

NTU Degree Apprenticeships

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Aims of today

- Overview of Degree Apprenticeships
- Emerging themes for development and delivery of Apprenticeships
- Focus upon opportunities, challenges & SOLUTIONS
- Support

The national context

- Part of wider reforms to technical/vocational education;
- Linked to strategy on UK productivity/social mobility;
- Removal of some low-level apprenticeships;
- Move to new standards – “employers in the driving seat”;
- Degree apprenticeships introduced in 2015;
- Commitment to have three million apprenticeships starts by 2020;
- Apprenticeship Levy introduced in 2017.

The NTU context

- Higher apprenticeship delivery since 2012;
- Apprenticeships team formed in 2015 under the directive of DVC;
- Degree Apprenticeship delivery started in 2016/17;
 - 2016/17: 1 course approved;
 - 2017/18: 3 courses approved;
 - 2018/19: c.25 courses due for approval

Apprenticeship Characteristics

- Work-based programme of study, where the workplace is the principal place of learning;
- Learning, teaching and assessment focusses on the application of knowledge, skills and behaviours within the workplace context;
- Apprentice's are employees of a company. Their employer contracts with the university for delivery of the training/apprenticeship – courses need to be designed flexibly and in conjunction with employers to meet their business needs;
- Employers release apprentices from workplace to undertake off the job training (min. 20% of working time);
- Minimum of 12 months of study – many degree apprenticeships at L6 are 4-6 years, L7 more likely 18-24 months;



Learning, teaching and assessment

- It's not just about the standards
 - Overall learning, teaching and assessment strategy
 - Ensure the apprentice meets the standard set by employers and are fully competent in the occupation
- Work based learning approach
 - Maximise opportunities for work-integrated learning
 - Provide opportunities for apprentice's to personalise their learning
 - Consider how on-the-job learning is facilitated (mentors, visits etc)
 - Support apprentices understanding of work-based learning
- Mapping
 - Demonstrate HOW Degree and Apprenticeship knowledge, skills and behaviours are delivered



Assessment

- End point assessment (EPA) – determinant of Apprenticeship achievement
- Set externally
- A synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship
- Integrated / non-integrated
- How does the course prepare and develop the apprentice to achieve the EPA



Workshop

- How do you take the underlying characteristics / principles and develop an apprenticeship?
 - Making a business case
 - Relationship with employer, mentoring, course design
 - Learning and teaching
 - Assessment
- Challenges you might encounter
- How they can be overcome
- What do you need to be able to do it

Have you got what you need from today?

Support

Degree Apprenticeship Managers

- Andy King (AAH, AAD, CICT, ARES)
- Helen Holloman (BLSS)
- Dave Walker (SST)
- Amanda Kerr (SS, University Programmes)

CADQ

- Elaine Locke
- Hannah Kingman

Online learning

- Barry Gregory

Learning and teaching

- Tim Suffield