

# Cylchlythyr | Circular

## Summary of responses to circular W18/29HE: Degree Apprenticeships 2019/20 Consultation on the Funding Methodology and Requests for Expressions of Interest

**Date:** 20 March 2019  
**Reference:** W19/03HE  
**To:** Heads of higher education institutions in Wales  
Principals of directly-funded further education colleges in Wales  
**Response by:** No response required  
**Contact:** Name: Angela West  
Telephone: 029 2085 9738  
Email: [angela.west@hefcw.ac.uk](mailto:angela.west@hefcw.ac.uk)

This circular provides a summary of the key points received in response to consultation W18/29HE, *Degree Apprenticeships 2019/20: Consultation on the Funding Methodology and Requests for Expressions of Interest*, which consulted on our approach to the allocation of funding for Degree Apprenticeships provision in 2019/20. It also reports on the consultation workshop held on 14 January 2019.

If you require this document in an alternative accessible format, please email [info@hefcw.ac.uk](mailto:info@hefcw.ac.uk).



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## Introduction

1. Circular W18/29HE invited HEFCW funded institutions to provide additional comment on indicative apprenticeship numbers for 2019/20, and sought guidance on HEFCW's approach to the allocation of funding for degree apprenticeships in the three priority areas of digital, engineering and advanced manufacturing, for the academic year of 2019/20.

## Allocation of funding

2. Circular W18/29HE explained that HEFCW anticipated receiving applications for more Degree Apprenticeships than enabled by the funding available. This would mean that we would need to determine the priorities and methods by which funding is allocated. All bids would need to pass a minimum quality threshold in order to have numbers allocated.
3. The circular stated that allocation of funding for Degree Apprenticeships above the minimum quality threshold could be on the basis of a combination of any of the approaches set out in questions 1-8. The circular also asked for comment on a number of underpinning issues, as set out in questions 9-11. Further information on the detail of responses is provided at **Annex A**.
4. A summary of the consultation workshop held on 14 January 2019, with associated presentations, is at **Annex B**.

## Further information

5. For further information, contact Angela West (029 2085 9738; [angela.west@hefcw.ac.uk](mailto:angela.west@hefcw.ac.uk)).

## Summary of responses to circular [W18/29HE](#) Degree Apprenticeships 2019/20: Consultation on the Funding Methodology and Requests for Expressions of Interest

**No of respondents:** nine

**Responses received from:** Bangor University, Cardiff University; Cardiff Metropolitan University; The Open University in Wales; Swansea University; Universities Wales; University of South Wales; University of Wales Trinity Saint David; Wrexham Glyndŵr University.

Respondents provided narrative to support and explain their views. This has been synthesised in the findings below:

### Question 1:

Distribution of the numbers across the three priority areas: this could be done equally across the three areas, or as a proportion of the demand, should there be a variation in demand across the three areas.

Outcome	Agree	Disagree	Uncertain	No View
	6	0	0	3

### Key points

A demand led approach, driven by employers across the three priority areas, was widely supported within consultation responses:

- There was reference to support for the distribution of numbers across the three priority areas, as a proportion of the demand linked to regional skills priorities;
- There was a view that a demand led approach supports regional and national economic strategy and impact more effectively;
- One response noted evidence of demand for level 7 provision, adding that this would be at a lower cost than level 6 provision;
- Variation in demand and its impact on the economy was raised as an area for concern, and a consequence of this approach.

### Question 2:

Distribution of the numbers across the three priority areas taking into account numbers already allocated to digital: numbers could be proportionally allocated to reflect this.

Outcome	Agree	Disagree	Uncertain	No View
	2	3	1	3

**Key points**

There was broad agreement that proportional allocation would not reflect a genuine demand led approach, or the digital sector's true growth potential.

- A number of institutions noted concern with the timing of bids, and issues around the approval of the digital degree framework. This impacted on the active promotion of degree apprenticeships to engage and grow demand with employers and learners;
- Employer needs would benefit from sustainability that would enable the allocation of resources into the development, delivery and enhancement of quality degrees;
- There was concern that programmes in Engineering and Advanced Manufacturing might be artificially suppressed, as Digital provision is already established and generating increased demand from its success;
- It was noted that positive support should be considered as an alternative for institutions successfully attract funding 2018/19, with greater clarity on how this could be taken into account;
- One response commented that the proportion of Digital Higher Apprentices currently placed in employers, should be considered as an indication of future demand;
- Two respondents supported this approach, commenting that it would be logical to factor this in.

**Question 3:**

Distribution of the numbers across each institution: this could be done on the basis of an even split; split in proportion to institution size; or in proportion to evidenced demand from each institution.

Outcome	Agree	Disagree	Uncertain	No View
	5	1	2	1

**Key points**

There was strong support for the distribution of numbers in proportion to evidenced demand from each institution.

- Some respondents highlighted that it was illogical to distribute numbers based on institution size or on the basis of an even split, as this might not reflect the needs of the local economy.
- An issue was raised with formula allocations, suggesting that this would limit the potential scope for institutions to respond with sufficient investment in the long-term, to the varying needs of the economy;
- There was caution that enforcing a model based on institution size, will disadvantage both employers and apprentices wherever this disconnect occurs;
- One response commented that allocation based on evidenced need should be even across Wales. This would ensure that less experienced apprenticeship providers are also represented;

- One response suggested that distribution across institutions might have a negative impact on programme viability for the full duration of the apprenticeship.

**Question 4:**

Distribution of the numbers by region: this could be done on the basis of an even split, or on the basis of the demand within each region.

Outcome	Agree	Disagree	Uncertain	No View
	2	4	2	1

**Key points**

There was broad agreement that numbers are distributed on the basis of evidenced demand, noting that institutions do not operate on a regional basis.

- A demand-based approach was generally supported, as a key driver to achieve the maximum economic benefits linked to regional skills priorities;
- One response suggested that current provision of Higher Apprenticeships could indicate potential demand and progression opportunities;
- There was some concern that regionality placed additional challenges on institutions who might operate pan-Wales;
- It was noted that regional distribution does not take into account the availability of programmes, given the narrow scope of degree apprenticeship subject areas, or the needs of particular businesses in those areas;
- There was a suggestion that degree apprenticeships could be delivered through strong existing collaborative arrangements that might not be constrained by region;
- There was one note of concern that it would be difficult to measure true demand within the regions, without being able to analyse data on actual starts over an extended period;
- The impact on widening participation was noted, as one response commented that this approach might hamper access to training for people who live in hard to reach or rural settings;
- One response commented on the relatively low level of funding for degree apprenticeships in Wales, and noted that formula allocations would limited the potential scope for institutions to respond in the long-term.

**Question 5:**

Allocation of numbers to the best bids: this would prioritise numbers within providers which most appropriately reflected the requirements set out by HEFCW.

Outcome	Agree	Disagree	Uncertain	No View
	3	0	4	2

**Key points**

Generally, there was agreement that the allocation of numbers should prioritise providers that most appropriately reflect the requirements set out by Circular W18/29HE:

- It was suggested that submissions should be able to demonstrate examples of best practice and clear evidence of employer demand, to ensure that funding is not necessarily allocated to the best bid writer, but the most appropriate provider;
- A number of responses commented that the concept of best bid required clarification, with a more transparent quality criteria and assessment methodology;
- A suggestion for key criteria to assess the best bid included: strategies for effective partnership working; strategies for maximising progression opportunities; quality assurance monitoring; satisfaction monitoring; effectiveness of work-based learning within the Degree Apprenticeship; and strategies for employer and stakeholder engagement;
- There was a note that this approach would not necessarily meet the regional and national economic priorities;
- One response indicated that providers might have little control or influence over the characteristics of apprentices engaged by employers, commenting that prioritisation cannot be based on measures outside their control.

**Question 6:**

Capping the numbers of Degree Apprenticeships at employer level: setting a maximum number of funded Degree Apprenticeship Places which any one employer could take up. This would ensure that smaller employers were able to access provision.

Outcome	Agree	Disagree	Uncertain	No View
	3	3	1	2

**Key points**

Some responses supported the option to cap Degree Apprenticeship numbers at employer level, but there was also recognition that most providers operate in a mixed economy.

- Responses enquired about the maximum figure, and how this should be defined;
- A few responses suggested that the number should be capped at a maximum of 5 large employers;
- One response proposed that HEFCW should set a target for SMEs in each of the three priority areas, or reduce the funding rate for large cohorts within one company, as this requires a lower costed model of delivery;
- One response queried whether consideration of capping would be as a total or as a percentage of the current workforce of that employer or as a percentage of the new jobs created versus current employees upskilled;

- It was noted that levy paying companies might respond less favourably to this method of distribution;
- Conversely, prioritising funded places to smaller companies might disadvantage levy paying businesses, including national companies with experience of utilising a digital account to train apprentices in England;
- It was noted that SMEs might benefit from more targeted information on degree apprenticeships;
- There was a comment that the wider regional context should be considered, in the context of regional / national importance of sectors to the economy / region where long-term growth is predicted;
- The key focus should balance evidence of demand / employer engagement against national / regional impact on sustainable jobs growth and upskilling;
- There was concern that this approach could make programmes less likely to be available to SMEs;
- A suggestion was that larger employers are asked to consider how programmes might include SMEs within regional economic action plans;
- It was acknowledged that this approach would ensure that small-scale, potentially high-growth employers can access opportunity and benefit;
- There was caution that SMEs operate differently to large employers, and that processes should recognise this;
- There was caution that Degree Apprenticeships should be accessible to all employers in Wales, and that capping would not necessarily increase the number of apprentices from smaller employers;
- HEFCW should take into account the increased wage costs and long term commitment for employers who take on Degree Apprentices, growing the Welsh GVA;
- HEFCW and Welsh Government should consider whether there is real demand that is being unmet due to the current funding policy / reality and strategic investment in higher level skills and job creation that will add to the GVA of the region;
- The impact of job creation and upskilling in the region should be considered, and its impact on personal income, productivity and employer stickiness in the region / country;
- It was noted that it might be helpful to ask Higher Education Institutions (HEIs) how their models of delivery meet differing sector and scale demands as one size won't fit all;
- There was caution that actual data was necessary to support this approach, and that it may restrict skills development in important priority sectors and disadvantage apprentices;
- It was noted that we should recognise that providers might be better placed to work with SMEs and/or larger employers, and that this mix of provision should be enabled and supported by the funding methodology;
- There was a comment that the allocation of funding should be decided by HEFCW;
- It was noted that some employers might have apprentices with more than one provider, and that this should be taken into account with the allocation.

**Question 7:**

Prioritising bids which offer the best value for money: this could be on the basis of level of fee, or those which provided the most progression (i.e. with more apprentices entering at levels 5 and 6), which would enable greater numbers of apprentices to benefit.

Outcome	Agree	Disagree	Uncertain	No View
	0	8	1	0

**Key points**

There was extensive agreement that prioritising bids that offer the best value for money would compromise quality of provision, and impact on reputational risk.

- There was particular concern regarding the definition of 'value for money' in this context and how calculations would be made;
- It was noted that Welsh Government currently allocates funding to Work Based Learning (WBL) contract holders in Wales on an equal basis, with Apprenticeship frameworks being funded on the same, fully costed model;
- There was concern that prioritising bids which are cheaper or asking HEIs to allocate fees to their own provision, runs the risk of driving down quality to secure the cheapest provision;
- One respondent sought assurances that there would be no 'race to the bottom' when it comes to pricing Degree Apprenticeships as part of a tender process, which would impact negatively on quality;
- There was some support for an approach based on evidence of demand;
- Several responses recognised the value of flexible progression pathways that allow for the accreditation of prior learning and / or experience. However, such pathways must not compromise the academic quality of the degree or override other value-added aspects such as professional accreditation;
- Some responses suggested that progression pathways that align with lower level qualifications would promote collaboration, but note that not all current level 4 qualifications are aligned with the current degree apprenticeship frameworks in terms of equitable credit value or the required and prescribed higher-level skills;
- One response noted that there are other sectors that would benefit from this provision such as Quantity Surveying, Project Management in Construction, Social Care and Health;
- A comment highlighted that best value should be considered around sustainable provision that helps growth and upskilling that is of a sustainable nature in the region.

**Question 8:**

Prioritising collaboration: this could include allocating more numbers to bids which demonstrated effective partnerships between HE and FE, including effective links between specific Higher level Apprenticeships and Degree Apprenticeships, again enabling greater numbers of apprentices to benefit.



Outcome	Agree	Disagree	Uncertain	No View
	5	0	4	0

### Key points

Collaboration was largely welcomed as an opportunity to align programmes and develop progression pathways, although the needs of the employer and apprentice should be the key consideration.

- Support for collaboration where it can be shown to enhance the offer was welcomed;
- Concern that this funding approach could exclude some institutions and employers, where regional collaboration is not possible or does not suit the needs of the apprentice;
- There was recognition that universities operate pan-Wales and have long-standing collaborations across regional borders that can contribute to the sustainability of skills development in Wales;
- It was noted that direct entry into the Degree Apprenticeship should not be lost and an employer or apprentice's needs may be best served through this route;
- One comment highlighted accessibility for existing employees where recognition of prior learning might be a barrier to entry.

### Question 9:

Do you see any potential positive or negative impacts or unintended consequences in terms of equality and diversity and the Well-being of Future Generation (Wales) Act's seven wellbeing goals, Sustainable Development Principle and five ways of working according to how the numbers are distributed?

### Key points

There was broad agreement that degree apprenticeships remove barriers for groups currently underrepresented in higher education. However, it was suggested that the current priority areas are in traditionally male-dominated sectors that might place women at a disadvantage. There was general support for a model that funds a range of subject areas according to evidenced demand.

- A sustainable approach was welcomed, that could be scaled up following the pilot phase;
- It was suggested that an evidence based regional approach would help address risk and build on bilingual strengths;
- There was some support for the inclusion of additional regional priorities such as the Creative Sector, Tourism and Health & Social Care, and at level 7;
- The potential impact of automation and emerging technologies was noted, as these require access to quality higher level skills provision;
- Some commented on the size of the employer, and sophistication of their policies, procedures and recruitment and selection processes, as an opportunity to influence equality and diversity;

- One response noted that large employers have dominated demand for Degree Apprenticeship provision, and that small and medium-sized enterprises could be accommodated within a percentage recruitment target;
- There was a suggestion that regular equalities monitoring information should be requested of providers, and companies could be asked to comment on steps being taken to promote inclusive recruitment practices;
- Several responses identified that a collaborative approach to the development and delivery of Degree Apprenticeships would encourage key stakeholders to deliver outreach projects to raise aspirations, build confidence and increase wider progression pathways to higher education;
- One respondent commented that policy could drive long-term wins for individuals and the economy, through stronger links between high-level employment, Gross Value Added and attracting skilled jobs to Wales.

**Question 10:**

In consulting on the funding methodology for degree apprenticeships and seeking expressions of interest:

- what **effect** (if any), positive or adverse, will the consultation outcomes have on:
  - i. **opportunities** for persons to use the Welsh language; and
  - ii. **treating** the Welsh language no less favourably than the English language.

**Key points**

It was generally recognised that degree apprenticeships support and embed Welsh Medium provision, through a blended approach to delivery in the work place.

- The programme provides an opportunity to increase the number of apprentices studying through the medium of Welsh, and to develop at a level most appropriate to their working environment;
- It was largely agreed that the consultation outcomes will not have any effect on opportunities for apprentices to use the Welsh language or in treating the Welsh language less favourably than the English language;
- Some noted that additional arrangements are being put in place to support apprentices who prefer to study through the medium of Welsh;
- For a more long term sustainable strategy, one response indicated that they are in dialogue with Coleg Cymraeg Cenedlaethol to embed a Welsh Medium Degree Apprenticeship strategy into their existing institutional strategy with the Coleg, and are exploring how they could embed it at all three levels;
- One response commented that to be sustainable, HEFCW could encourage cross-institutional resources in areas of academic specialism where there are low numbers of Welsh Medium staff in subject areas.

**Question 11:**

Do you have any additional comments that you would like to make in response to this consultation?

- A timely soft launch of key communications would improve industry engagement and facilitate opportunities for progression;
- Universities timeframes to develop high quality course content and materials should be better understood, and the necessary internal quality processes to ensure high quality pedagogy and technology enhancements. There is a time lag in agreeing frameworks and the subsequent development and approval of course content, which in some cases can take longer than twelve months. Due to the cost of this process, there is also a need to assure universities that the degree apprenticeship programme will continue into the future in order to mitigate any risk to institutions;
- A long-term sustainable approach to policy funding for apprenticeships is required to facilitate progression;
- Partnering has to be purposeful, and recognise where expertise, employers and students are able to genuinely progress. It also has to take account of the level at which employers wish to invest in a new recruit or upskill;
- In terms of impact and progression, Higher Education may do more to widen access by promoting progression and applications from Further Education BTEC and A level learners, as well as those with a relevant HNC/D that could result in partial Accreditation of Prior Learning;
- Policy around collaboration and joint working needs to be set against the actual numbers and outcomes being achieved at lower levels. It is not clear from the Estyn Report how many new jobs were created as a result of investment in this area, or the destinations of completers. There needs a focus on real opportunities that create graduate level jobs that don't currently exist;
- Following Estyn recommendations, Welsh Government should make sure that all providers understand how learners' existing qualifications can be accredited for essential skills qualifications;
- Following Estyn recommendations, Welsh Government should match the number of higher apprenticeships in different sector subject areas more closely, to demand by employer and the economy of Wales;
- Opportunities to map from Higher Apprenticeships are currently very limited, and there is limited knowledge of progression pathways;
- Degree Apprenticeship programmes and systems should be developed to encourage / incentivise employers who have previously not engaged with apprenticeships;
- HEFCW should ensure that all Degree Apprentices receive an apprenticeship certificate on completion of what is, and will continue to be, a very challenging programme. The programme should be recognised and treated as an apprenticeship framework in exactly the same way as all other apprenticeships, and the achievement of an apprenticeship framework is celebrated;
- Query whether the ability to assess the merits of the various funding methodologies at this early stage in the development of the Degree Apprenticeship programme;
- There remains demand from companies for provision at level 7, and whilst recognising that current finance is limited, cutting this off at level 6 may be counterproductive to growth of higher-level jobs in the region with both existing companies and potential new inward investors. It could lead to a view that Wales is not a place to locate if you want to engage with the highest-level skills and cutting edge industry;

- An effective means of distributing funding would be to focus on employer demand that institutions can evidence. At the moment, the current model has limited effectiveness, as funding can only be used on a limited number of subject areas and only at level 6, despite institutions reporting significant demand for degree apprenticeships in a wider range of subject areas and at level 7;
- Distribution of funding needs to take account of the wider strategic approach of industry clusters, regional concentrations of employment opportunities, and opportunities for sustainable upskilling of the existing workforce and/or the creation of new regional employment;
- There should be consideration of the regional sector fit and areas of expertise that are strategically important for Wales, and based on real employer demand that supports a wider strategy of anchoring a company and creating more graduate jobs in the region;
- Policy drivers around degree apprenticeships need to sit alongside regional and national work already in play, e.g. compound semi-conductor, data science (level 7), engineering, construction and surveying demand.
- As demand for upskilling around Industry 4.0 increases across the UK, there is increasing demand for level 7 leadership and management development that enables managers in companies to understand and leverage maximum value, and minimize and understand potential threats and risks that such global and technological changes are bringing. We are keen that Wales does not become the poor relation in such education, training and development. HEIs in England can use Degree Apprenticeships to work with Industry on these challenges and opportunities.

# Building a quality approach to Degree Apprenticeship provision in 2019/20, and planning the funding methodology

Outcomes from the Degree Apprenticeship consultation workshop, 14 January 2019



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## **Introduction**

1. This document reports on steers provided at the Degree Apprenticeship consultation workshop held on 14 January 2019.

## **Background**

2. HEFCW anticipates receiving applications for more Degree Apprenticeships than enabled by the funding available. This means that we need to determine the priorities and methods by which funding is allocated. All bids will need to pass a minimum quality threshold in order to have numbers allocated.
3. We invited senior staff leading on the development of Degree Apprenticeships within their institutions to attend a workshop designed to enable institutions to submit strong Degree Apprenticeship bids for 2019/29. It included details of HEFCW's expectations from the next round of bids, examples of good practice, and an opportunity to contribute to the consultation on allocation of numbers in 2019/20.

## **Principal outcomes and guidance from the consultation workshop: Building a quality approach to Degree Apprenticeship provision in 2019/20, and planning the funding methodology.**

### **4 Welcome and outline of the day by HEFCW**

- 4.1 Bethan Owen, Director of Institutional Engagement (HEFCW) welcomed all to the event. The workshop provided an opportunity to discuss a broad range of issues relating to Degree Apprenticeships, to enable institutions to submit good quality bids for Degree Apprenticeship provision in 2019/20. The workshop also invited views on prioritising allocation of funding, should demand exceed the funding available.

### **5 Welsh Government (WG) approach to Degree Apprenticeships**

- 5.1 Sam Huckle, Head of Apprenticeships (WG) provided an overview of WG's approach to Degree Apprenticeships.
- 5.2 WG had made £96m funding available for Welsh apprenticeship activity, which had increased to £115m following the implementation of the apprenticeship levy, to enable the introduction of Degree Apprenticeships. Apprenticeships were supported by some EU funding, which meant that there was some vulnerability post Brexit.
- 5.3 Circa 20,000 thousand starts had been reported during a normal academic year on the apprenticeship programme, rising to circa 28,000 thousand starts in recent years. As apprenticeship qualifications can take a number of years to complete, there can be circa 60,000 people on level 2 to 5 apprenticeships at any time. Level 2 and 3 apprenticeships were

predominant in areas including health and social care, automotive, hospitality and catering. New contracts for levels 2 to 5 needed to be in place by February 2020. WG had introduced an all- age programme in 2017 to drive progression into more technical routes, with the intention of ultimately withdrawing level 2 provision that did not lead to more advanced opportunities.

- 5.4 Current legislation requires Sector Skills Councils to lead on framework development. SH outlined plans for the transfer of responsibility to Welsh Ministers to commission and issue frameworks via the Wales Apprenticeship Advisory Board. This would take account of labour market intelligence from Regional Skills Partnerships (RSPs) and the employer voice.
- 5.5 Degree Apprenticeships were recognised as providing an opportunity to upskill existing employees. However, delegates considered that the potential for job creation could be further enabled through shared cross-border intelligence. SH clarified the role of the Welsh Government Inward Investment team in responding to new areas of demand, and confirmed that some funding to support job creation was available through this route. It was suggested that WG, the Inward Investment team and HEFCW could explore areas of mutual interest.
- ACTION:** HEFCW to liaise with WG and the Inward Investment team to discuss areas of mutual interest.
- 5.6 WG had adopted a cautious approach to Degree Apprenticeships to ensure that quality provision was developed, and were pleased with how this has been rolled out. WG was planning an evaluation of Degree Apprenticeships that would consider the broader higher education landscape, linked to the Diamond approach. This would assess impact, and inform future policy development and sustainability.
- 5.7 The cost of a Degree Apprenticeship was comparatively expensive compared to apprenticeships at lower levels. There was also Ministerial pressure to meet demand from over 300 lower level routes in priority sectors such as care, hospitality and tourism. Delegates suggested that it was not always helpful to compare cost of different levels of provision, and advised that factors such as gross value added, productivity and social drivers should drive policy development.
- 5.8 Delegates noted that Professional Statutory and Regulatory Bodies (PSRBs) were keen to access Level 7 apprenticeships. SH confirmed that WG did not intend to approve the development of Level 7 provision. Evidence in England indicated that expansion in this area had happened too quickly, and the growth of Level 6 and 7 frameworks would need to be reduced to manage this. It was suggested that WG could communicate their policy position to PSRBs through the RSPs.

**ACTION:** Welsh Government to communicate their policy position to PSRBs regarding level 7 apprenticeships via the RSPs.

- 5.9 SH encouraged institutions to participate in the World Skills competitions, as an excellent showcase for the Welsh economy in an international market.

## **6 Features HEFCW is seeking from Degree Apprenticeships**

- 6.1 Angela West, Skills and Employability Manager (HEFCW) gave a presentation on the features HEFCW wished to see in Degree Apprenticeship bids for 2019/20. She highlighted the requirement for providers to develop more robust quality bids, building on the key requirements of the circular W18/13HE Degree Apprenticeships Wales, 26 June 2018.
- 6.2 HEFCW confirmed that apprentices needed to achieve the range of competencies in the Degree Apprenticeship framework by the completion of the apprenticeship. This recognises that the apprentice's job role might develop as their skills improve. HEFCW's arrangements for monitoring data would align with HESA Data Futures once these were implemented. HEFCW emphasised the importance of collaboration and curriculum mapping between higher education and work based learning providers, to support apprentices' progress within the workplace. Delegates considered that a list of [work based learning contacts](#) might provide support for mapping progression pathways.
- 6.3 HEFCW emphasised the importance of Degree Apprenticeships being driven by employer demand. Delegates agreed that this would improve productivity, increase skills in the sector and support staff retention. WG advised that an [Apprenticeship Toolkit for Employers](#) was available for further information.

**Appendix A** Presentation: Angela West, HEFCW Degree Apprenticeships Key Features

## **7 NUS Wales, supporting apprentices in the workplace**

- 7.1 Alex Rollason, NUS Deputy President (National Union of Students Wales (NUSW)) gave a presentation on apprenticeships from the perspective of the student. This focussed on the relationship between the employer, apprentice and provider, and highlighted the importance of partnership working to support the apprentice in the workplace.

**Appendix B** Presentation: Alex Rollason, NUS Wales, Supporting Our Apprentices

## **8 Approaches to quality**

- 8.1 Jackie Gapper, Assistant Director (Estyn) provided an overview of the outcomes from Estyn's report on Higher Apprenticeships in Work Based Learning, September 2018. This provided delegates with an overview of good practice from which Degree Apprenticeship providers might be able to benefit.



## **Appendix C** Presentation: Jackie Gapper, Estyn, Higher Apprenticeships in Work Based Learning

- 8.2 Dr Alison Felce, Standards and Frameworks Officer, QAA highlighted key points in guidance documents relating to the quality assurance of Higher Education provision. Delegates were referred to the [UK Quality Code for Higher Education 2013-18](#) and transitional arrangements to the [Revised UK Quality Code for Higher Education, March 2018](#) Code for Higher Education. HEFCW confirmed that the existing [UK Quality Code, May 2018](#) would apply to quality reviews carried out within the next academic year to August 2019. AF noted the document: Quality Assuring Higher Education in Apprenticeships, Current Approaches. She also reported that a Degree Apprenticeship Characteristics Statement would be published in May 2019.

## **Appendix D** Presentation: Dr Alison Felce, QAA, Managing the Quality of Higher Education in Apprenticeships

## **9 Case studies: examples of good practice**

- 9.1 The academic perspective: Sam Moorwood, Head of Work Based Learning (Sheffield Hallam University) was unable to join the workshop, but made available a power point presentation outlining the academic perspective of managing Degree Apprenticeships within his institution. Dr Cliona O'Neill, Head of Student Experience (HEFCW) presented on his behalf.

## **Appendix E** Presentation: Sam Moorwood, Sheffield Hallam University, Higher and Degree Apprenticeships, Relationship Management and Impact on Learner

- 9.2 Progression - effective HE and FE collaboration: Bridget Moseley, Head of Apprenticeships Unit, UWTSD gave a presentation on effective collaboration with partners in further education. This explored the partnership between UWTSD and Coleg Sir Gâr within a dual sector university system, and how the development of coherent pathways had facilitated student progression from Level 3 to the Digital Degree Apprenticeship. UWTSD was in discussion with partners about other progression arrangements from Level 4 and 5, to provide employers with a consistent approach.

## **Appendix F** Presentation: Bridget Moseley, UWTSD, Delivering Degree Apprenticeships Collaboratively

- 9.3 Workplace support: Kath Lewis, Marketing and HR Director (IAC group Ltd.) outlined the company's engineering apprenticeship scheme aimed at people aged 16+, adding that there was a large demand for places. Critically, the company worked with the provider to contextualise learning and tailor provision. The company had developed an apprentice handbook, and held regular support meetings with apprentices focussing on issues such as mental health. The programme was approved by the Institute of Engineering

and Technology, and apprentices started at Level 2, working on the shop floor to develop an understanding of the key concepts before progressing to degree level. The four-year scheme operated on the basis of block release at Level 2 in the first year, studied alongside BTEC Level 3. Subsequent years included HNC and NVQ Level 3. 75% of their workforce had completed an apprenticeship at IAC group Ltd., with 50% progressing to become chartered engineers. There was good staff retention upon completion, and apprentices had successfully competed in World Skills over a number of years. A video link, [www.iac-ltd.co.uk/iac-ltd/employee-development/apprenticeship](http://www.iac-ltd.co.uk/iac-ltd/employee-development/apprenticeship), provided an introduction to the scheme.

- 9.4 The Equality and Human Rights Commission in Wales, EHRC Wales, Wayne Vincent, Principal (EHRC Wales), and Humie Webbe, Strategy Equality and Diversity Lead (NTfW), explored issues relating to equality and diversity in the workplace, and [Advice and Guidance](#) available for individuals, organisations and the public sector. Delegates were directed to the WG [Equality, Diversity and Inclusion tool Kit for the Work Based Learner Provider Network, April 2018](#) for additional support. The presentation included statistical data, regulatory guidance and evidence of good practice, noting the importance of making sources of support clear at the point of access. Advice suggests that activity should focus on areas with the greatest potential for impact and sustainability, and monitoring arrangements that include clear targets. Additional support through organisations such as Chwarae Teg and CIPD was highlighted, as was the WG 'Have a Go' scheme that aims to challenge preconceptions of gender and careers in engineering. The WG [Inclusive Apprenticeship Disability Action Plan](#), launched on 3 December, seeks to address disparities in the proportion of disabled Apprentices in Wales, and the EHRC Wales report on positive action in apprenticeships would be published shortly.

## **10 Funding Methodology: Options and Priorities**

- 10.1 AW invited delegates to provide a steer on the allocation of degree apprenticeship funding for apprentice numbers in 2019/20, should there be an excess of demand. Delegates were advised that criteria outlined in circular [W18 13HE: Degree Apprenticeships in Wales](#) would apply to the second call for proposals. Providers were encouraged to develop more robust bids that aimed to exceed the minimum quality threshold
- 10.2 Delegates cautioned that degree apprenticeships were growing in popularity as an alternative route into higher education, however accessibility was unclear, particularly for school leavers. HEFCW confirmed that the current approach was a pilot, and communications needed to ensure that expectation did not exceed available funding. A soft launch of the pilot was planned for 2018/19.
- 10.3 HEFCW stressed the need for proposals to focus on regional partnerships. Proposals that included partnerships outside the region would need to be supported by a very clear case, any approval would be by exception.

- 10.4 A number of points were raised regarding options and priorities for the allocation of funding:
- The total allocation of numbers must not exceed the funding available;
  - Timescales needed to take account of recruitment of new staff by employers;
  - The approach should be fair and transparent;
  - RSP reports might not reflect the needs of small and medium enterprises, who had low representation on the boards; and
  - WG should access the UK prosperity fund to meet demand for this provision.
- 10.5 Delegates explored a range of options and priorities for the allocation of funding. They considered that a pan-Wales approach was preferable to a regional one, with a range of factors which might influence the decision. These could include:
- Demand for the provision, recognising that this would vary regionally;
  - Capping maximum numbers of apprentices per employer, although this would need to balance the requirement for upskilling existing employees and new starters;
  - Value for money, which could include through progression arrangements and collaboration between Higher Education and providers of higher level apprenticeships;
  - Track record, with priority given to providers with the greatest potential to achieve long term security of provision, and successfully deliver allocated numbers within timescales;
  - Long-term impact, including a focus on employers who would be most likely to retain an apprentice at the end of their programme;
  - Completion rates.
- 10.6 Delegates were keen to ensure that any criteria applied did not put institutions in a position where the provision became unviable in a particular region. They also reported that engagement with SMEs in the engineering sector was likely to increase, as a result of Degree Apprenticeships, and recognised the contribution that SMEs could make to Gross Value Added. They highlighted the opportunity offered by Degree Apprenticeships to attract inward investment.

**Annex G** Presentation: Angela West, HEFCW, Degree Apprenticeships Funding Options and Priorities

## **11 Q&A resulting**

Bethan Owen, Director of Institutional Engagement, HEFCW addressed questions arising from the consultation and the day's activities.

## **12 Next steps**

- 12.1 Dr Cliona O'Neill, Head of Student Experience, HEFCW outlined the next steps in developing the call for Degree Apprenticeship proposals 2018/19.

- 12.2 HEFCW reported that the Engineering Wales Framework would be available for consultation at the end of January 2019, and that proposals should take the consultation document into account, if the framework was not published before the response deadline. Allocation of numbers to bids would be subject to acceptance of qualifications on to the framework.
- 12.3 HEFCW expected to publish the call for bids in early February 2019. HEFCW had proposed the submission of bids in mid-March but, in response to stakeholder views, this deadline would be deferred to early/mid-April 2019, with confirmation of outcomes by the end of that month, if possible.

### **Further information**

13. For further information, contact Angela West (029 2085 9738; [angela.west@hefcw.ac.uk](mailto:angela.west@hefcw.ac.uk))

# Degree Apprenticeships – key features

**Angela West**

Skills and Employability Manager

Higher Education Funding Council for Wales

# Degree Apprenticeships

## Welsh Government Priorities:

- **Demand led:** based on research and intelligence, voice of employer and RSP
- **Comply** with the provisions of the Apprenticeships, Skills, Children and Learning Act 2009, and SASW
- **Aligned** to the broader apprenticeship programme – commonality
- **Collaboration** is encouraged, to support progression from FE and WBL network



[Cabinet Secretary For Education Degree Apprenticeship Statement February 2018](#)

# Degree Apprenticeships: **Objectives**

To provide an employer focussed degree level qualification

To increase collaboration across education sectors and industry

To meet the skill needs of Wales

To improve the diversity of the workforce

To strengthen learning pathways



# Degree Apprenticeships **in the workplace**

## **Employers:**

- **No restrictions** to the **type and/or size** of employer
- Must be within one of the priority areas
- Must have an **apprenticeship agreement** in place

## **Apprentices must:**

- **Be employed** and their salaries met by the employer
- Spend **51%** or more of their time working in Wales
- Meet the **competency requirements** of the apprenticeship framework
- Receive **on and off the job learning**





# Degree Apprenticeships – Evidence

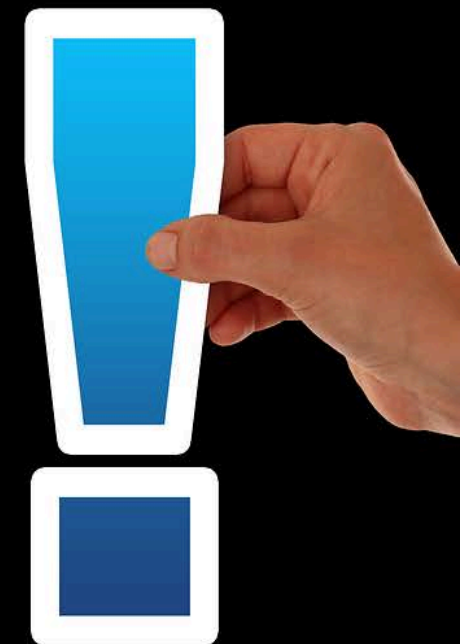
All proposals must evidence the extent to which:

1. **Equality and diversity** is met
2. Delivery is through the medium of **Welsh**
3. Providers' **mission and expertise** is satisfied
4. **SMEs are** be supported
5. The apprenticeship offer adds **additionality**
6. **Collaboration** strengthens **progression pathways** articulated from level 4 and 5 to avoid duplication and nugatory competition.



# Degree Apprenticeships – Provider Requirements

1. Progress review
2. RPL
3. Student services
4. Data monitoring: (18 January 2019)
5. Qualification levels and pathways
6. Marketing and communication messages
7. Student and learner protection measures
8. Exit routes with accreditation/certification of learning achieved.



# Contact details

For more information please contact:

**Angela West**

Skills and Employability Manager



[angela.west@hefcw.ac.uk](mailto:angela.west@hefcw.ac.uk)



029 2085 9738



## Cefnogi ein prentisiaid

Alex Rollason, Dirprwy Lywydd UCM Cymru

## Supporting our apprentices

Alex Rollason, NUS Wales Deputy President

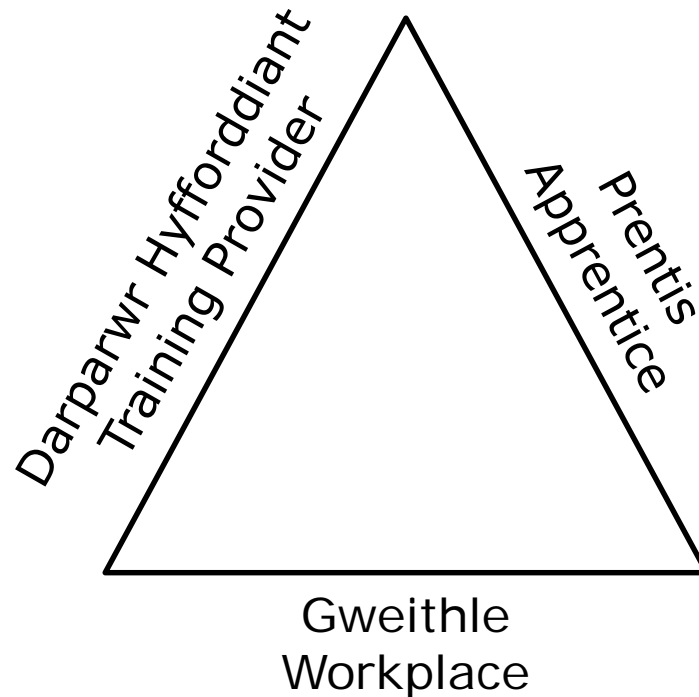
# Pwy ydw i? Who am I?

- Dirprwy Lywydd UCM Cymru
- Gweithgar gyda Chymdeithas Genedlaethol y Prentisiaid
- Cyn-brentis
- NUS Wales Deputy President
- Active with the National Society of Apprentices
- Former apprentice

# Sylfaen gref Strong basics

- Triogl Aur  
Prentisiaethau

- Apprenticeship  
Golden Triangle



# Perthnasau Relationships

- Y darparwr hyfforddiant a'r gweithle
- Y gweithle a'r prentis
- Y darparwr hyfforddant a'r prentis
- The training provider and the workplace
- The workplace and the apprentice
- The training provider and the apprentice

# Darparwr Hyfforddiant/Gweithle

## Training provider/Workplace

- Cytundebau
- Unigoliaeth
- Atebolrwydd
- Contracts
- Individuality
- Accountability



# Gweithle/Prentis Workplace/Apprentice

- Cytundeb y cyflogwr gyda'r cyflogai?
- Beth dylai cyflogwr ei wneud?
- Barn?
- Employer-employee contract
- What should an employer do?
- Opinions?

# Darparwr Hyfforddiant/Prentis

## Training provider/Apprentice

- Mae'r prentis yn fyfyrwr
- Fodd bynnag, mae prentisiaid mewn safle unigryw
- Maen nhw'n fyfyrwyr ac yn gyflogeion ar yr un pryd
- The apprentice is a student
- Apprentices are, however, in a unique position
- They are concurrently students and employees

# Y prentisiaeth

## The apprenticeship

- Teclynnau priodol ar gyfer y diwydiant
- Parhad
- Tools for the trade
- Continuity
- Time doing the Qualification
- Block and Day Release
- Work Based Learning

# Cysylltu Contact

**Alex Rollason**

Dirprwy Lywydd / Deputy President

[alex.rollason@nus-wales.org.uk](mailto:alex.rollason@nus-wales.org.uk)

**Prentisiaethau Uwch mewn dysgu  
yn y gwaith**

**Higher Apprenticeships  
in work-based learning**



# Gwaith Estyn

## Estyn's work



### Ei **hamcanion strategol** a'n **hegwyddorion cyflawni**

Ei **hamcanion strategol** yw dibenion craidd ein gwaith. Gwella ansawdd deilliannau i ddysgwyr yng Nghymru, trwy wneud y canlynol yn fwy effeithiol:



Wrth wneud hynny, mae yr un mor bwysig bod Estyn yn dilyn ei **egwyddorion cyflawni**.

Parhau i ddatblygu Estyn yn sefydliad 'gwerth gorau' a 'chyflogwr enghreifftiol'

Parhau i gydweithio ag arolygiaethau eraill a rhanddeiliaid i gefnogi gwelliant

### Our **strategic objectives** and **delivery principles**

Our **strategic objectives** are the core purposes of our work. To improve the quality of outcomes for learners in Wales, through more effectively:



In doing so, it is equally important that Estyn follows its **delivery principles**.

Continue to develop Estyn as a 'best value' organisation and 'exemplary employer'

Continue to work collaboratively with stakeholders and other inspectorates to support improvement

# Y Fframwaith Arolygu Cyffredin (FfAC) Common Inspection Framework (CIF)



Y Fframwaith Arolygu Cyffredin o Fedi 2017		Estyn	
Meysydd arolygu		Agweddau	
01	Safonau	1.1	Safonau a chynnydd cyffredinol
		1.2	Safonau a chynnydd grwpiau penodol
		1.3	Safonau a chynnydd mewn medrau
02	Lles ac agweddau at ddysgu	2.1	Lles
		2.2	Agweddau at ddysgu
03	Addysgu a phrofiadau dysgu	3.1	Ansawdd yr addysgu
		3.2	Ehangder, cydbwysedd a phriodoldeb y cwricwlwm
		3.3	Darpariaeth ar gyfer medrau
04	Gofal, cymorth ac arweiniad	4.1	Olrhain, monitro a darparu cymorth dysgu
		4.2	Datblygiad personol
		4.3	Diogelu
05	Arweinyddiaeth a rheolaeth	5.1	Ansawdd ac effeithiolrwydd arweinwyr a rheolwyr
		5.2	Prosesau hunanarfarnu a chynllunio gwelliant
		5.3	Dysgu proffesiynol
		5.4	Defnyddio adnoddau

Common Inspection Framework from September 2017		Estyn	
Inspection Areas		Aspects	
01	Standards	1.1	Standards and progress overall
		1.2	Standards and progress of specific groups
		1.3	Standards and progress in skills
02	Wellbeing and attitudes to learning	2.1	Wellbeing
		2.2	Attitudes to learning
03	Teaching and learning experiences	3.1	Quality of teaching
		3.2	The breadth, balance and appropriateness of the curriculum
		3.3	Provision for skills
04	Care, support and guidance	4.1	Tracking, monitoring and the provision of learning support
		4.2	Personal development
		4.3	Safeguarding
05	Leadership and management	5.1	Quality and effectiveness of leaders and managers
		5.2	Self-evaluation processes and improvement planning
		5.3	Professional learning
		5.4	Use of resources



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**Prentisiaethau uwch  
mewn dysgu yn y gwaith**

Medi 2018



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**Higher Apprenticeships  
in work-based learning**

September 2018





## Argymhellion

**Dylai darparwyr dysgu yn y gwaith sicrhau:**

- bod pob dysgwr yn cwblhau fframwaith ei gymhwyster yn amserol i wella cyfraddau cwblhau yn llwyddiannus
- bod pob dysgwr yn dilyn y rhaglen prentisiaeth uwch gywir er mwyn gostwng nifer uchel y rhai sy'n rhoi'r gorau i'w rhaglen yn gynnar
- bod gan bob dysgwr fentor i'w gefnogi yn y gweithle
- bod cyflogwyr yn cynorthwyo dysgwyr i fynychu gweithdai a sesiynau hyfforddiant i ffwrdd o'r gwaith
- eu bod yn ymgysylltu â chyflogwyr newydd ac yn eu recriwtio i gymryd rhan mewn rhaglenni hyfforddiant er mwyn lleihau'r orddibyniaeth ar gyflogwyr presennol

## Recommendations

**Work-based learning providers should ensure that:**

- all learners complete their qualification framework in a timely manner to improve successful completion rates
- all learners are on the correct higher apprenticeship programme to reduce the high number of early drop outs
- all learners have a mentor to support them in the work place
- employers provide support for learners to attend workshops and off-the-job training sessions
- they engage with and recruit new employers to participate in training programmes to reduce the over-reliance on existing employers

## Safonau

**Mesur llwyddiant ar y rhaglen - dysgu wrth gyflwyno prentisiaethau uwch:**

- Mae dysgwyr sy'n gadael rhaglenni'n gynnar, a heb orffen yn destun pryder
- Sicrhau bod dysgwyr yn ymwneud â gosod a monitro eu targedau eu hunain a mesur cynnydd
- Olrhain a monitro cynnydd dysgwyr

## Standards

**Measuring success on the programme – learning from introduction of higher apprenticeships:**

- Learners leaving programmes early, without completing remains a concern
- Ensuring learners are involved in setting and monitoring their own targets and measuring progress
- Tracking and monitoring progress of learners

# Darpariaeth

## Recrwtio a Sefydlu

- Cyngor clir ac arweiniad am y disgwyliadau a'r ymrwymiad sydd eu hangen i gwblhau'r rhaglen
- Mae aseswyr yn gwirio bod gan ddysgwyr y lefel briodol o sgiliau i gyd-fynd â'r rhaglen hyfforddi cyn iddynt ymuno.
- Mae darparwyr yn darparu pecyn anwytho cynhwysfawr, naill ai gyda grwpiau bach o ddysgwyr neu mewn sesiynau un i un
- Recrwtio aseswyr o'r safon angenrheidiol ar gyfer y rhaglenni
- Addasrwydd gweithwyr o gyflogwyr sefydledig i ymuno â rhaglenni prentisiaethau uwch
- Defnydd aneffeithiol o alwadau ffôn di-gymell i recrwtio dysgwyr newydd gan gyflogwyr presennol.

# Provision

## Recruitment and Induction

- Clear advice and guidance about the expectations and commitment required to complete the programme
- Assessors check that learners have the appropriate level of skills to match the training programme before they join.
- Providers deliver a comprehensive induction package, either with small groups of learners or in one-to-one sessions
- Recruiting assessors of sufficient calibre for the programmes
- Suitability of employees from established employers to join higher apprenticeships programmes
- Ineffective use of "cold calling" to recruit new learners from existing employers.

## Darpariaeth

### Cefnogaeth

- Mae angen i ansawdd adolygiadau cynnydd dysgwyr fod yn briodol i lefel cymwysterau dysgwyr a phrofiad dysgwyr (ee profiad rheoli)
- Mae cyflogwyr yn darparu cymorth mentora defnyddiol i ddysgwyr.

### Sesiynau hyfforddi i ffwrdd o'r gwaith

- Nid yw llawer o gyflogwyr yn cefnogi dysgwyr i fynychu'r sesiynau hyn

### Cymraeg

- Ychydig o ddysgwyr sy'n manteisio ar y cyfle i gwblhau eu hasesiadau yn Gymraeg

## Provision

### Support

- Quality of the learner progress reviews needs to be appropriate to the level of learners' qualifications and learners' experience (eg managerial experience)
- Employers provide helpful mentoring support for learners.

### Off-the-job training sessions

- Many employers do not support learners to attend these sessions

### Welsh language

- Few learners take up the opportunity to complete their assessments in Welsh

## Arweinyddiaeth

### Rheoli perthynas â chyflogwyr

- Nid yw llawer o arweinwyr a rheolwyr yn ymgysylltu'n dda â chyflogwyr newydd i gynnig y rhaglen prentisiaeth uwch

### Prosesau sicrhau ansawdd

- Dim ond ychydig o ddarparwyr sy'n ystyried barn dysgwyr a chyflogwyr sy'n cymryd rhan mewn rhaglenni prentisiaeth uwch i wella'r ddarpariaeth hon

## Leadership

### Managing relationships with employers

- Many leaders and managers do not engage well enough with new employers to offer the higher apprenticeship programme

### Quality assurance processes

- Professional development is about generic issues, and not closely linked to shortcomings in quality assurance activities.
- Only a few providers take account of the views of learners and employers participating in higher apprenticeship programmes to improve this provision



# Managing the Quality of Higher Education in Apprenticeships

Dr Alison Felce

Standards and Frameworks Officer

[a.felce@qaa.ac.uk](mailto:a.felce@qaa.ac.uk)

HEFCW Workshop, Bedwas

14<sup>th</sup> January 2019

# Quality assuring higher education in apprenticeships



# The Quality Code

A Brief Guide

## UK Quality Code for Higher Education

Part B: Assuring and Enhancing  
Academic Quality

Chapter B10: Managing Higher Education  
Provision with Others



PART  
**B**



# The revised UK Quality Code for Higher Education

UKSCQA/02

March 2018



# The Quality Code

## Expectations for standards

Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

Comparable with those achieved in other UK providers.

Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

## Expectations for quality

...designed, provide a high-quality academic experience for all able a student's achievement to be reliably assessed.  
...through to completion, all students are provided with the support ... succeed in and benefit from higher education.

### es

... a reliable, fair and ... ions system.  
... signs and/or delivers ... ses.  
... sufficient appropriately ... led staff to deliver a

### Common practices

The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.  
The provider's approach to managing quality takes account of external expertise.

Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

The provider supports all students to achieve successful academic and professional outcomes.

  
**EXPECTATIONS**

**CORE**

  
**PRACTICES**

**COMMON**

  
**ADVICE & GUIDANCE**

## KEY REFERENCE POINTS



**SUBJECT BENCHMARK  
STATEMENTS**



**QUALIFICATION AND CREDIT  
FRAMEWORKS**



**SUPPORTING RESOURCES**



**ADMISSIONS,  
RECRUITMENT AND  
WIDENING ACCESS**



**ASSESSMENT**



**CONCERNS,  
COMPLAINTS AND  
APPEALS**



**COURSE DESIGN  
AND DEVELOPMENT**



**ENABLING  
STUDENT  
ACHIEVEMENT**



**EXTERNAL  
EXPERTISE**



**LEARNING AND  
TEACHING**



**MONITORING AND  
EVALUATION**



**PARTNERSHIPS**



**RESEARCH  
DEGREES**



**STUDENT  
ENGAGEMENT**



**WORK-BASED  
LEARNING**



## UK Quality Code for Higher Education

Advice and Guidance  
**Work-based Learning**



## GUIDING PRINCIPLES

- 1 Work-based learning courses and opportunities are designed and developed in partnership with employers, students and other stakeholders (where appropriate) and contain learning outcomes that are relevant to work objectives.
- 2 Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace.
- 3 Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students.
- 4 Education organisations and employers consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where appropriate.
- 5 Work-based learning is delivered through a meaningful partnership between students, employers and the education organisation.
- 6 Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes.
- 7 Parties understand and respect the respective roles, responsibilities and expectations of the education organisation, employer and student, and appropriate training and support is provided where required.
- 8 Education organisations and employers acknowledge individuals have unique needs within the education organisation and in the workplace, and collaborate to ensure opportunities are inclusive, safe and supported.
- 9 Work-based learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers.

### Work-based Learning Continuum

Live work-based projects	Assessed work experience	Work placements	Work-integrated higher education	Higher education apprenticeships
Least integrated				Most integrated



# Quality Assuring Higher Education in Apprenticeships

Current Approaches

# Contents – key sections

- Context – in the four UK countries
- Quality assuring HE in apprenticeships
  - Responsibilities of HE providers
  - Learning and Teaching
  - Assessing apprenticeships
  - The apprentice experience
  - Managing provision with others
  - Complaints and appeals
  - Recognition/accreditation of prior learning
  - Useful resources & glossary



# Characteristics Statement



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QAA



## **Higher and Degree Apprenticeships**

# **Relationship Management and Impact on Learner**

Sam Moorwood,  
Head of Work Based Learning

Contact: [Apprenticeships@shu.ac.uk](mailto:Apprenticeships@shu.ac.uk)

# SHU Portfolio

## Developed

- Chartered Manager
- Operating Department Manager
- Food Tech Professional
- Quantity Surveying
- Building Surveying
- Digital (Tech Solutions)
- Health and Social Care
- Healthcare Science Practitioner
- Engineering:
  - Mechanical
  - Electrical
  - Manufacturing
  - Materials
  - Rail Advanced Technician

## Under development

- Social Worker
- Food Engineering
- Construction Site Supervisor
- Radiography and Radiotherapy
- Paramedic Practice
- Ultrasound
- Occupational Therapy,
- Physiotherapy
- Police
- Childcare and Early Years
- Post Graduate Engineer
- Facilities Management
- Town Planning
- Accountancy
- Nursing
- Teacher

Pipeline :

Financial Services, Supply Chain /Logistics, Solicitor, Legal,  
Power Engineering

# Sheffield Hallam University - *Centre for Excellence*

## Celebrating Apprenticeships

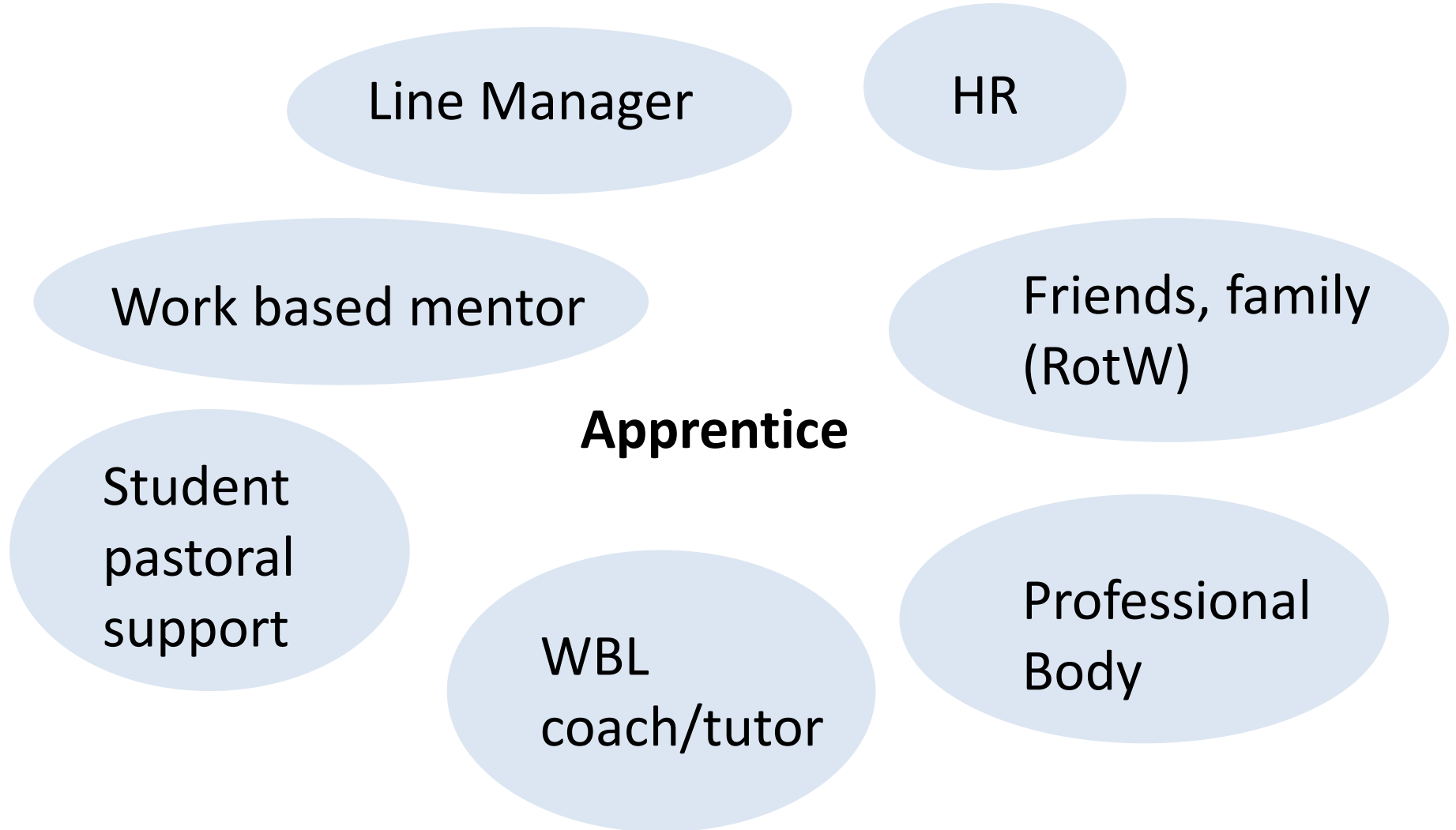
### ***Employer's contribution to training for a long term future through partnership:***

- ✓ Setting Direction by engaging with initial assessment,
- ✓ Find ways to establish a three way commitment through planning
- ✓ The way mentors are identified and supported in the work place
- ✓ The way the on-the-job learning reflects the off the training from the provider
- ✓ Creating opportunity and harnessing impact

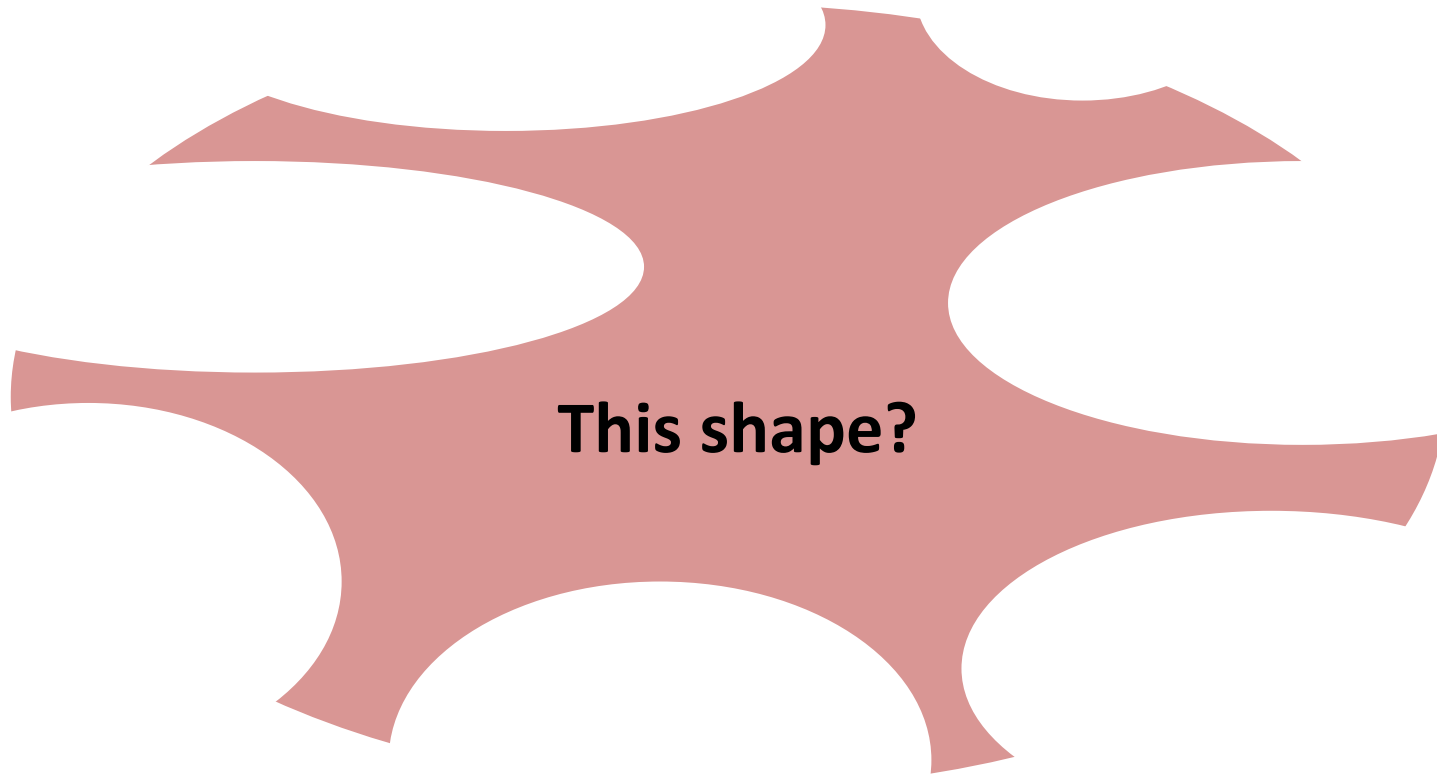
### ***Apprentice who is motivated and diligent***

- ✓ Growth and or attainment demonstrated through outcomes on the programme
- ✓ Engaged with University Support reflected in actions and impact
- ✓ Collaborated with peers and other stakeholders connected to the programme
- ✓ Successful and impactful learning through work-based projects
- ✓ Insightful reflective practice to show the application of knowledge and skills with shifts in attitudes and behaviours

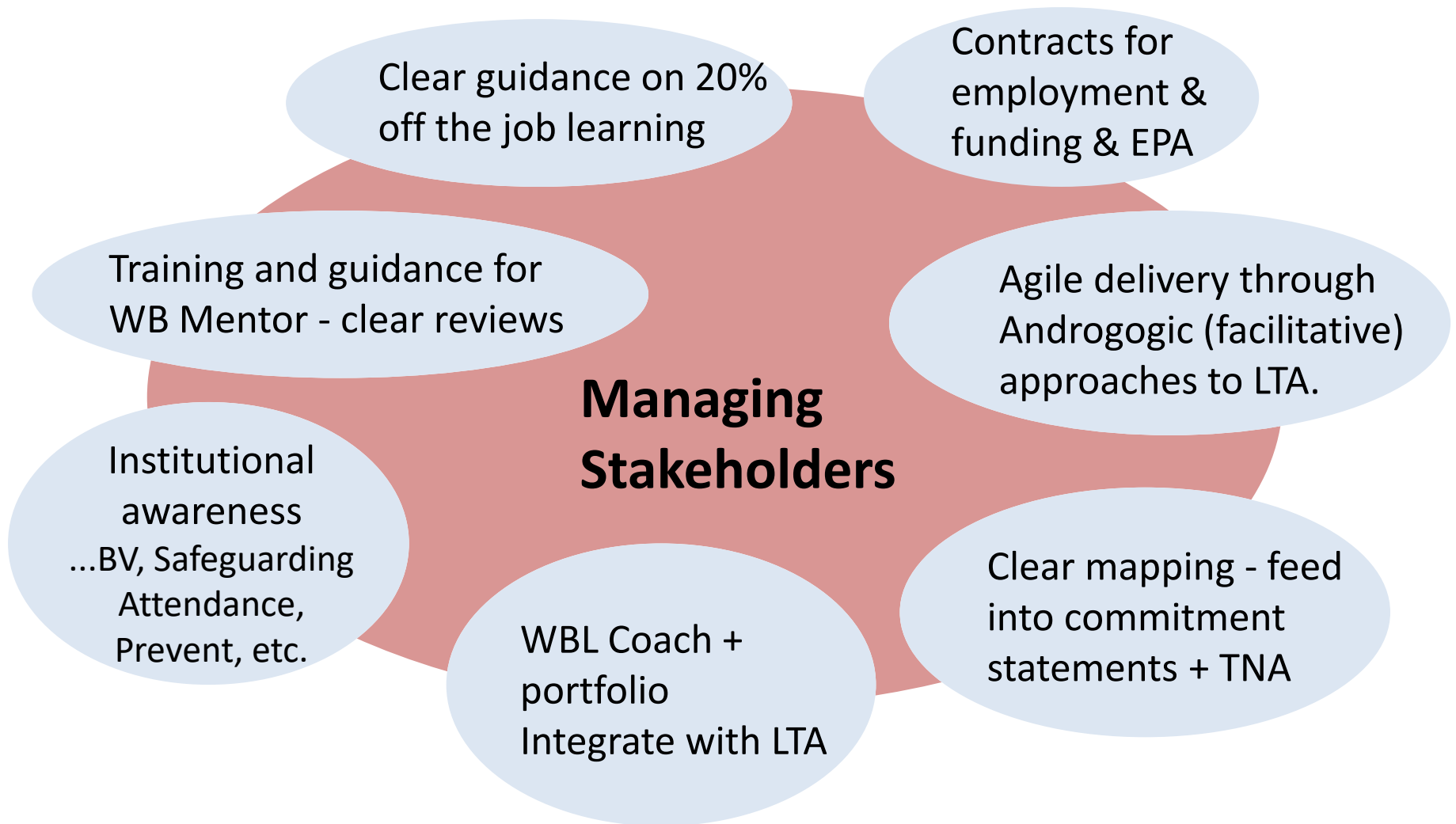
# What does *great delivery* look like for an Apprentice?



What does *great delivery* look like for an Apprentice?



# Managing Partnerships for *great delivery*...



# The Apprenticeship Journey: How will my University Award relate to work?

University



Apprentice

Employer

# The Apprenticeship Journey: How will my Award relate to my work?

University

The  
Academic  
Award

Commitment

Apprentice

Employer

The Job



# The Apprenticeship Journey: How will my Award relate to my work?

University

The  
Academic  
Award

Commitment

Apprentice

End Point  
Assessment  
(EPA)

Employer

The Job

# The Apprenticeship Journey: How will my Award relate to my work?

University

The  
Academic  
Award

Credits

Commitment

Apprentice

Employer

The Job

Training Programme  
Milestones

# The Apprenticeship Journey: How will my Award relate to my work?

University

The  
Academic  
Award

Credits

Commitment

Apprentice

End Point  
Assessment  
(EPA)

Employer

The Job

Training Programme  
Milestones

The job

# The Apprenticeship Journey: How will my Award relate to my work?

University

The  
Academic  
Award

Credits

Commitment

Apprentice

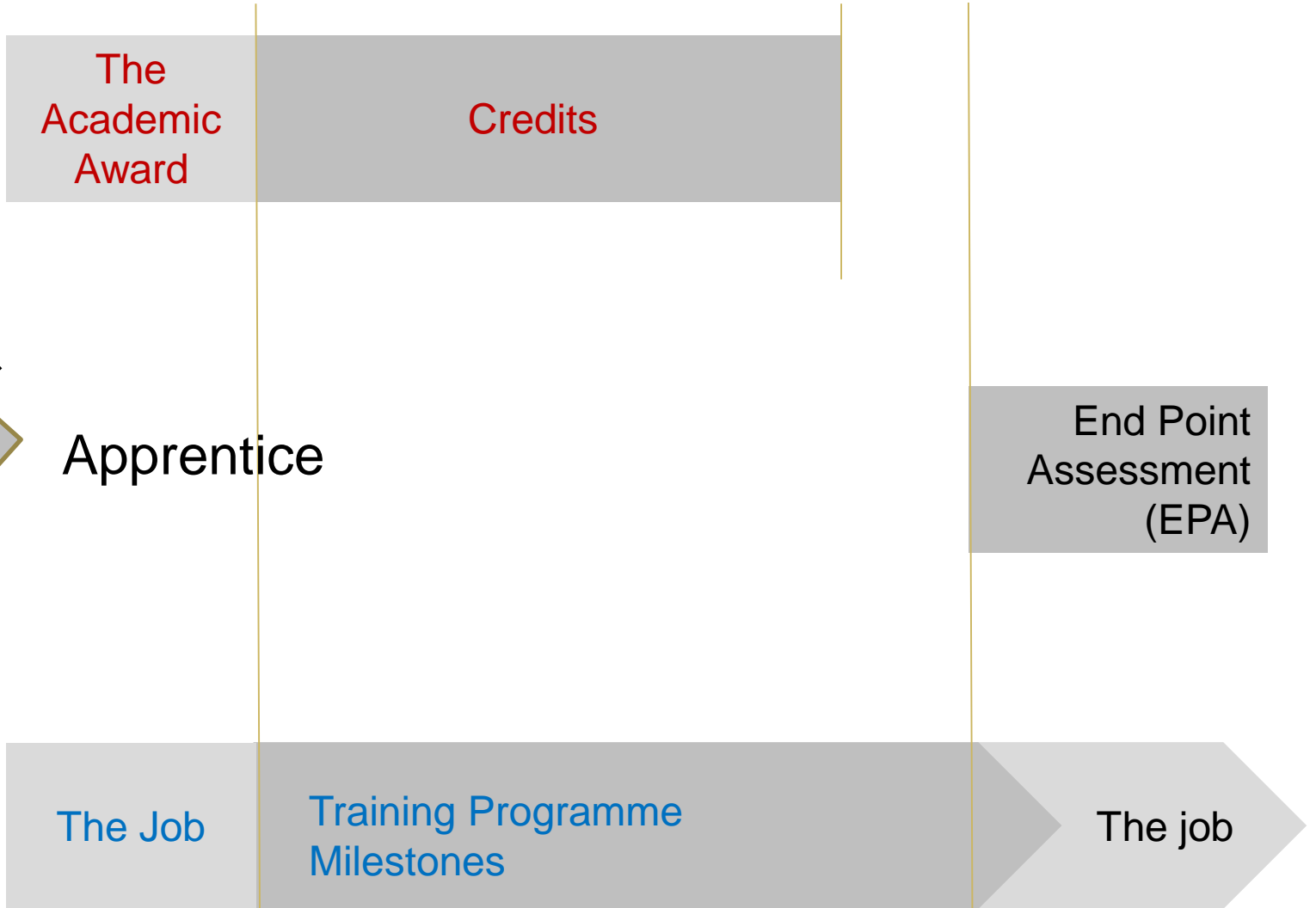
End Point  
Assessment  
(EPA)

Employer

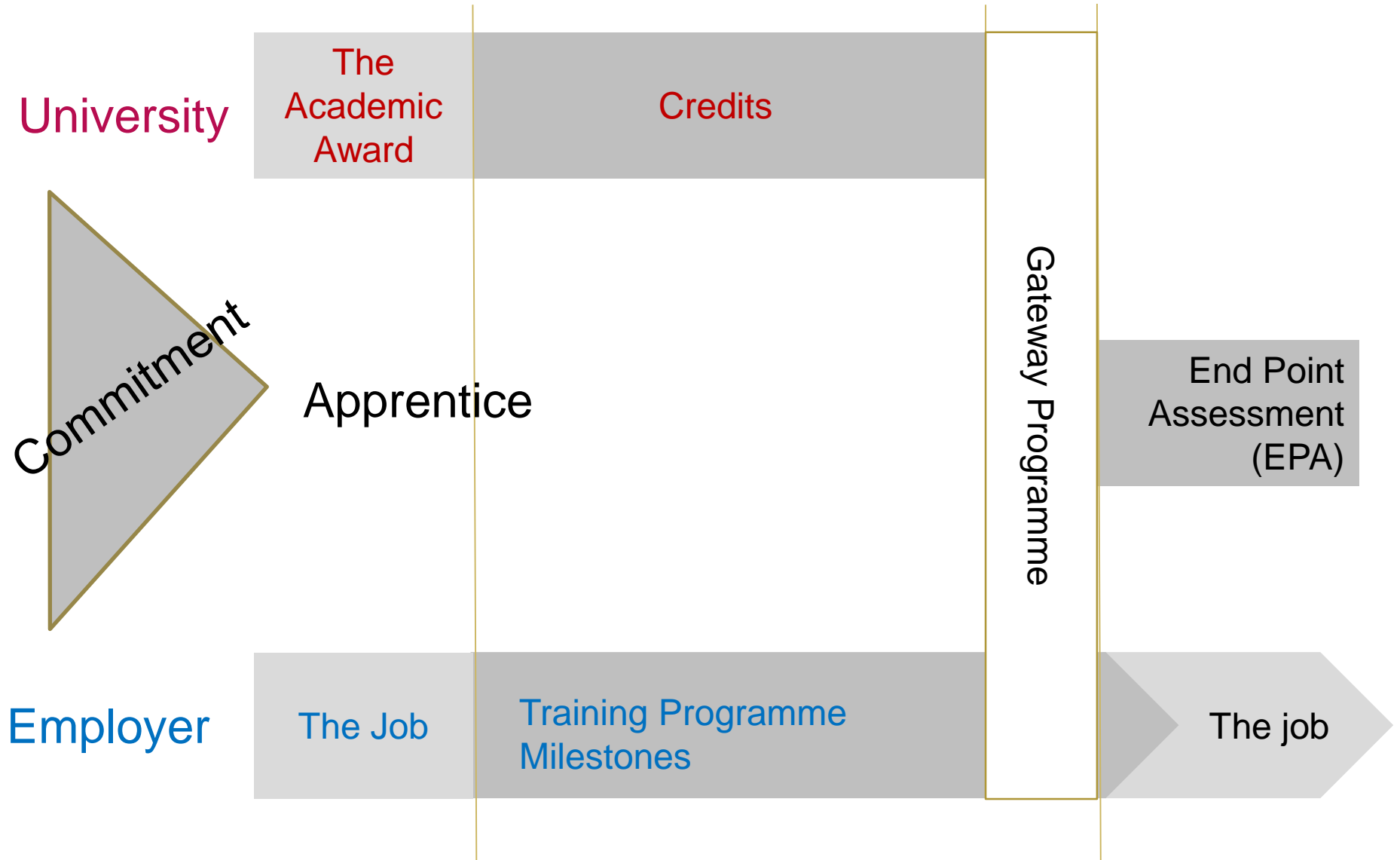
The Job

Training Programme  
Milestones

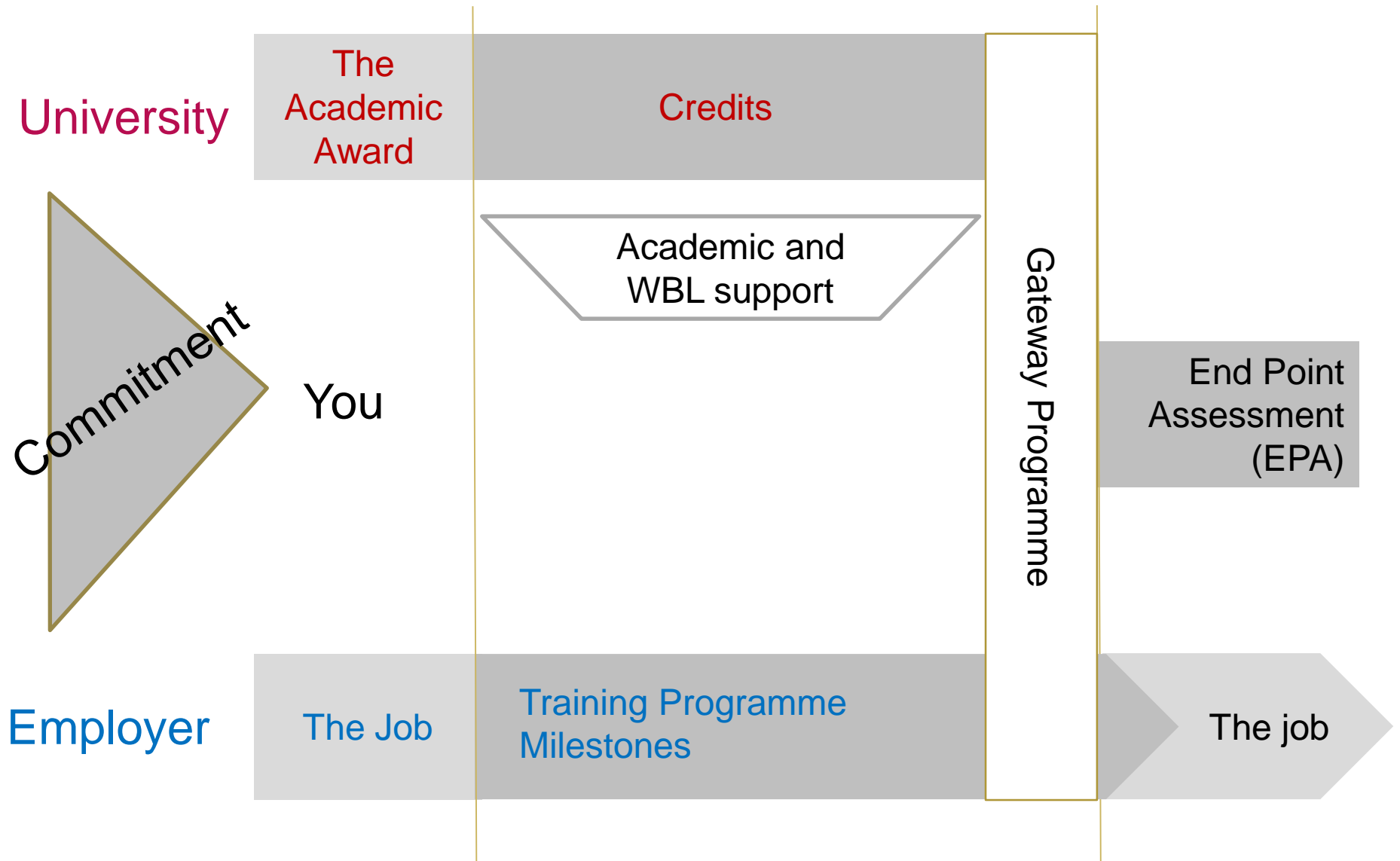
The job



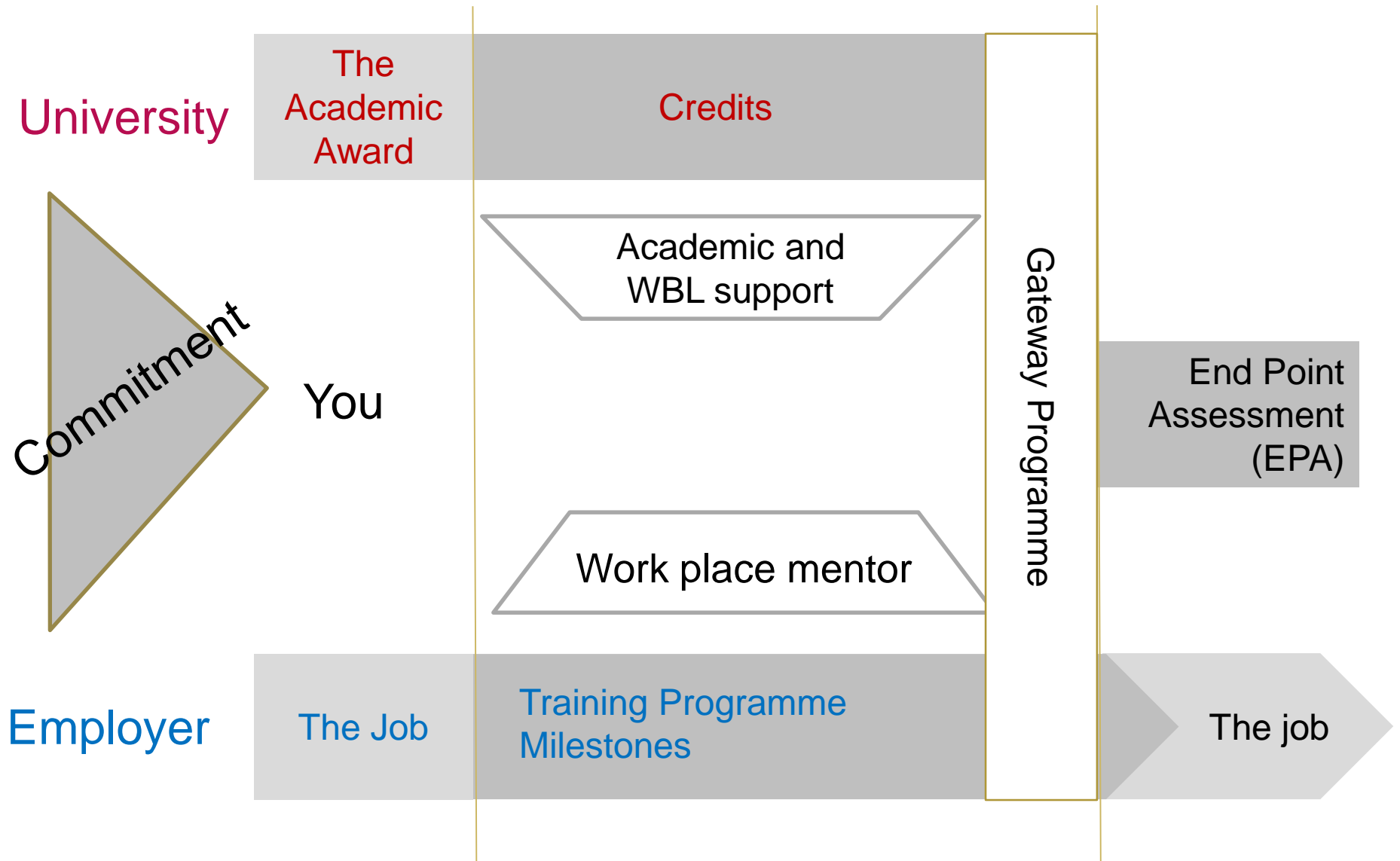
# The Apprenticeship Journey: How will my Award relate to my work?



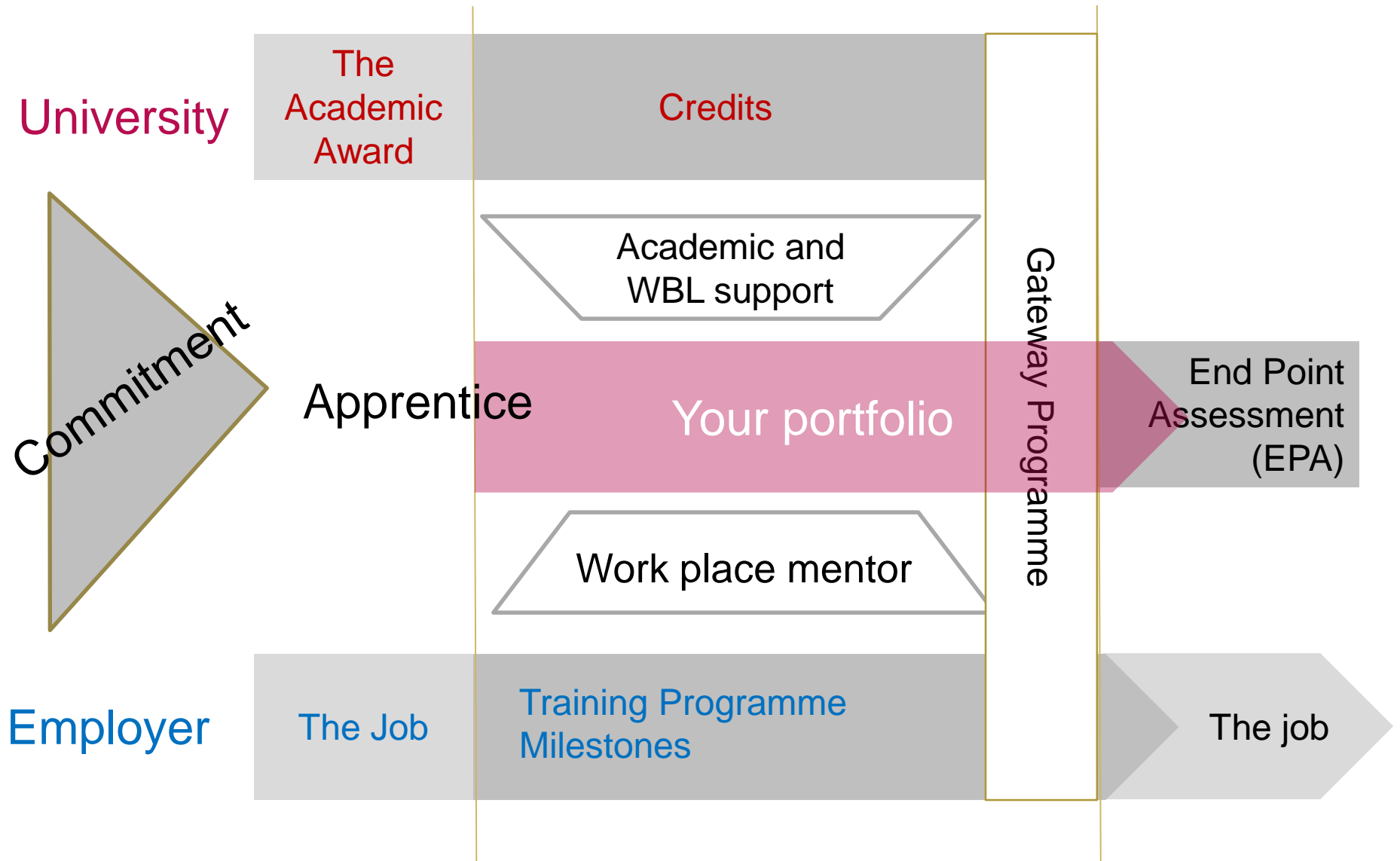
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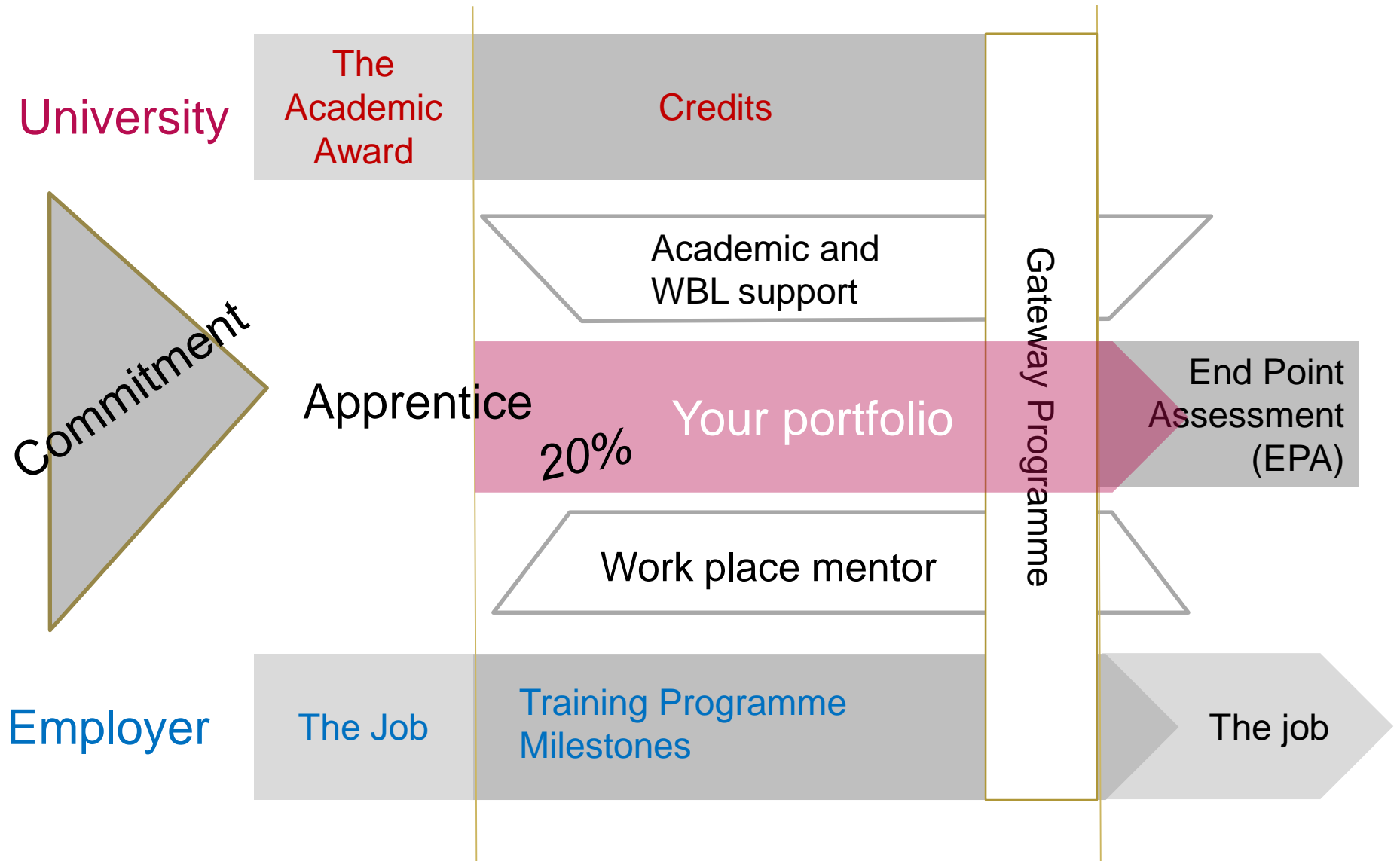


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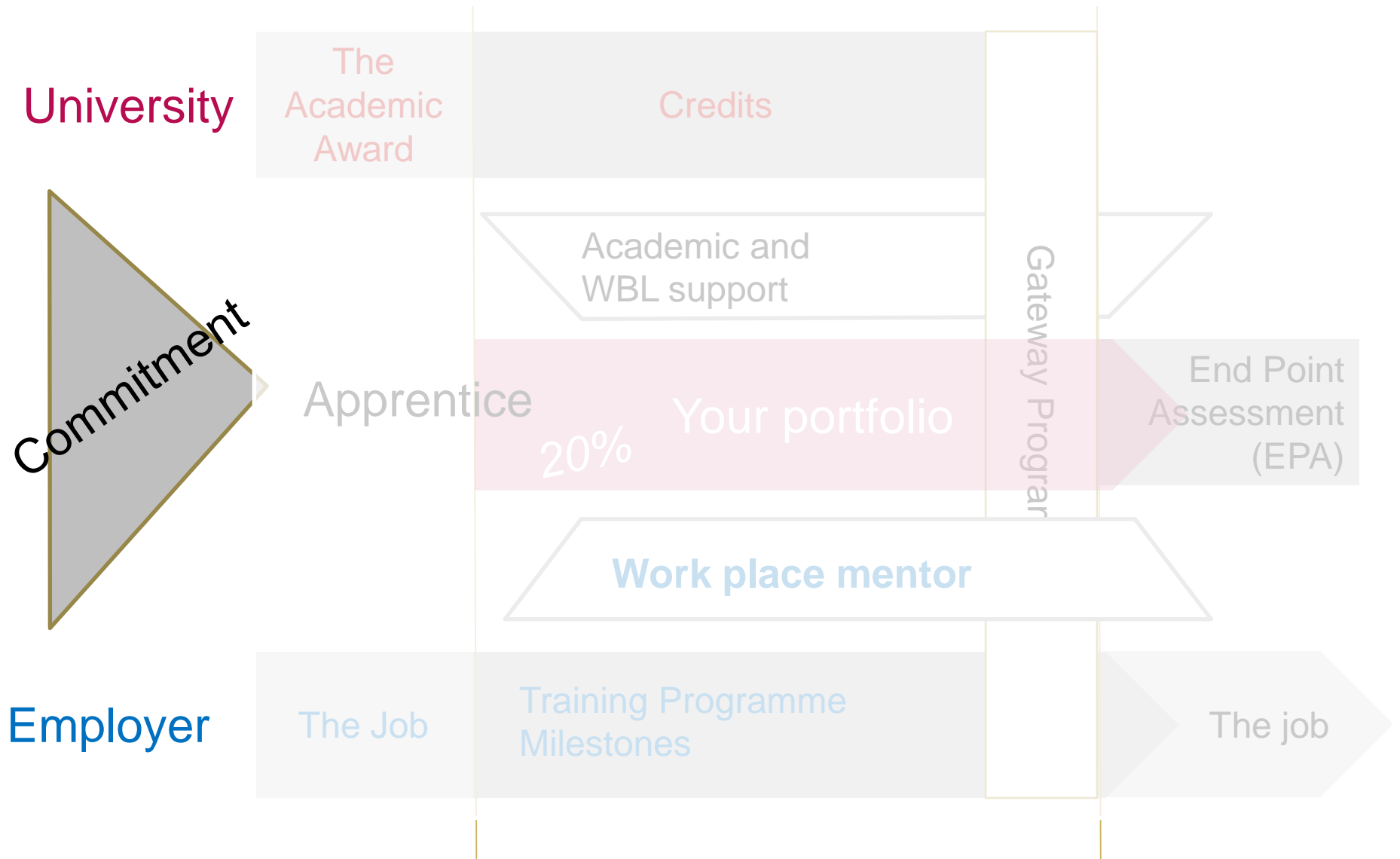




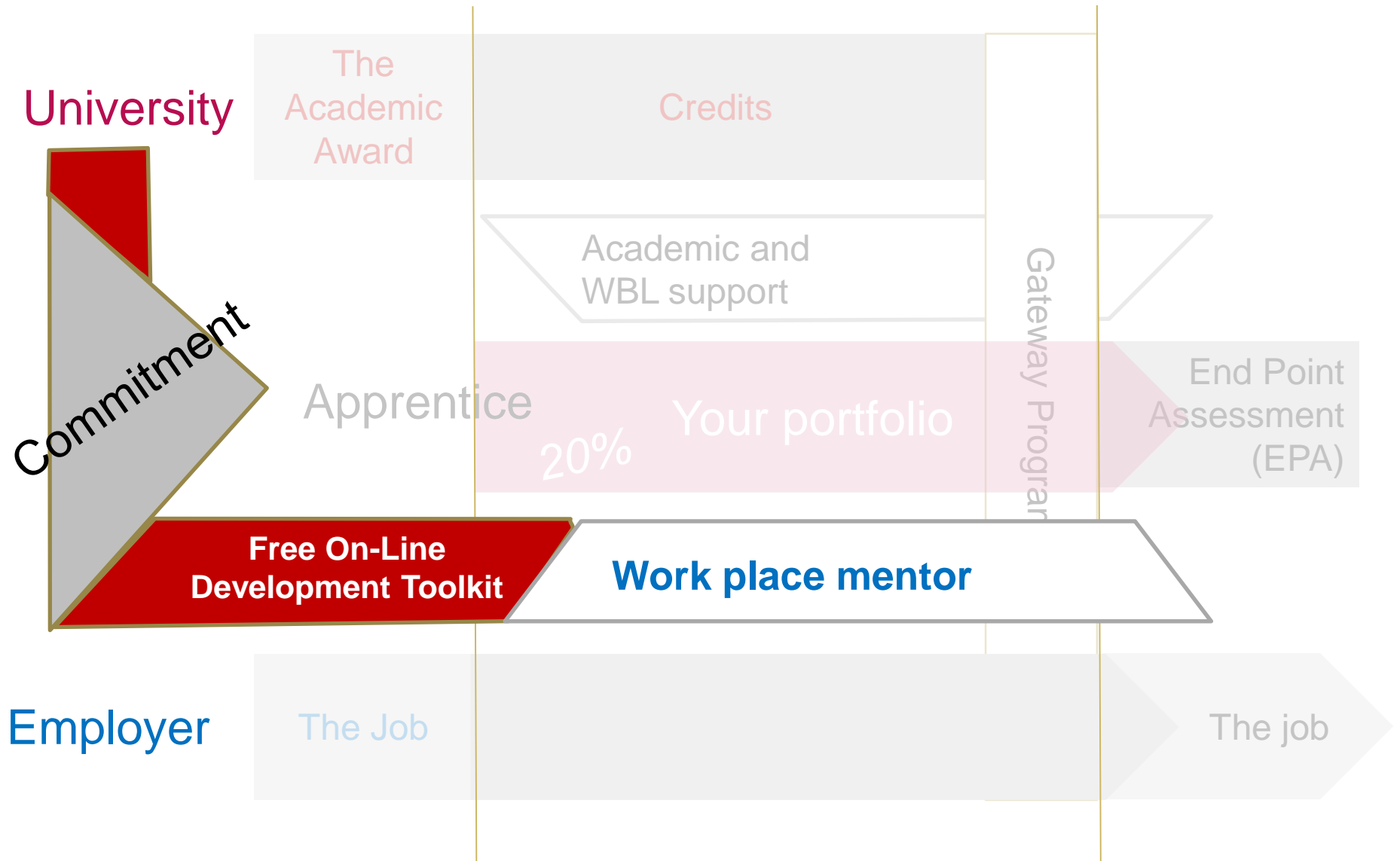
# The Apprenticeship Journey: How will my Award relate to my work?






# The Apprenticeship Journey: How will my Award relate to my work?



# The Apprenticeship Journey: How will my Award relate to my work?



# On Line Mentor Development Resource [Link](#)

Save

Preview

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Module 2 ▾

Module 3 ▾


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Module 5 ▾

**Reflective Activity M1(iii):** take look at this short clip of Laura being mentored by Danny. Can you identify any of the principles, discussed above, in the way that Danny is mentoring Laura?

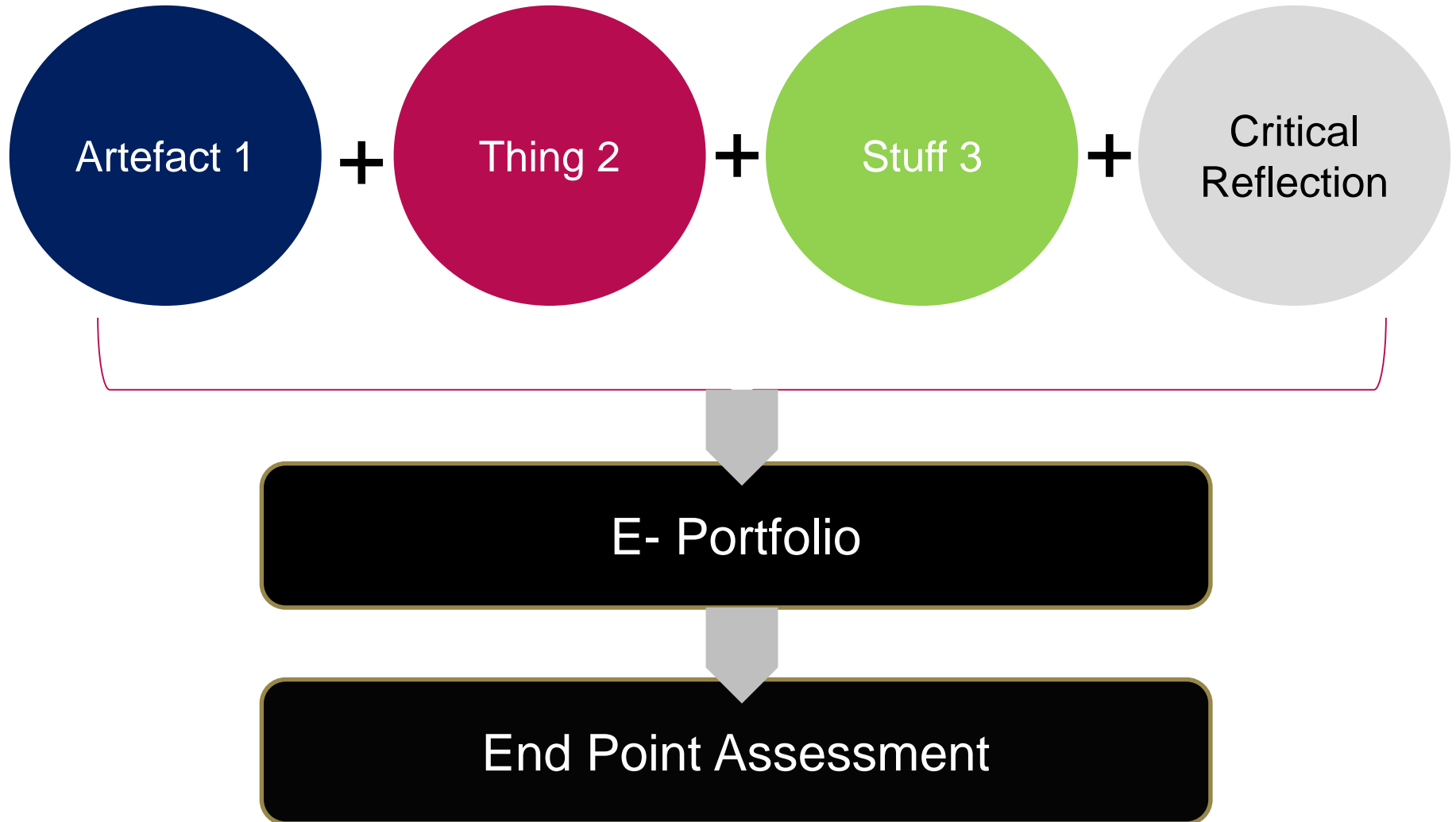


Click image to open video

 PebblePad

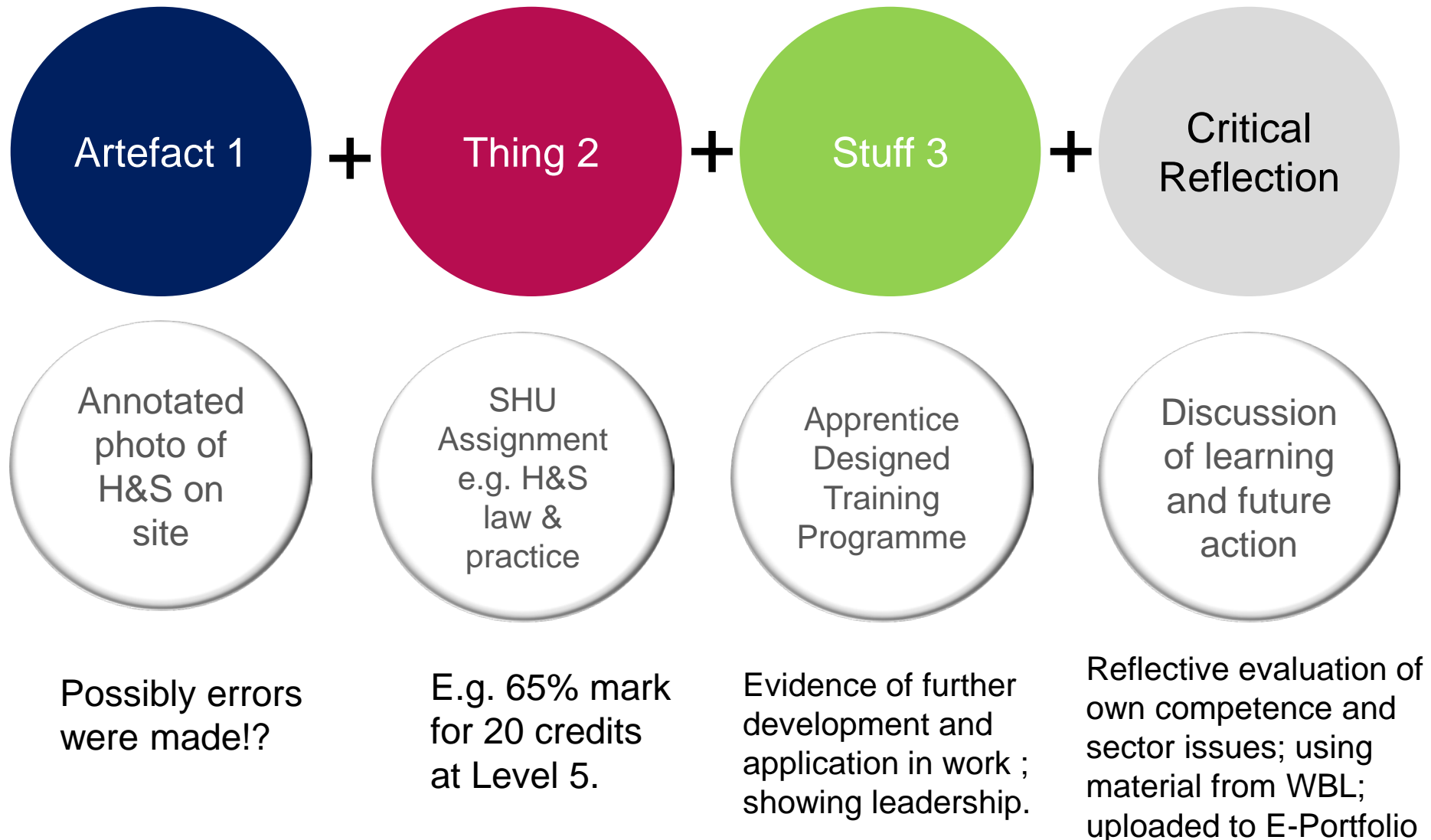
## What does good evidence look like?

Addressing each competency (KSB) in the standard:



## What does good evidence look like?

Addressing each competency (KSB) in the standard:



## **Higher and Degree Apprenticeships**

# **Relationship Management and Impact on Learner**

Sam Moorwood,  
Head of Work Based Learning

*Any Questions?*

# Delivering Degree Apprenticeships Collaboratively



*Trawsnewid Addysg; Trawsnewid Bywydau*  
*Transforming Education; Transforming Lives*



# Degree Apprenticeships, funding options & priorities

**Angela West**

Skills and Employability Manager

Higher Education Funding Council for Wales

# Degree Apprenticeships: Options and priorities



**Aims to explore stakeholder views  
on the allocation of funding for  
Degree Apprenticeships between  
the priority areas 2019/20.**

# Degree Apprenticeships 2019/20

## Bids might exceed available funding:

- Demand for the Digital Degree Apprenticeship might grow
- Additional pressure from The Engineering Degree Apprenticeship Wales, due early February 2019
- This may require a competitive process



# Degree Apprenticeships 2019/20

**Allocation of funding above the minimum quality threshold could be on the basis of a combination of any of the following:**

## **Distribution of numbers by priority area:**

- Equally across each area
- Proportion of the demand
- Proportionally to reflect existing digital allocations

## **Distribution of the numbers by institution:**

- Split evenly
- In proportion to institution size
- In proportion to evidenced demand from each institution

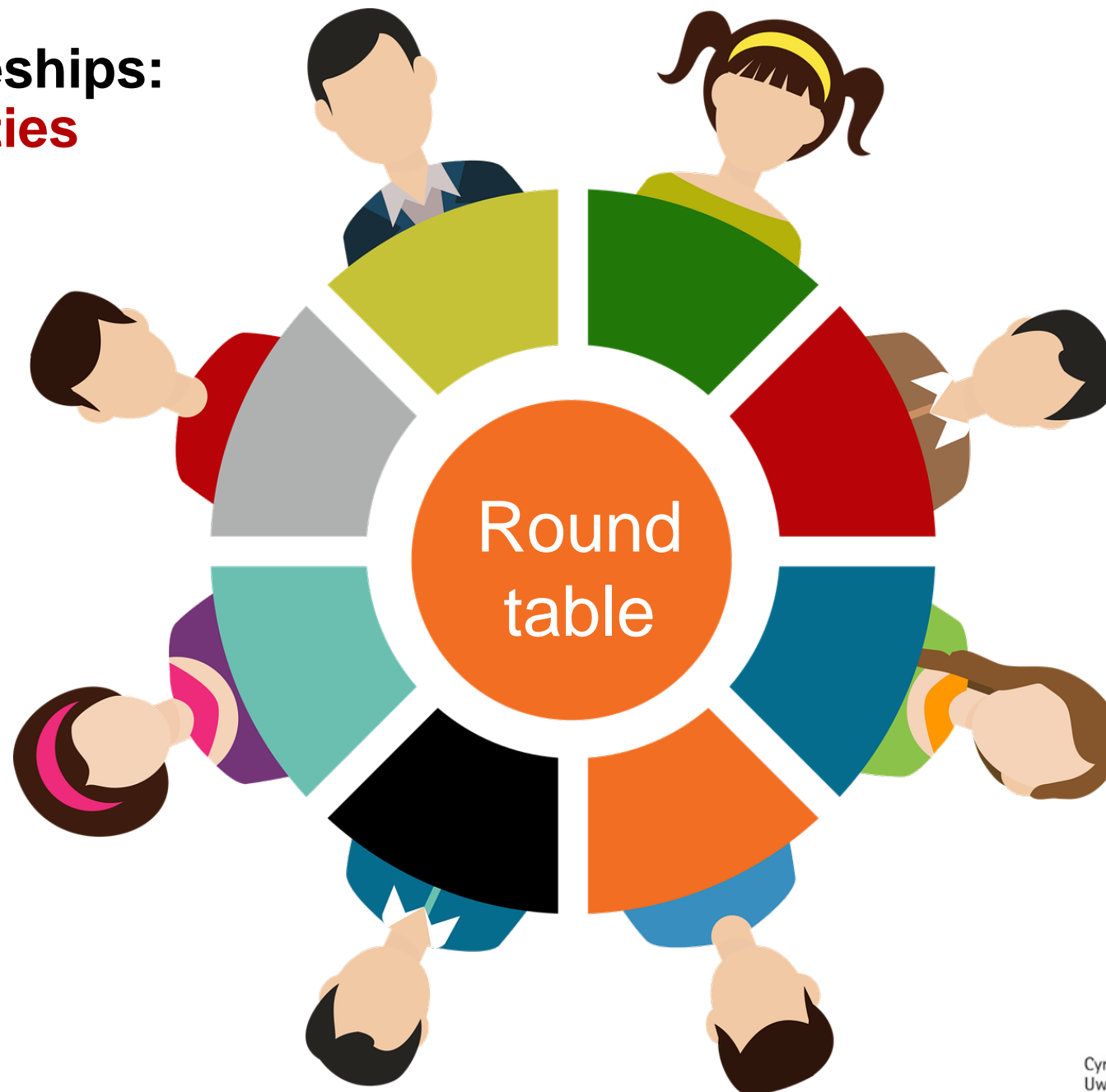
## **Distribution of the numbers by region:**

- Evenly split by demand

## **Allocation of numbers:**

- Bids that best reflect HEFCW requirements
- Capped at employer level
- Offer best value for money
- Prioritise collaboration

# Degree Apprenticeships: options and priorities



# Contact details

For more information please contact:

**Angela West**

Skills and Employability Manager



[angela.west@hefcw.ac.uk](mailto:angela.west@hefcw.ac.uk)



029 2085 9738