

Degree and Higher Apprenticeships

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Introduction to Degree Level Apprenticeships

- A relatively new addition to the Apprenticeships offer
- First introduced in 2014
- Allows companies to train staff up to Masters degree level
- Apprenticeship levy can be used to fund these
- Apprenticeship Reforms has made this possible
- Use new standards rather than old frameworks



Difference between Degree Level and Higher Level Apprenticeships

Higher Apprenticeship	Degree Apprenticeship
Levels 4-7	Levels 6-7
May or may not contain a stand-alone qualification	Apprentice will gain either a Bachelor (Level 6) or a Masters (Level 7) degree

Shorthand currently: Level 4 and 5 =Higher, Level 6 and 7 =Degree



Key features of Degree Level Apprenticeships

- Contract between employers and HEI
- Work and do a related degree at the same time
- Typically last 4 years or more
- Day release, block release, blended learning
- Entry requirements vary and set by Employer but ...
- Get paid! Typically between £12,000 to £18,000 and No fees
- Can progress through a number of apprenticeships up to level 7



Apprenticeship Standards

- Short document outlining skills, knowledge and behaviours to prove competency in a occupational role.
- Underpinned by an assessment plan
- All developed by employer trailblazer groups
- At degree level can be integrated or contain end point assessment
- Approval process through DfE; Apr 17 Institute for Apprenticeships
- Tied to mechanism for payment



Funding and Tendering

- Register of Apprenticeship Training Organisations
- Apprenticeship Levy payments – large employers
- Public sector additional targets means have to engage
- Skills Funding Service – the mechanism for payment
- Non-levied employers – current position
- Public Sector tendering arrangements
- Returns and evidence – different from HESA
- Inspection – HEFCE (QAA Review) v. OFSTED

City College Norwich

A Case Study



Convert or Create?

- Conversion
 - Making sure that the Degree meets the Standard (could mean modifications)
- Creation
 - Can design the Degree to meet the Standard



Employer Engagement

- More than employer panels or representation at Course Committees, MABs and AMRs
- Engagement in the delivery process
- Change of process to hold regular employer meetings
- Access to information about the progress of the apprentice – can they view systems and reports?
- Input into workplace Reviews of Progress –how the knowledge and skills learned are contextualised and implemented at work is key

Students/Apprentices

- Less likely to be 'academic' learners
- May be returning to learning after a period of time
- Might not have volunteered to be there!
- Consideration of their initial levels of Maths and English as required



Staff

- Lecturers need to be able to contextualise learning in workplace scenarios well – they will be challenged
- Reviewing apprentice progress is different to a tutorial
- Are your lecturers the right people to meet with the employer?
- Who does the ‘selling’ part of the process?