Engaging students: Higher and Degree Apprenticeships

Dr Scott S. P. Wildman PhD
s.s.wildman@kent.ac.uk
Presentation plan:

• Background
• New apprenticeship standards
• Apprenticeship levy
• Complexity of delivering apprenticeships
• Institutional strategy
• Engaging students – the Pharmacy model
• Anecdotal comments from employers
• Questions?
1. Background

- The government is actively promoting higher (level 4/5) and degree (level 4/5/6-7) apprenticeships as a real alternative to traditional university study.

- The Conservative party manifesto pledged to create 3 million new apprenticeships in England by 2020.

- Degree apprenticeships were launched in November 2014.

- 2016: all new apprenticeships (known as trailblazer-standards) are designed by a consortia of employers for employers [standard].
2. New apprenticeship standards

- Standards set out what an apprentice will be able to do on completion of their apprenticeship.
- There are currently >75 higher and degree apprenticeship standards, covering >100 different job roles.
- Apprenticeships culminate in a rigorous end point assessment (by an independent third party).
- The assessment looks at 3 areas: knowledge, competency and behaviors.
3. Apprenticeship levy

- To facilitate the pledged growth, the **apprenticeship levy** is to be launched.
- Any employer in England with an annual paybill >£3 million will pay 0.5% of their paybill into a ‘levy pot’ (from April 2017).
- The levy pot, managed by the SFA, is then to be used to **train apprentices** (including higher and degree apprentices).
3. Apprenticeship levy cont.

- Employers will be able to drawdown on this ‘pot’ of money from **May 2017**.

- For companies with an annual pay bill <£3 million, the SFA will offer significant incentives for the training of apprentices *(i.e. up to 90% of training costs and incentives that may be used to supplement the apprentice’s salary)*.

- **Levy pot funds will expire after 18 months if not spent on apprenticeship training.**
4. Complexity of delivering apprenticeships

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Employer chooses apprenticeship standard</td>
</tr>
<tr>
<td>2.</td>
<td>Provisional price agreed (£)</td>
</tr>
<tr>
<td>3.</td>
<td>Employer chooses training Provider</td>
</tr>
<tr>
<td>4.</td>
<td>Eligibility confirmed with Provider (verbal)</td>
</tr>
<tr>
<td>5.</td>
<td>Incentive payments confirmed by Provider (verbal)</td>
</tr>
<tr>
<td>6.</td>
<td>Provider can help with advertising (Uni. website)</td>
</tr>
<tr>
<td>7.</td>
<td>Written Agreement (contract; including payment schedule)</td>
</tr>
<tr>
<td>8.</td>
<td>Obtain certificate of employers liability insurance</td>
</tr>
<tr>
<td>9.</td>
<td>Employers H&amp;S check performed</td>
</tr>
<tr>
<td>10.</td>
<td>Sign-up apprentice: Apprenticeship Agreement (contract)</td>
</tr>
<tr>
<td>11.</td>
<td>Manage employers contributions (£; employer to Uni.)</td>
</tr>
<tr>
<td>12.</td>
<td>Manage incentive payments (£; Uni. to employer)</td>
</tr>
<tr>
<td>13.</td>
<td>Competency and Behaviors logged (4x p.a.)</td>
</tr>
<tr>
<td>14.</td>
<td>End assessment contract issued</td>
</tr>
<tr>
<td>15.</td>
<td>Completion payment made (£; Uni. to employer)</td>
</tr>
</tbody>
</table>

Business development (employer not learner).

Significant contractual aspects and mapping exercises.[example].

Administration of complex financials.[example].

Management / monitoring of competency and behaviors.
5. Complexity of delivering apprenticeships

Need to capture evidence in 3 areas [on-line log] ….

- Knowledge (1 day per week)
- Competency
- Behaviours

To prove that the apprentice meets the standard and therefore passes the ….
6. Institutional strategy

- Immediate launch of Centre for Higher and Degree Apprenticeships.

- Many Schools within the University already offer degree programmes that satisfy the requirements of apprenticeship standards.

- Centre will facilitate the delivery of high quality higher and degree apprenticeships.

- With the aim of having a University-wide portfolio of apprenticeship provision in place by April 2017.
6. Institutional strategy

Centre will:

- advise on apprenticeships standards.
- advise on the market demands.
- Provide QA support.
- Manage all contractual aspects.
- Manage Learner data.
- Manage financials.
- Manage ‘competency’ and ‘behavior’ components of each apprenticeship.
- advise on delivery formats (engaging students).
7. Engaging students: the Pharmacy model

- Following a Working Higher project, Pharmacy began delivering the ‘knowledge’ and some ‘competency’ components of a higher apprenticeship in 2012.
- Modules were adapted from existing material (originally taught face-to-face) and transformed into e-learning material (Moodle: text, MCQs, forums, activities, videos).
- Amending existing course material was incorporated into Pharmacy’s existing teaching activity.
- E-learning is **not** the only way!
8. Anecdotal comments from employers...

- **Company X** Early Talent Manager (Fortune 500 company): “we have calculated our levy pot for next year and we will have £615K to spend, what higher and degree apprenticeships does Kent offer beyond basic science? We will now move away from employing graduates, and focus on higher and degree apprenticeships instead”.

9. Anecdotal comments from employers…

- **Company Y** Director of HR: “it will be our strategy to take higher apprentices (level 4/5, Foundation degree, 3-year duration) and aim to land them in a permanent role at the end of their apprenticeship, rather than signing up lengthy degree apprentices (level 4/5/6, 5-year duration)”. 
Questions please....

Dr Scott S. P. Wildman PhD
s.s.wildman@kent.ac.uk