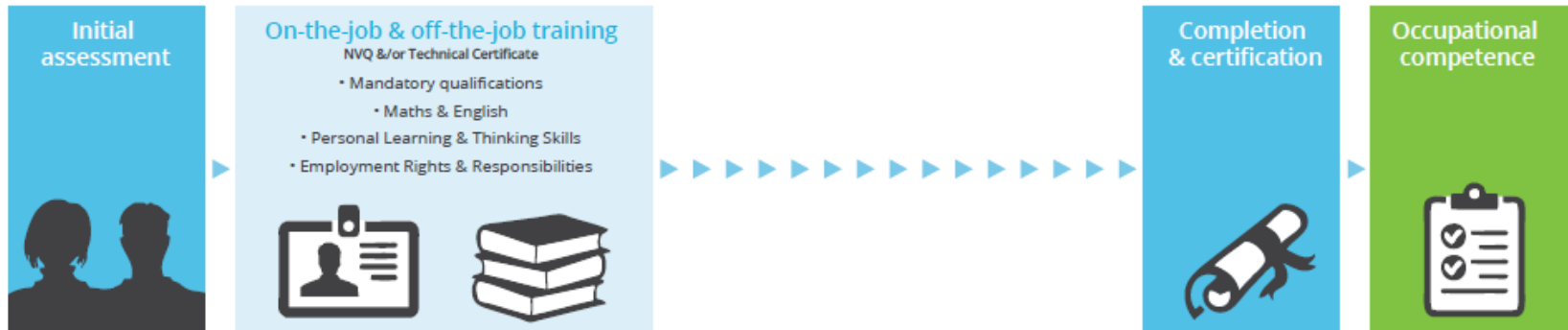
# Key themes for your delivery planning



# The new apprenticeship delivery model

## Frameworks (multi-occupational)

SASE (Specification of Apprenticeship Standards for England)



## Standards (one per occupation)



# Create a Project Brief

## Framework to Standards

- Identify frameworks that need to be converted and map them against new standards
- Create a schedule of release for our selected standards with resource levelling exercise
- Develop course materials for new standards (Learning and assessment)
- Design a new tiered delivery model that can be tailored to meet customer needs
- Upskill existing staff to be able to deliver training within the new standards
- Conduct staggered transition as each standard is completed and ready to be rolled out

## End Point Assessments (EPA)

- Conduct research in to requirements for separating EPA from training delivery
- Validate options for creating an internal independent EPA organisation
- Apply as an EPA organisation for all selected standards of interest
- Explore partnering options with awarding bodies (e.g. Pearson)
- Identify new job roles required for EPA and recruit/transition employees
- Create and implement transition plan in line with go-live dates for new standards

# The planning – Beginning with the end in mind

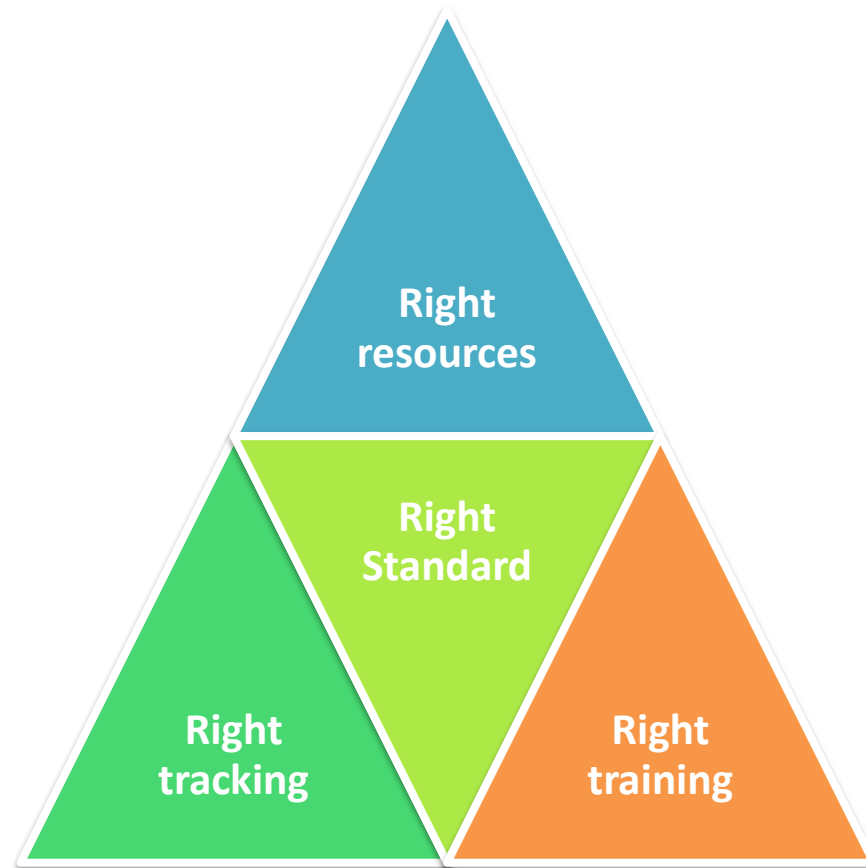


- Created a project plan
- Scoped out whole New Apprenticeship project
- Planned the operational detail on Selling the Standards
- Created Development Groups
- Identified the EPA requirements from the Assessment Plans
- Agreed the blended learning approach for resources
- Designed the delivery model
- Researched flipped learning

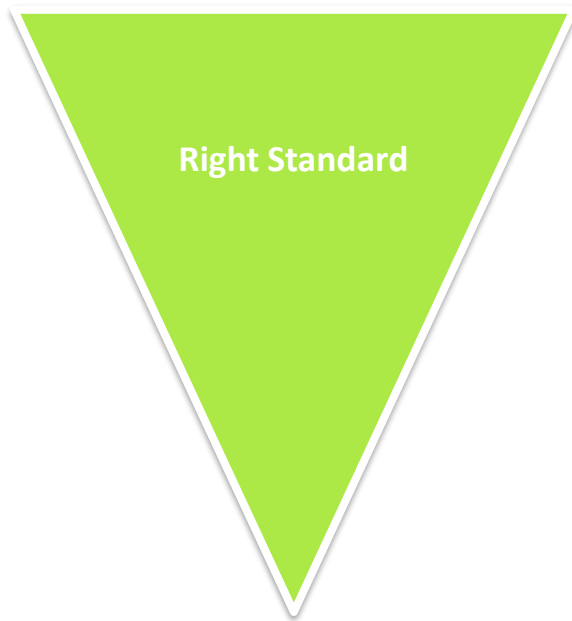


# Getting it right, the Kaplan approach

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# The right standard

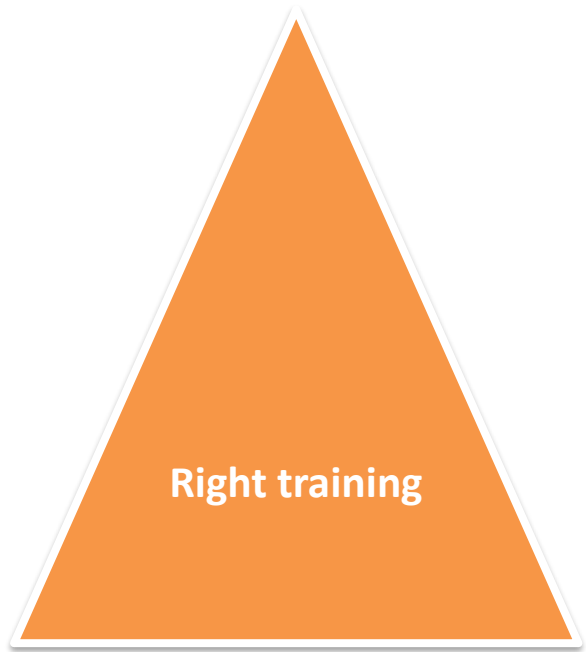


**Right fit for a role**

**Choice of qualification options**

**EPA Organisation**

# The right training

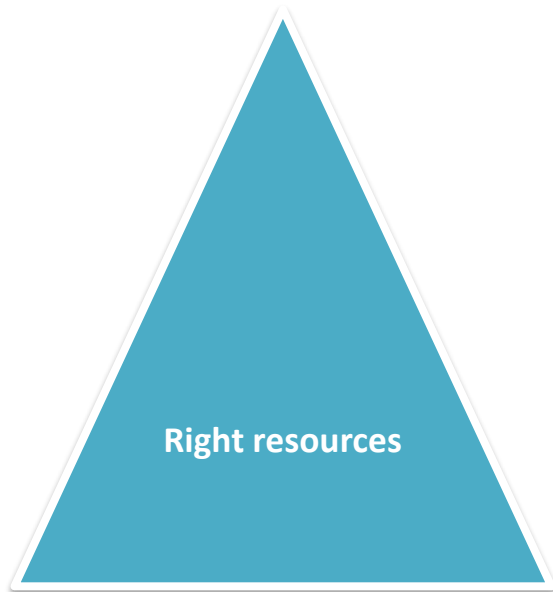


**Trained programme staff**

**Occupational competence**

**Training for new standards**

# The right resources



**Content technical/professional  
qualifications**

**Functional Skills**

**Content for Skills, Knowledge and  
Behaviours**

# The right tracking



**Monitoring on programme progress**

**Sign off of Skills, Knowledge and Behaviours**

**Internal processes and infrastructure**

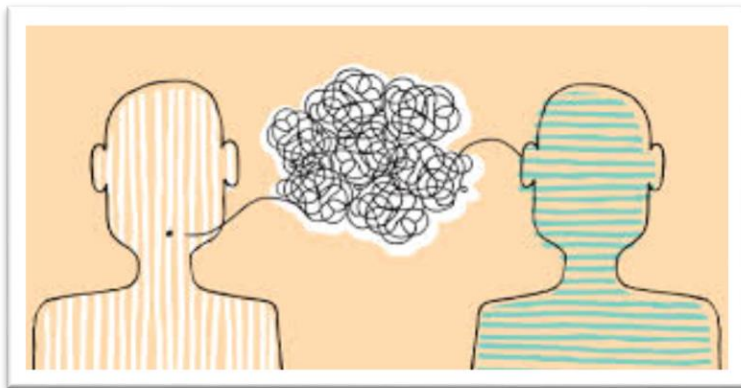


# Preparing a learner for the gateway to EPA

The bar has been set...



# Knowing when the are ready...



# Preparing for different forms of EPA

**PORTFOLIOS OF WORK BASED EVIDENCE**

**CASE STUDIES**

**PROJECTS**

**PRESENTATIONS**

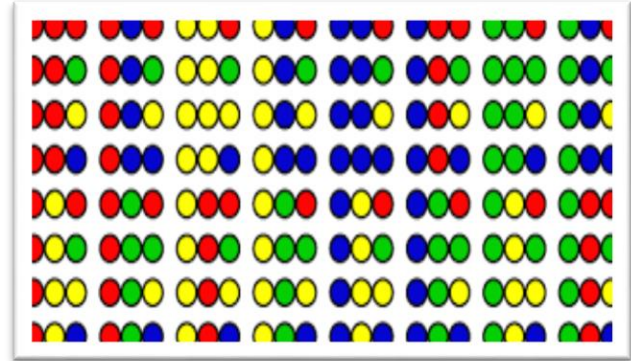
**EXAMS**

**INTERVIEWS**

**OBSERVATIONS**

**ROLE-PLAYS**

**REFLECTIVE DISCUSSION/STATEMENTS**



*Make it clear,  
concise and  
specific.*



# Quality



# In conclusion







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## Workshops

Navigating End Point Assessment

Loans

Offender Learning

Prevent

Study Programmes – Driving Performance

Apprenticeships - how learners with additional needs are supported

Work and Health Programme

Devolution

Growing Traineeships

Sainsbury and TPE Reforms

Higher and Degree Apprenticeships

Careers Advice – Learner Engagement

Inspection in the new world of Apprenticeships

Legal Aspects of Apprenticeship Reforms

Subcontracting and Other Delivery Issues

English and maths

Mental Health

Blended Learning Essentials

Apprenticeship Funding

Utilising AEB Funding

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