

Apprenticeship Reform & Technical Education Conference

6 October 2017 - Leeds



The background of the slide is a photograph of a suspension bridge, likely the Bixby Creek Bridge, with its distinctive arch and cables. In the distance, a city skyline is visible under a clear sky. The image is overlaid with a semi-transparent dark blue filter to make the white text stand out.

Welcome & Introduction

Paul Holme

Chair, Northern Provider Network

Apprenticeship and Technical Education Conference

Leeds: October 2017

The Quality Agenda

Richard Guy: Deputy Director: Quality

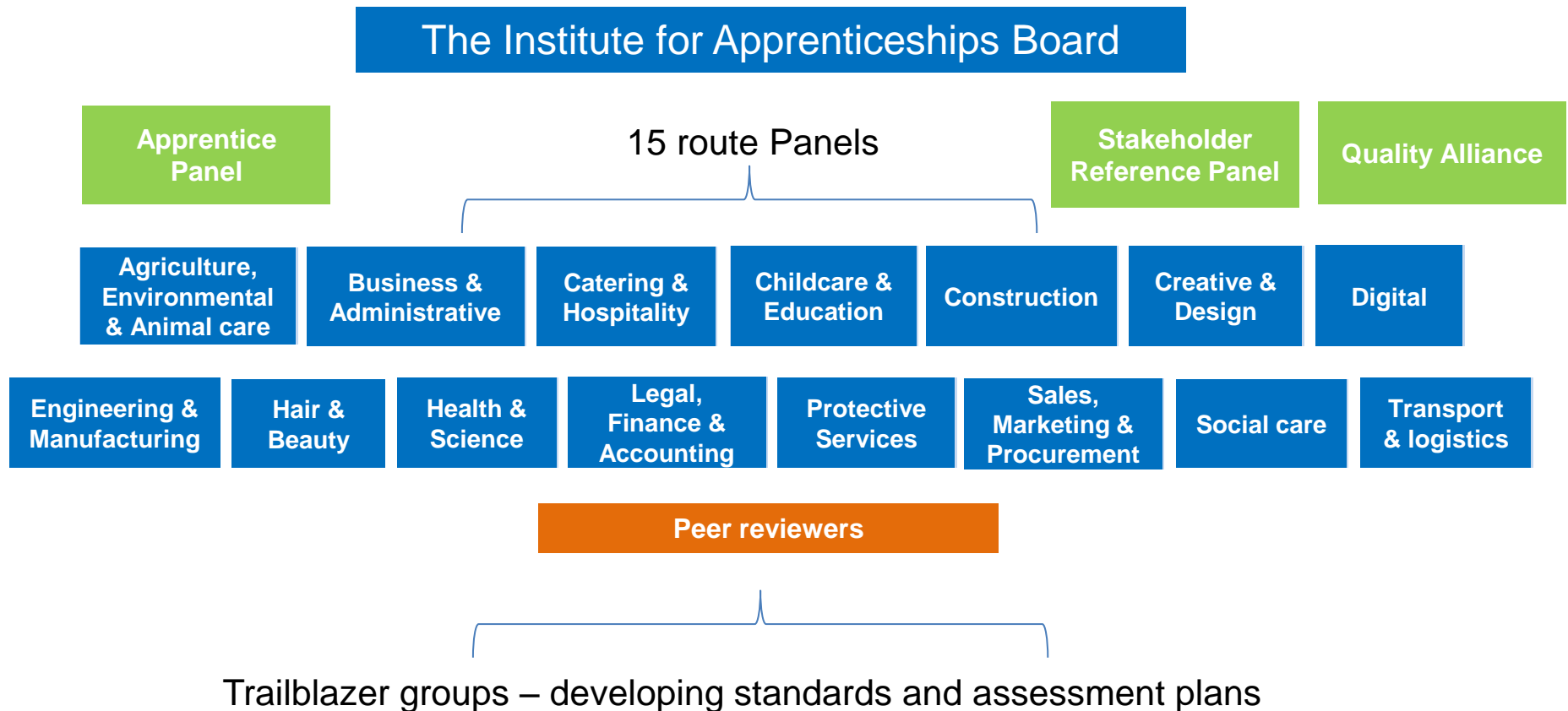
Driving the quality of apprenticeships in England

- The Institute has been established to **drive the quality of apprenticeships** in England, through approval of apprenticeship standards and assessment plans, external quality assurance of end-point-assessment and establishing the “Quality Alliance”.
- The Insistute will be a permanent feature of the apprenticeships landscape, providing a **sustained focus on quality** in a sector that is undergoing huge amounts of change.
- The Institute will embed the **central role that employers** must play in the apprenticeships system if it is to operate effectively. Employers have a better understanding than Government of what their skills needs are and the Institute will continue to put them in the driving seat of developing the high quality standards they need.

Our core functions

- Developing and maintaining [quality criteria](#) for the approval of apprenticeship standards and assessment plans.
- Supporting the development of [standards and assessment plans](#) by employer groups and reviewing and approving them.
- [Publishing approved](#) standards and assessment plans.
- Advising on the [maximum amount of Government funding](#) that should be assigned to each apprenticeship standard.
- Establishing and overseeing the [External Quality Assurance](#) of all end-point-assessment
- Quality assuring the delivery of apprenticeship end-point assessments, where [employer groups](#) have been unable to propose other arrangements and have [named](#) the Institute in their plan.

We are an employer led organisation



Where are we now

Since our launch on 1st April 2017, we have:

- established a fully operational Board and organisation.
- established 15 Route Panels made up of employers aligned to occupational groupings and appointed chairs to consider apprenticeship standards, and in due course, T-level qualifications.
- recruited Peer Reviewers.
- run six rounds of standards approvals; each one meeting the six-week approval target - around 250 trailblazers have developed over 500 standards and of these over 180 are approved for delivery. Over 2,600 employers in over 100 sectors involved.
- undertaken External Quality Assurance (EQA) of end-point assessments on a range of standards to ensure consistency and fairness in assessment. We have also put in place a contract with Open Awards to deliver EQA on our behalf until March 2018.
- established the “Quality Alliance and launched our Quality Statement consultation at: consult.education.gov.uk
- developed the Institute for Apprenticeships website which will be launched this month and can be found at: www.instituteforapprenticeships.org

An improved system

The Institute is taking the lead on a number of ongoing reforms to improve the apprenticeships system. There are four defining features of the emerging system that the Institute is directly responsible for:

- Apprenticeship occupations
- Employer-designed apprenticeship standards
- Assessment plans
- Quality of graded end point assessments

The Institute is convenor of the “Quality Alliance” which consists of the partners responsible for the end-to-end quality of Apprenticeships

Quality Alliance



Collaborating with partners to
drive up quality and creating
the Apprenticeship Quality
Alliance





quality

Employer-led

Partnership with apprentice

Transferable

Skilled occupation

Institute approved standard

On-the-job training

20% off-the-job training

Literacy and numeracy

Occupational competence

End-point assessment

External Quality Assurance

Certification

= AN APPRENTICESHIP

Institute Quality Statement

- Definition of what an Apprenticeship is and what it is not
- The core leadership role of the employer and the importance of the apprentice and their needs
- Meeting the skills needs of employers and apprentices
- An Agreed Partnership between the employer and the apprentice: Initial Assessment and the Apprenticeship Commitment Statement
- The Occupation and the Standard
- The Job role
- The Training Programme
- End-point Assessment and Certification
- Quality indicators

Quality Statement

- Consultation at:
consult.education.gov.uk - to 18th
October
- Will form the basis of a “Quality
Strategy” developed with partners
- Institute will use it in all of our work on
quality
- Use in contractual and other documents
- We want you to use it internally and in
your dealings with employers

Thank you.

INSTITUTE FOR APPRENTICESHIPS

151 Buckingham Palace Road, London SW1W 9SZ
Cheylesmore House, 5 Quinton Rd, Coventry CV1 2WT

Accommodating apprenticeship standards in the Inspection Handbook for FES

Chris Jones HMI

Specialist Adviser for Apprenticeships



Outline

- Changes to the Common Inspection Framework
 - Impact on providers and employers
 - What it means for apprentices
 - What evidence will inspectors ask for?

Inspectors will consider how well (1):

- Apprenticeships are planned and managed and fully meet the principles and requirements of an apprenticeship
 - Focus on impact of leadership and management
 - Relationships with employers
 - Is it an apprenticeship?
 - English and mathematics
 - Substantive skill development
 - Off-the-job training

Inspectors will consider how well (2):

- Staff engage with **employers** to **plan** the training, assessments, review points and milestones throughout, agree any additional **qualifications** to be included, if any, and monitor and support apprentices to **progress** quickly, gain **new skills** and **achieve** to their full potential
 - Are employers involved in the whole process?
 - Initial assessment
 - Apprenticeship 'journey'
 - Feedback: differentiation; EPA
 - English and mathematics

Inspectors will consider how well (3):

- Staff communicate up-to-date vocational and technical **subject knowledge** that reflects the **expected industry practice** and meets **employers' needs** and apprentices acquire that knowledge effectively
 - Staff qualifications and experience
 - Just the standard?
 - What do employers say about apprentices' knowledge and skills?
 - What can apprentices do now that they couldn't do before?
 - What can they do better?

Inspectors will consider how well (4):

- Apprentices develop the **skills and behaviours**, including English, mathematics and digital skills, that enable them to meet expectations, contribute to their workplace and **fulfil their career aims**
 - How do apprentices exemplify the expected behaviours?
 - Embedded English, mathematics and digital skills
 - Attendance, punctuality, retention
 - British values
 - Information, advice and guidance

Inspectors will consider how well (5):

- Apprentices **complete** their apprenticeship successfully, **progress** to their intended job role or other sustained employment, get promoted or, where appropriate, **move** to a higher level of apprenticeship or qualification
 - Completion rates
 - Destinations

Inspectors will consider how well (6):

- Apprentices **contribute** to their employer's business
 - What difference do apprentices make?
 - Return on investment
 - Reducing skills gaps
 - Skills – productivity
 - Retention

Safeguarding

- Key requirement for apprentices aged under 18 or adult apprentices with defined learning difficulties or disabilities
- Companies and providers should apply best HR practice as a matter of course for all apprentices, regardless of age
 - DBS
 - Prevent duty

Evidence: before inspection

- Current self-assessment or equivalent evaluation report
- Development plan – including plans for subcontractors
- Performance data (3 years if available): recruitment, achievement, value added, destinations (in-work, to work, to further training), employment rates
- Feedback: learners, employers
- Additional background information about the local economic and social context (relevant to the provider)

Evidence: before inspection

- The lead will use the data you have provided in your ESFA returns to plan the inspection (paras 50, 58 and 59)
 - Sites
 - Subcontractors
 - Contract value
 - Geographical spread
 - Mode of delivery and attendance
 - Demographics
 - Type of provision
 - Activity during inspection
 - Business plans
 - Impact of 'governance'
 - Contractual arrangements with employers
 - Behaviour, complaints, safeguarding logs
 - Learner work – physical and virtual
 - Current achievement data
 - Performance management

Evidence: progress

- Progression from starting points is extremely important
 - You will need to **assess, evaluate and record** the knowledge, skills and behaviours that apprentices bring to their apprentices on enrolment
 - You will need to use this data to **monitor the progress** that apprentices make as they work through their apprenticeship

Evidence: off-the-job

- Inspectors will **not normally** audit compliance with requirements for off-the-job training: their role is to look at the **relationship** between the **training** you provide and the **quality** of work that apprentices do as a result.
 - You will need to **be clear** about the **difference** between on- and off-the-job training (DfE guidelines)
 - Show what you do
 - Make sure the apprentices, the training provider and the employer know the difference
 - Distinguish between SASE and standards requirements

Ofsted on the web and on social media



www.gov.uk/ofsted

<http://reports.ofsted.gov.uk>



www.linkedin.com/company/ofsted



www.youtube.com/ofstednews



www.slideshare.net/ofstednews



www.twitter.com/ofstednews



Refreshment Break

The background image is a dark, grayscale photograph of a large steel arch bridge, likely the Bix Creek Creek Bridge in San Francisco. The bridge's intricate steel truss structure is prominent, arching over a body of water. In the distance, a city skyline is visible, featuring a mix of historic and modern buildings. The foreground shows some greenery and a railing, suggesting the photo was taken from a park or waterfront area. The overall tone is somber and professional.



Education & Skills
Funding Agency

Funding Reforms in Action

Kirsty Evans

Associate Director, Skills and Adult Education
Education and Skills Funding Agency

Friday 6 October 2017



Apprenticeship policy development

- ✓ Monitoring impact of levy of funding policy in light of major reforms
- ✓ Results of non-levy procurement later this year
- ✓ Introduction of employer to employer transfers (10% of funds) in April 2018
- ✓ Consideration of effective ways to support disadvantaged and those with learning difficulties and disabilities
- ✓ Embedding role of Institute for Apprenticeships and processes for pricing standards

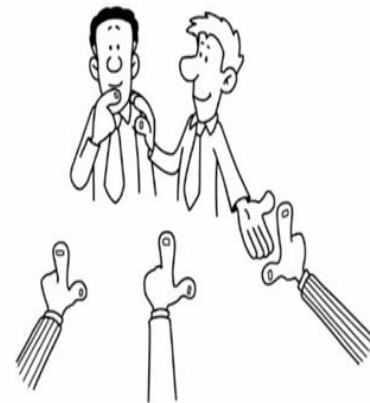
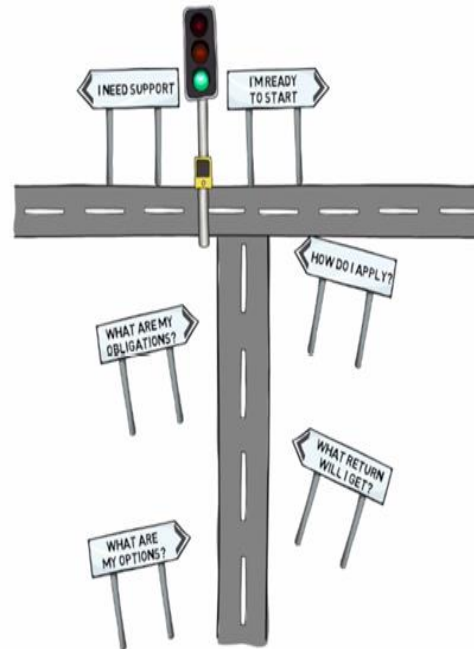


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Funding Agency

Apprenticeship Service enhancements

Discovery work is underway on the further expansion of the service offer.

- ✓ Introduction of levy tri functionality
- ✓ On-boarding of non levy paying employers
- ✓ Consolidating service for users





Background to the TE reforms

- The existing system
 - Not employer driven
 - Not competitive
 - Skills shortages
 - Crowded qualifications market

Reviewing what happens now

- Independent Panel on Technical Education – July 2016
- Post 16 Skills Plan - July 2016
- Industrial Strategy - Jan 2017
- Technical & Further Education Act 2017
- Anne Milton letter to the sector – July 2017

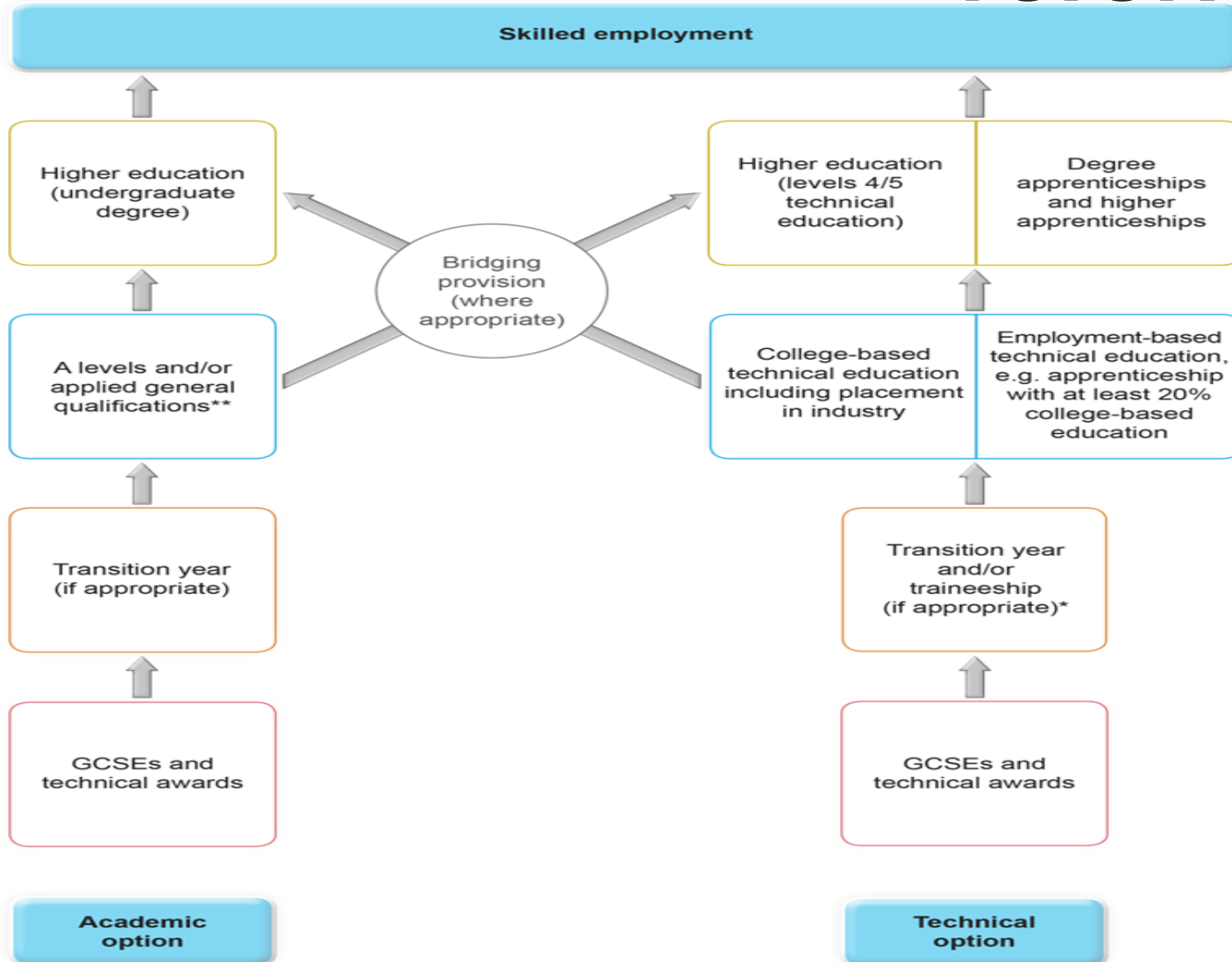
Implementing reform

Justine Greening speech to the Business and Education summit (July 2017) – “A skills revolution need a technical education revolution. One that lifts up the quality and prestige of further education and technical education in our country. One that delivers on opportunity – through work based apprenticeships. One that strengthens college-based education –



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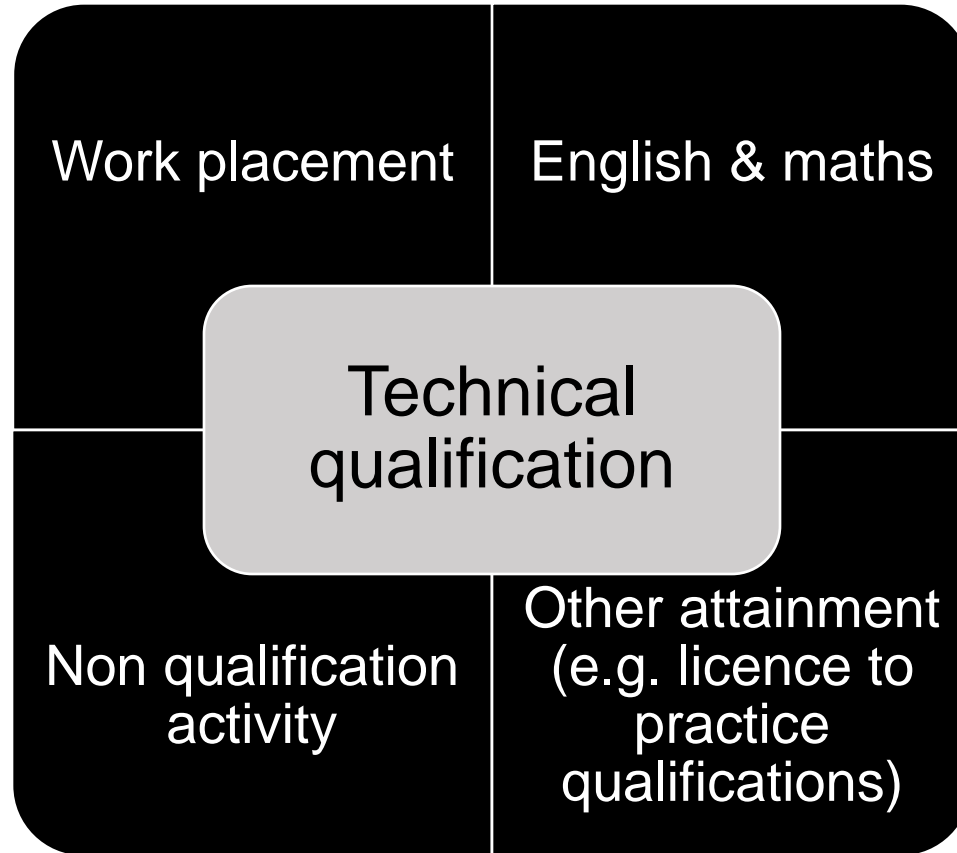
Overview of the TE reforms





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Funding Agency

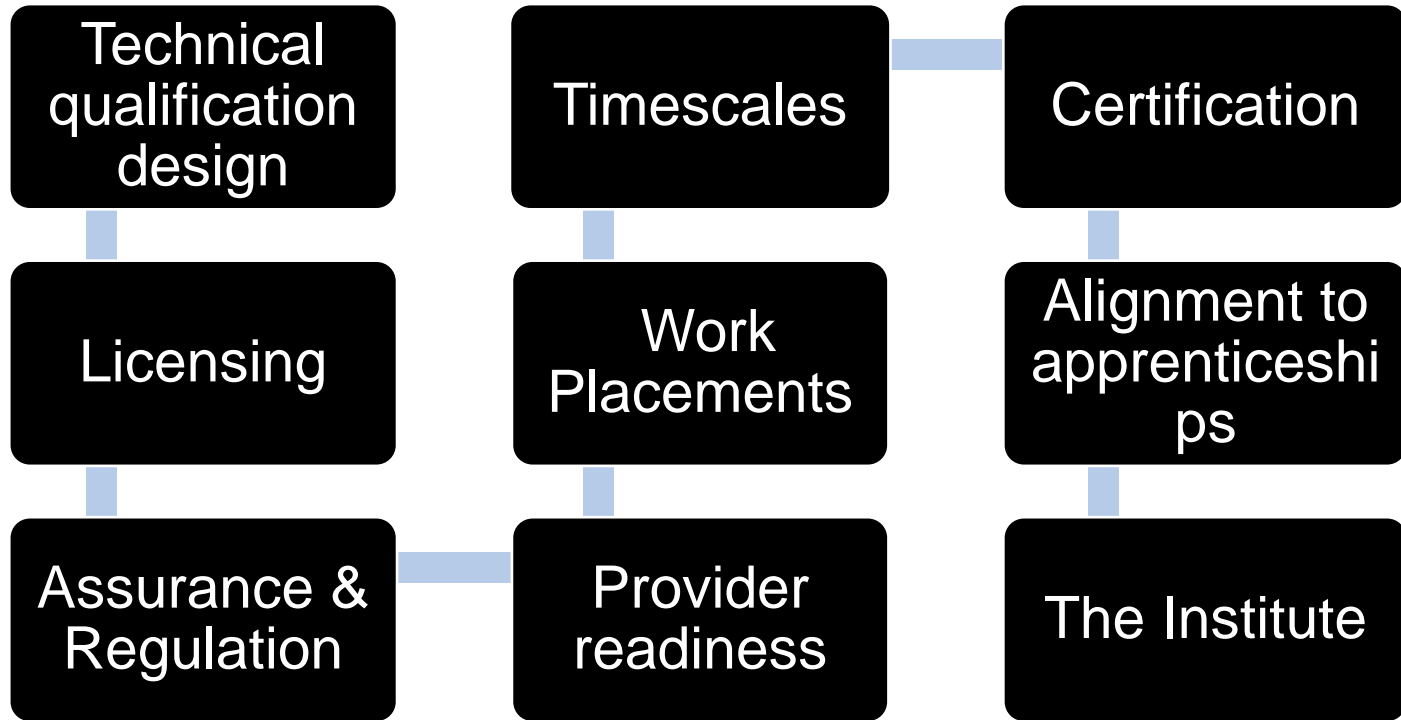
The T-Level programme





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TE Policy Development





TE at Higher Levels

- Much of TE reform focuses on technical education at levels 2 and 3.
- But recognised need to reform and strengthen higher level TE at levels 4 and 5.
- Key recommendations:
 - register of approved TE qualifications at levels 4 and 5 that meet the standards set by its panels of professionals – only these should be eligible for public subsidy
 - further work to examine how to ensure clear progression routes develop from levels 4 and 5 to degree



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Funding Agency

Funding Reforms in action

Kirsty Evans

Associate Director, Skills and Adult Education
Education and Skills Funding Agency

Friday 6 October 2017



Mark Dawe

**CEO, Association of Employment
and Learning Providers**

Q & A



A dark, atmospheric landscape photograph of a lake and mountains. The scene is dimly lit, with the water reflecting the surrounding mountains and sky. The mountains are rugged and covered in sparse vegetation. The water is calm, creating a clear reflection of the landscape. The overall mood is serene and quiet.

Lunch



A photograph of three people sitting at a table. On the left, a young man in a blue jacket is looking down. In the center, a woman with glasses and a denim vest is looking towards the camera. On the right, a man in a patterned shirt is looking down. An orange rectangular box is overlaid on the right side of the image, containing the title text.

A JOINED UP APPROACH

**PAUL KESSELL-HOLLAND – HEAD OF
PARTNERSHIPS**
APPRENTICESHIP REFORM AND LEVY
CONFERENCE

6 OCTOBER 2017

**Are all your staff members
aware of the
apprenticeship reforms?
Are they able to eloquently
talk about this with an
employer?
Are your systems and
processes fit for delivery?**





**Where are the skills gaps within your
organisation?**

**Have you developed differentiated sales
strategies?**

Or built strategic partnerships with employers?

**Do your assessors
understand the difference
in skills, knowledge and
requirements to become
end-point assessors?
How do you become an
apprentice assessment
organisation (AAO)?
If you are already an AAO,
how do you plan to cope**



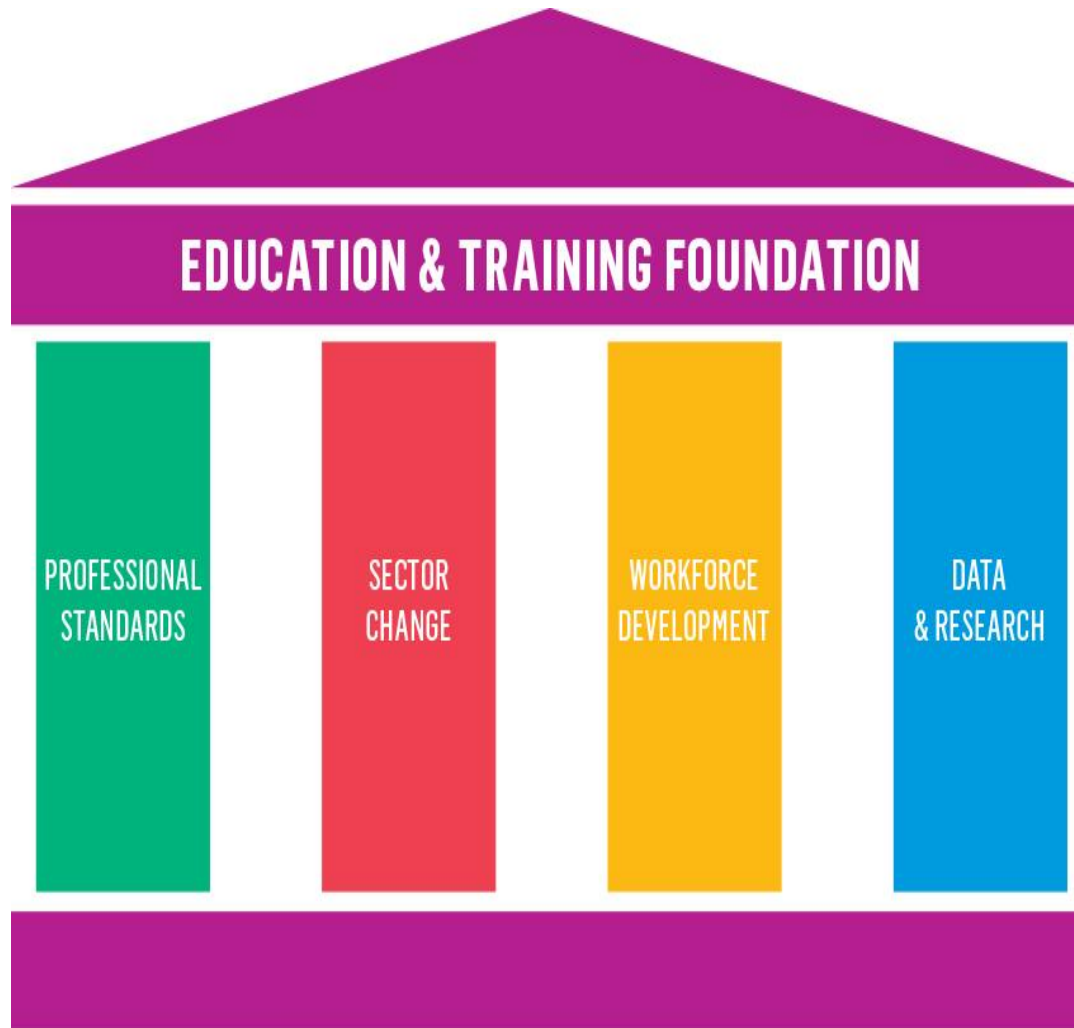


**Are you using technology effectively for teaching,
learning and assessment?**

**How are your staff addressing equality, diversity and
inclusion challenges in apprenticeship recruitment and
delivery?**

**Do you understand the requirements of Inspection and
Funding systems correctly, or how to develop and**

THE FOUR PILLARS



UNDERSTAND

PLAN

DELIVER

INNOVATE & IMPROVE

WHO IS THE SUPPORT FOR?

Providers who are **new to**
apprenticeship delivery

Providers **transitioning from**
frameworks to standards

Early adopters to grow their numbers
and improve quality

<http://futureapprenticeships.org.uk/>

Teach Too – People from industry teaching their work

- Supporting teaching on vocational programmes
- Delivering aspects of vocational programmes at work
- Co-designing curricula and learning programmes



Effective Teach Too activity

A new Framework

- Purpose
- Principles and features
- Examples of benefits
- Next steps





OTLA
Projects

Profession
al
Standards

Practition
er Led
Research

‘What
works’

CPD &
Events

Professional
Exchanges

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ETFOUNDATION.CO.UK

THANK YOU
ANY QUESTIONS?



End Point Assessment The Journey So Far

Lynda Farrell & Steve Whitehead T2000
Andy Fawcett GMLPN

Training 2000 rationale which led to the decision to seek Apprenticeship Assessment Organisation accreditation.

Business Risk or Opportunity!

20% of the funding will be held back for completion ! – up to max 20% expected to be the charge for EPA (End Point Assessment)

Early indications are that EPA will cost between 10% and 20% of the full Apps Standards income. A considerable amount of money, a business in itself

As a Training Provider we have 800 learners per year completing across 5 sectors areas and multiple standards

The fact is we cannot assess these, this could be considered lost income! – can it be replaced?

We believe that we are experts in our occupational areas, and that we know what competence looks like

Training 2000 rationale which led to the decision to seek Apprenticeship Assessment Organisation accreditation.

Business Risk or Opportunity!

We are Ofsted Grade 2 and Grade 1 in some areas, including Leadership & Management, Dental and Engineering

We felt we could learn from others and build partnerships and do a very good job

We felt that we were in a good position to become an AAO given staff competences, infrastructure, size and volume. Although there is a lot of competition

We are looking at other occupational areas.

The challenges and rigour of the process in becoming a Dental nurse AAO

We provided evidence which demonstrated our organisations occupational competence in Dental Nursing. This evidence had to demonstrate our recent and relevant experience of working in this area and evidence had to be no more than three years old.

In addition we provided evidence of



- Any membership of and/or registration with professional organisations that represent the development of best practice and skills for the occupational area
 - Evidence of relevant staff qualifications and recent industry experience of our staff within the specific occupational area (as well as the broader sector)
 - Evidence of how we ensure staff occupational expertise and continuing professional development is maintained and kept current
 - Work we have done or may currently be doing with the trailblazer employers or trailblazer groups.
- Evidence of Quality Assurance activity**

Evidence supplied for AAO

- **Quality of Teaching Learning and Assessment**
- **Assessor Training and Updating – Full list of staff qualifications .**
- **Sampling of Assessment Decisions - Comparability and Consistency of Assessment**
- **Candidate Appeals Procedure**
- **Monitoring of assessor practice and decisions**
- **Standardisation and Moderation Activities**
- **Internal Quality and Assurance Management Procedures**
- **Strategy for Ensuring Comparability and Consistency of Assessment Decisions**
- **Improving the Quality of Assessment Practice information**
- **ISOQAR certification**
- **IIP certification**
- **OFSTED report**
- **Matrix**

Any lessons to learn from actually undertaking assessments

- Too early, first candidates due to complete in March 2019 – we will probably trial internally
- Finalising our assessment model – Liaising with employers, accessibility, online, face to face, bank of resources, staff development (No EQA assigned)
- As yet only 3 AAO's for this Dental qualification

Employers will choose which AAO to use!

Employers determine which AAO they select to carry out the EPA. (at least that is the expectation)

On what? >>> Price > Quality > Rigour or Pass Rate – No track records

Employers will use the Register to select an organisation to undertake end-point assessment for them. The lead training provider will contract with the end-point assessment organisation, on behalf of the employer.

Letter of intent – Employer Letter (signed) – Brokerage made clear

Marketing distinct from core business

Must also market direct to employers

Separate policies and procedures - conflict of interests

Lessons Learned

- Keep current – Latest Guidance from Gov websites
- Be prepared to change systems, paperwork as policy is constantly evolving
- EQA – Still an unknown
- Letter of intent – Employer Letter (signed) – Brokerage made clear
- Marketing distinct from core business
- Separate policies and procedures - conflict of interests

Access to current information

- <https://www.gov.uk/government/publications/register-of-apprentice-assessment-organisations>
- This includes
 - Information for Applications for AAO – Narrated presentation
 - Employers looking for an Assessment Organisation – Narrated presentation
 - Register of EPA – How to apply
 - Using the register of EPA organisations

Some discussion points

- Which AAO will employers choose and why?
- EPA retake and refund policies (Part or full)
- Success measurement / Ofsted / ESFA
- Role of the Institute For Apprenticeships
- Assessors – Scarce skills coverage
- Treatment of VAT AELP guidance v HMRC (Cost competition - vat exemption status)
- Geographical coverage of EPA
- Any other concerns

Finally

- In conclusion, it's still an opportunity



- Thank you

Selecting EPAs - Some discussion points

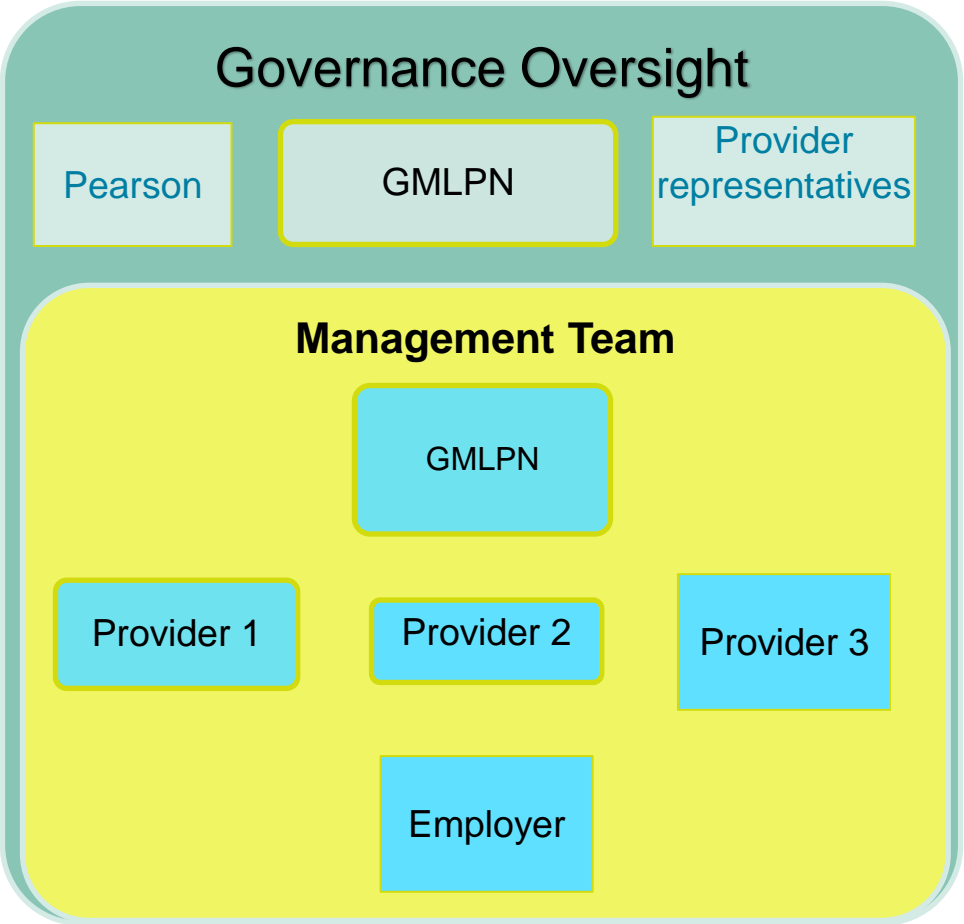
- Is there an AAO in place for the standard
- Evidencing employer choice
- Choosing the right EPA
 - Selection tools/processes
 - Ensuring high quality and industry expertise
 - Price sensitivity and employer willingness to pay
- Readiness and the employer role – building understanding and capability
- Retest processes, costs and pricing - complexity
- Potential conflicts of interest

Our approach to GMLPN Partnership working

Contractual arrangements



Operational arrangements





Babington Group: Pre and Post Apprenticeship Reform: A Case Study

David Gallagher – Group Commercial Director

Apprenticeship Reform & Technical Education
Reform Conference
6th October 2017

Our Story... so far

- 🌀 Where it all begins
- 🌀 The perfect storm
- 🌀 Looking and Listening
- 🌀 Planning and Preparing
- 🌀 Building The New Ship
- 🌀 Setting Sail

Apprenticeship Reform...



Starting Point – The ‘Old Ship’

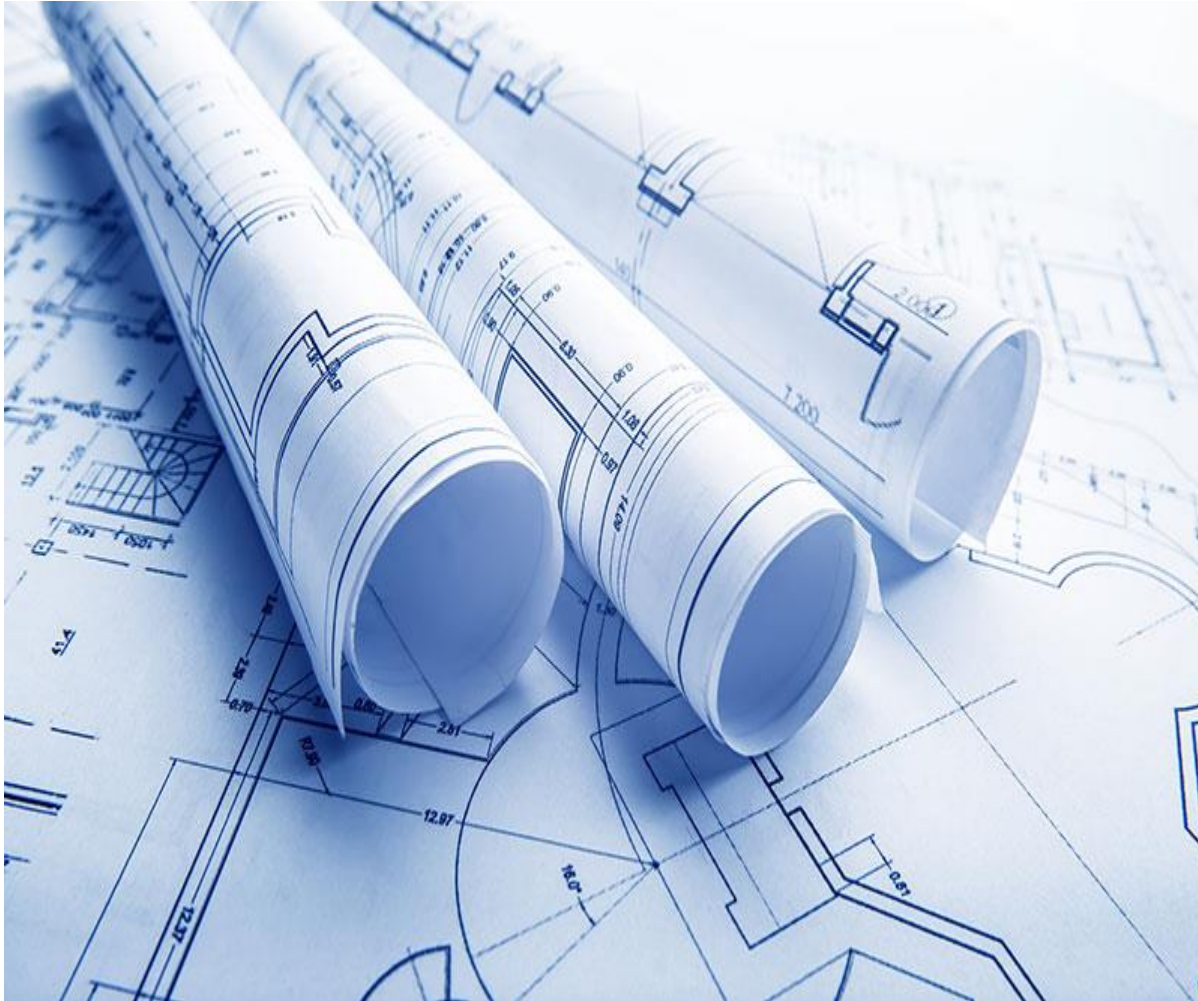
- Steady, organic growth - £2m - £16m in 6 years
- Ofsted Grade 2, with some Outstanding features
- Core of ‘Professional & Corporate Services’ programmes
- But... also delivering Health & Social Care, Hospitality and Warehouse...
- Some Higher Level provision (Level 4)
- Commercial training offer
- Historically SME focussed
- Compliance and Ofsted focussed
- Operationally-led organisation

The Perfect Reform Storm









Comms &
Engagement

Strategy &
Planning

Service
Excellence

Supply Chain

Strategic
Partnerships

Legals

IT Systems

Information
Security

Compliance &
Risk Assurance

People &
Development

Programme
Management

Product &
Service
Development

Process Design
&
Development

Insight

Business
Development

- 🌀 Difference between good and bad business
- 🌀 Keeping promises and managing expectations
- 🌀 The positive 'no'
- 🌀 Keeping it simple
- 🌀 Role of the line manager
- 🌀 Critical importance of comms and engagement
- 🌀 Customer and value at the heart of everything

Questions

David Gallagher

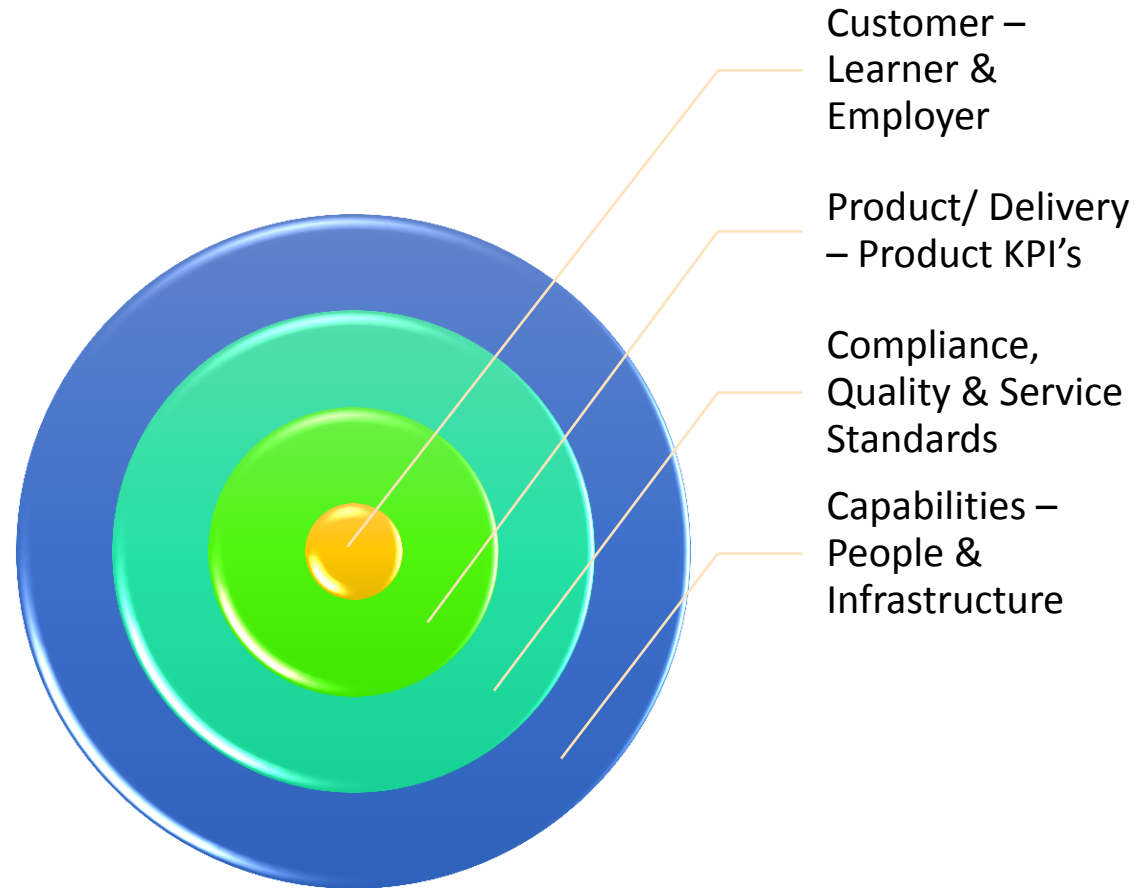
Group Commercial Director

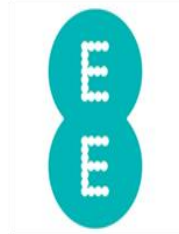
e. david.gallagher@babingtongroup.co.uk

m. 07341 864261



WE ARE PIONEERS, NOT SETTLERS





Introduction

- Award winning specialist, independent training provider with over 40 years' experience & national delivery capability
- Supporting businesses to create diverse, skilled, productive and sustainable workforces since 1974
- Currently employ over 350 staff across England supporting 7,000+ apprentices across 2,500 employers
- Rated as Good by Ofsted in 2016, with Outstanding features in Accountancy and Financial Services
- Unique, strategic partnership approaches
- Organisational and financial stability, investment and growth



A Private Training Provider's Journey into Higher Education

Building effective partnerships between private training providers, HEIs and Employers to develop higher technical skills

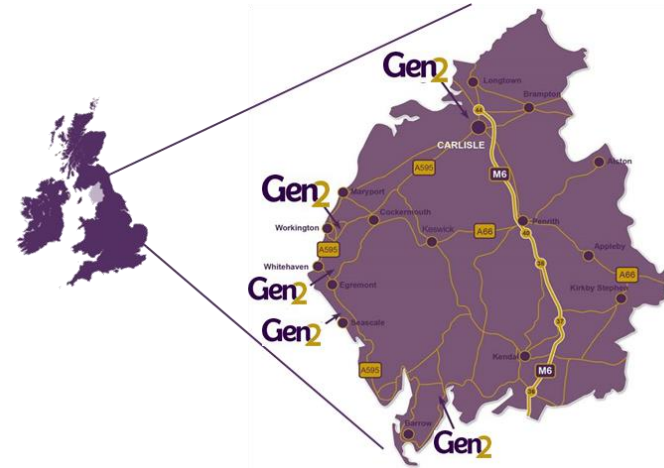
October 2017



A City & Guilds Institute
of Advanced Technology

About Gen2

- A private training provider based in West Cumbria, specialising in engineering and technology for the nuclear sector.
- Since May 17, a wholly-owned subsidiary of the City and Guilds Group
- Provider of engineering apprenticeships and specialist CPD courses.
- Rated Grade 1 (Outstanding) by Ofsted.
- Launched HE delivery in 2007.
- Portfolio includes:
 - L4 Higher National Certificates
 - L5 Foundation Degrees (FdEng) and HND
 - L6 BEng(Hons); Degree Apprenticeships
 - L7 Modules for PgCert and MSc programmes
- Since 2007, > 300 students have graduated with HE qualifications where all teaching has been provided by Gen2.



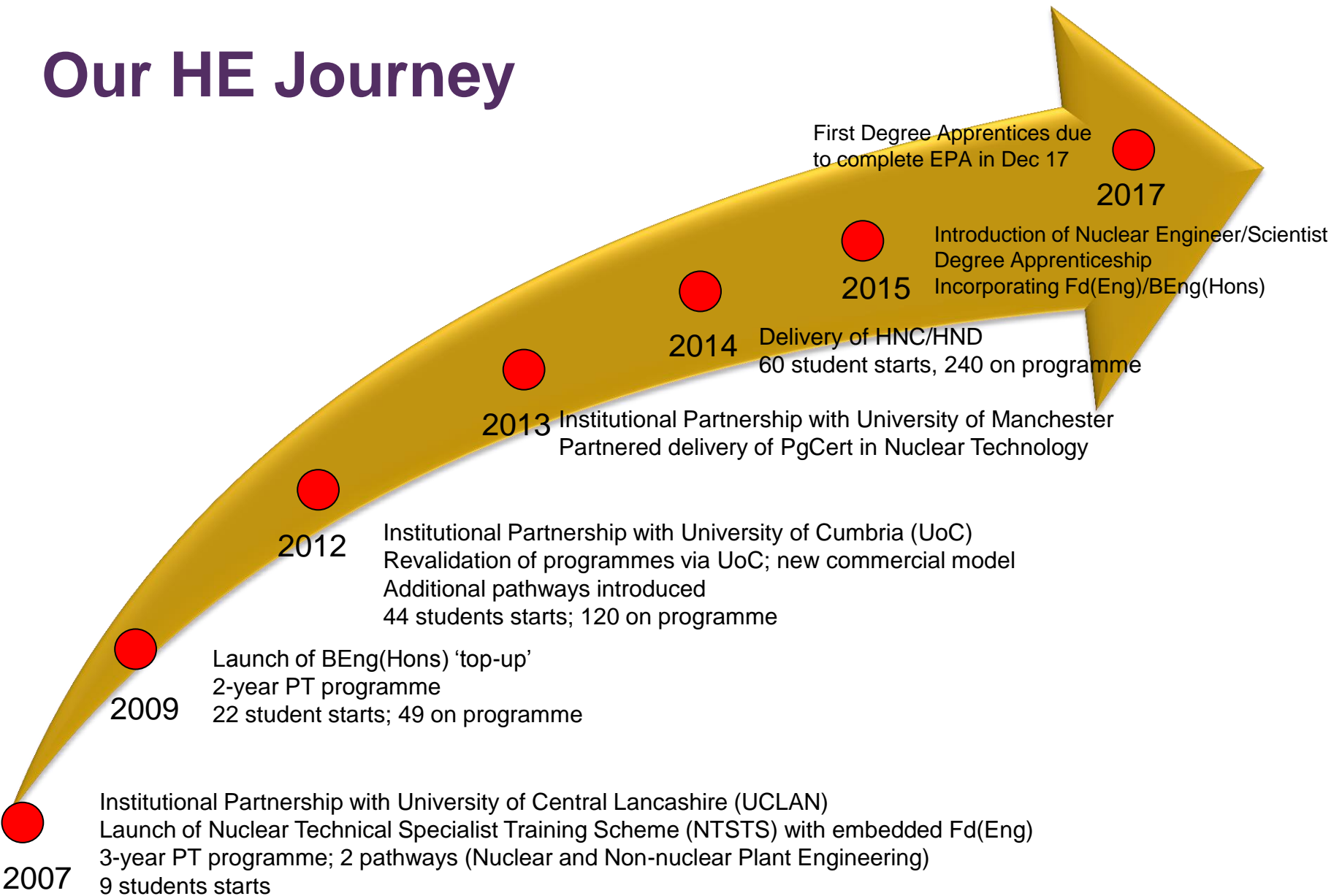
Alignment of Enablers

- A large employer with demand for highly-specialist, advanced technical skills - large enough to sustain an HE programme over the long-term.
- A supply of intelligent and ambitious young people who want to study, work and live in the region.
- Local HE providers unable or unwilling to meet skills demand:
 - An underfunded local college, unable to invest in specialist training resources
 - A remote university with no expertise in engineering and risk-averse to nuclear education
- The introduction of new vocationally-focussed HE qualifications which could be designed to meet specific employers' requirements
 - Foundation Degrees
 - Higher and Degree Apprenticeships.
- A change to HE funding and student tuition fees, making work-based learning an attractive alternative to traditional university route.
- Introduction of the Apprenticeship Levy – incentivising large employers to introduce higher and degree apprenticeships - even if that means compensating reductions in graduate recruitment.

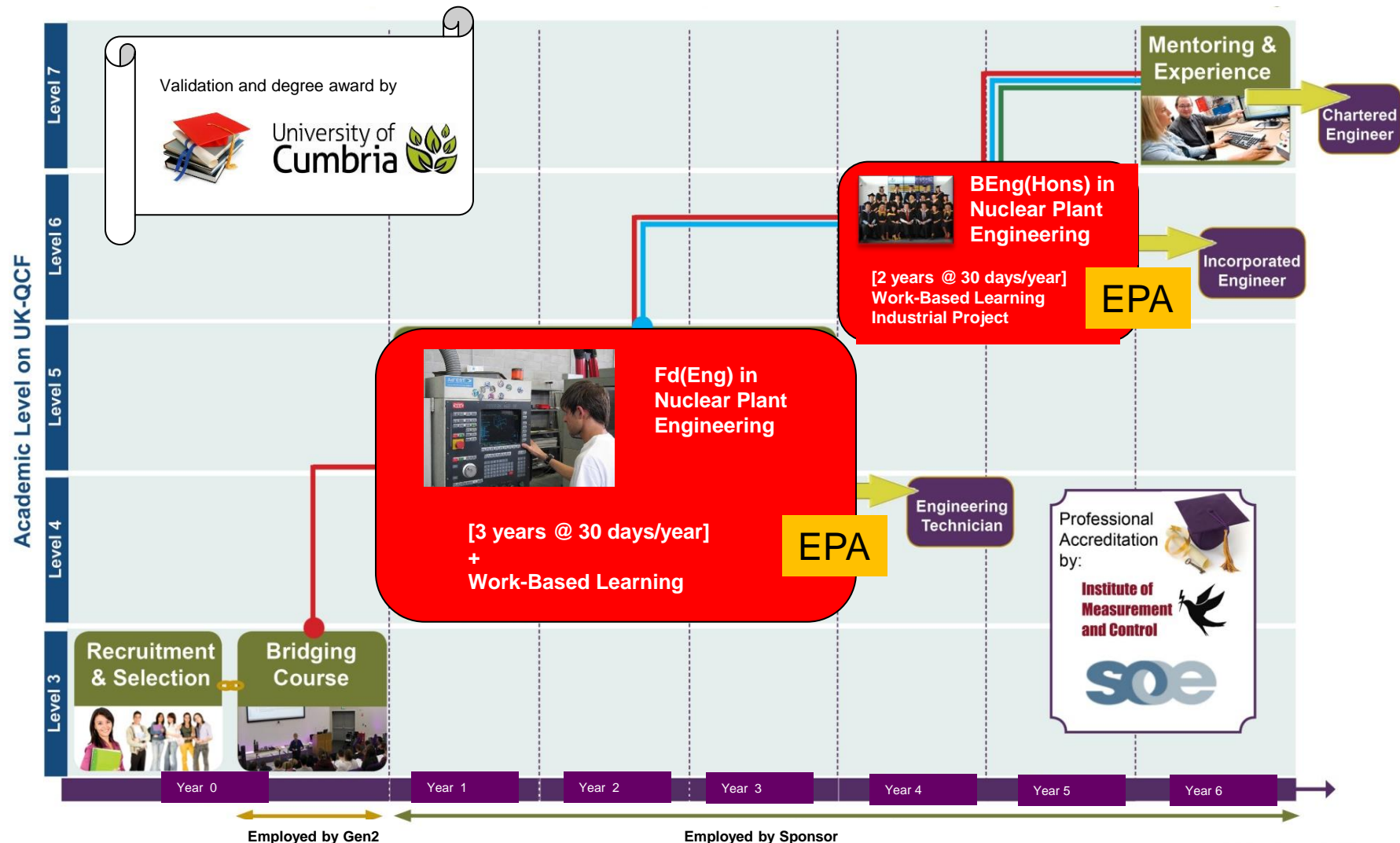
Genesis of HE Provision

- Gen 2 launched our first HE programme in Sep 2007
- We developed a Level 5 **Nuclear Technical Specialist Training Scheme (NTSTS)** to meet an acknowledged skills gap.
- Requirement was to develop advanced technicians with the following knowledge, skills and behaviours:
 - Experience in nuclear plant operations coupled and graduate-level engineering knowledge.
 - High level of expertise in performing a specialist job, task or function within the organisation
 - Understanding of unique safety issues associated with nuclear plant, namely radiation, contamination and criticality.
 - Appreciation the nuclear regulatory framework, license conditions and compliance requirements .. and ability to engage directly with regulators.
 - An embedded nuclear safety culture.
- Scheme has embedded Fd(Eng) in Plant Engineering
- BEng(Hons) 'top-up' developed 3 years later to provide progression route.
- Now embedded in the L6 Nuclear Engineer/Scientist Degree Apprenticeship.

Our HE Journey



Nuclear Degree Apprenticeship - Delivery Model



(c) Gen2 - April 2014

Recruitment and Selection

- **Marketing:**

- Website, social media, local schools, press, radio and TV
- Marketed as 'TSTS/Nuclear Degree Apprenticeship' to capitalise on extant popular brand



- **Recruitment and Selection:**

- Entry requirement = 240 UCAS points (2 x A-Levels at A-C) + 5 GCSEs, including English, Maths, Science – or appropriate L3 technical qualification.
- On-line aptitude test of numeracy, communication and problem-solving skills.
- Assessment Centre (2-days) to evaluate team-working, attitude, presentational skills and industry awareness.
- Interview with Gen2 staff and employer representatives.



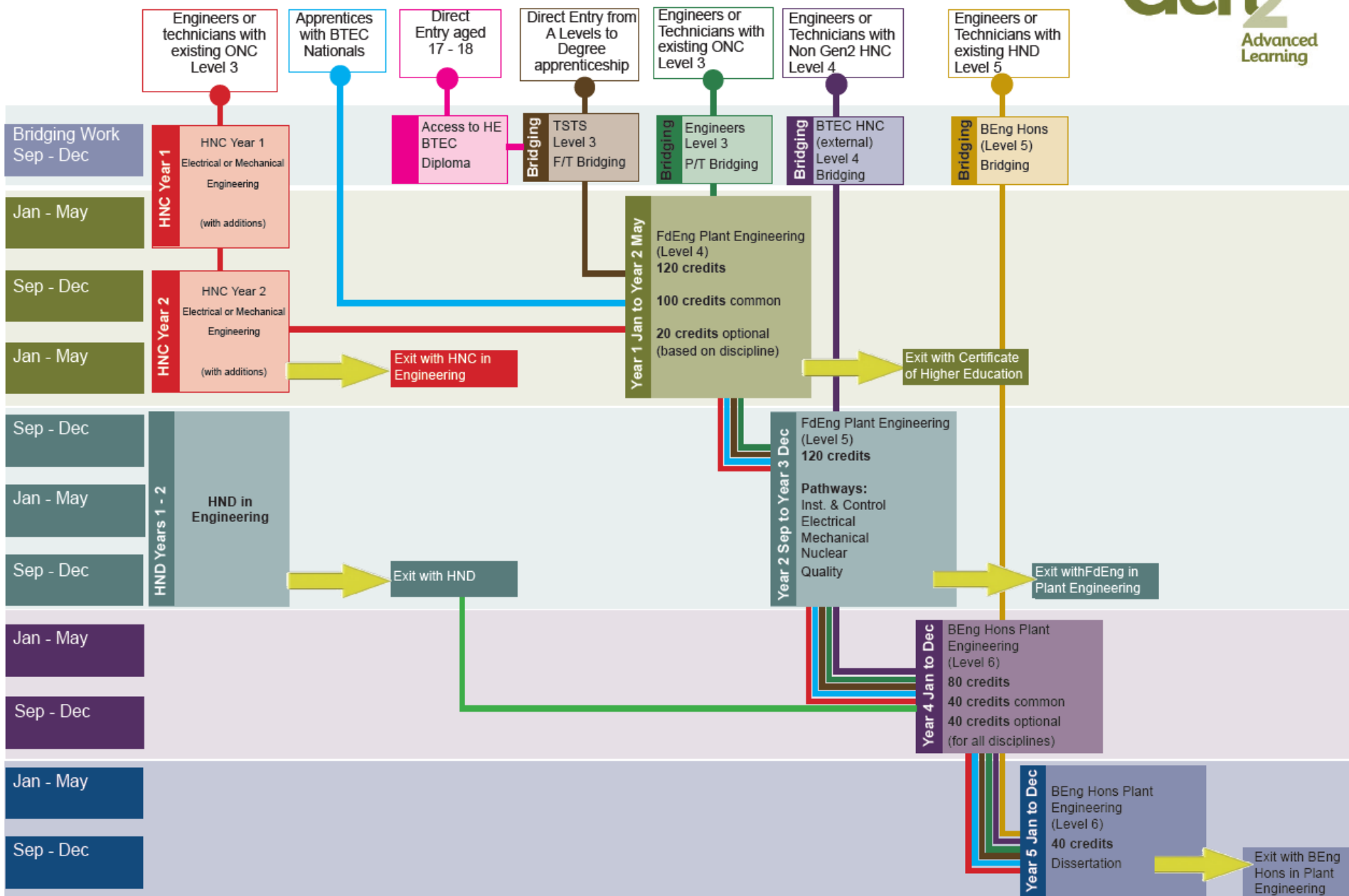
- **Outcomes:**

- Ratio of applicants/places ~ 6:1

UCAS point range: 300 – 560 (Average = 390)

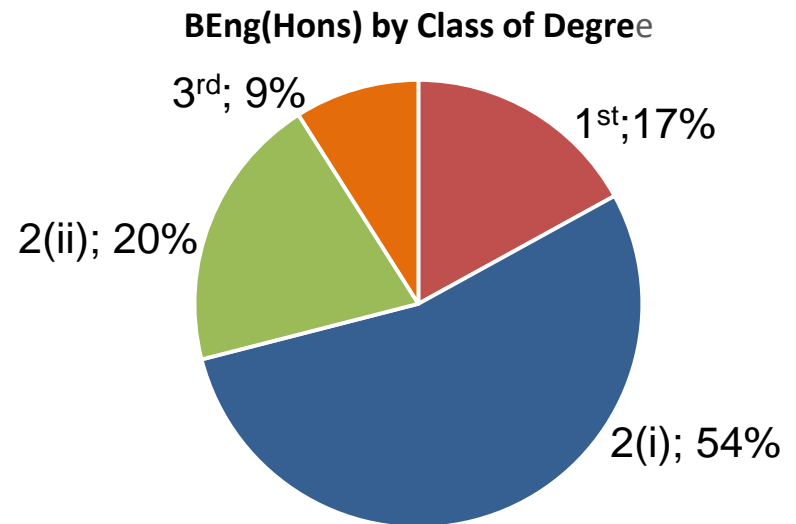
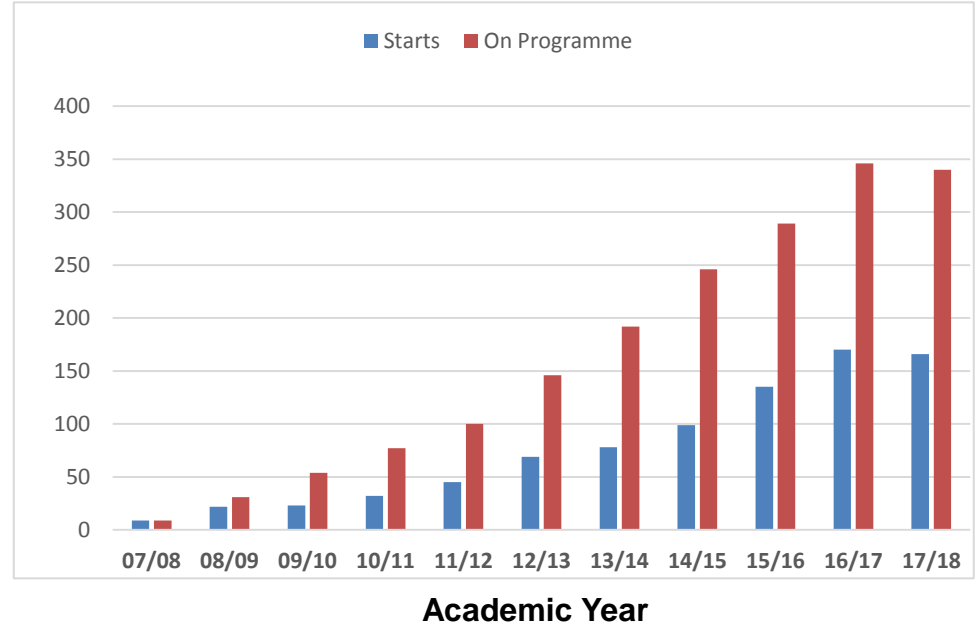


Gen2 Advanced Learning Progression Pathway



Numbers and Success Rates

- Significant volume growth since programme launch in AY 07/08.
- More employers using the programme:
 - Sellafeld, TATA, Jacobs, AMEC, National Nuclear Laboratory, Morgan-Sindall,
- 94% completion rate.
- 65% of Fd(Eng) students progress to BEng(Hons)
- 100% pass rate for BEng(Hons)
- Proportion of students achieving 1st or 2(i) at 71%, compares with national average at 54%



Institutional Partnership with a University:

Types of Partnership

- The two most common types of partnership for academic collaborative provision are:

Franchised Delivery

- The partner delivers a degree programme which has been designed by the University.
- IPR remains with the University.
- The University awards the degree.
- The partner may receive government funding indirectly from the University.
- Student numbers subject to controls.

Validation Only

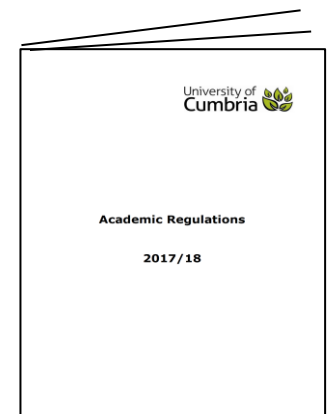
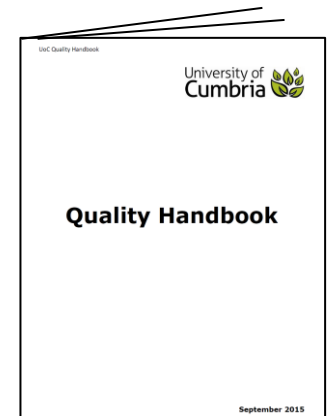
- The partner designs and delivers a degree programme which meets the Universities academic standards.
- IPR is held by the partner
- The University validates the programme.
- The University awards the degree.
- The partner is not eligible for government funding – ‘off quota’.
- Learners are not eligible for student loans.
- Delivery is to a ‘closed cohort’ – ie the partner must only deliver under contract to employers.

Institutional Partnership with University: The Approval Process

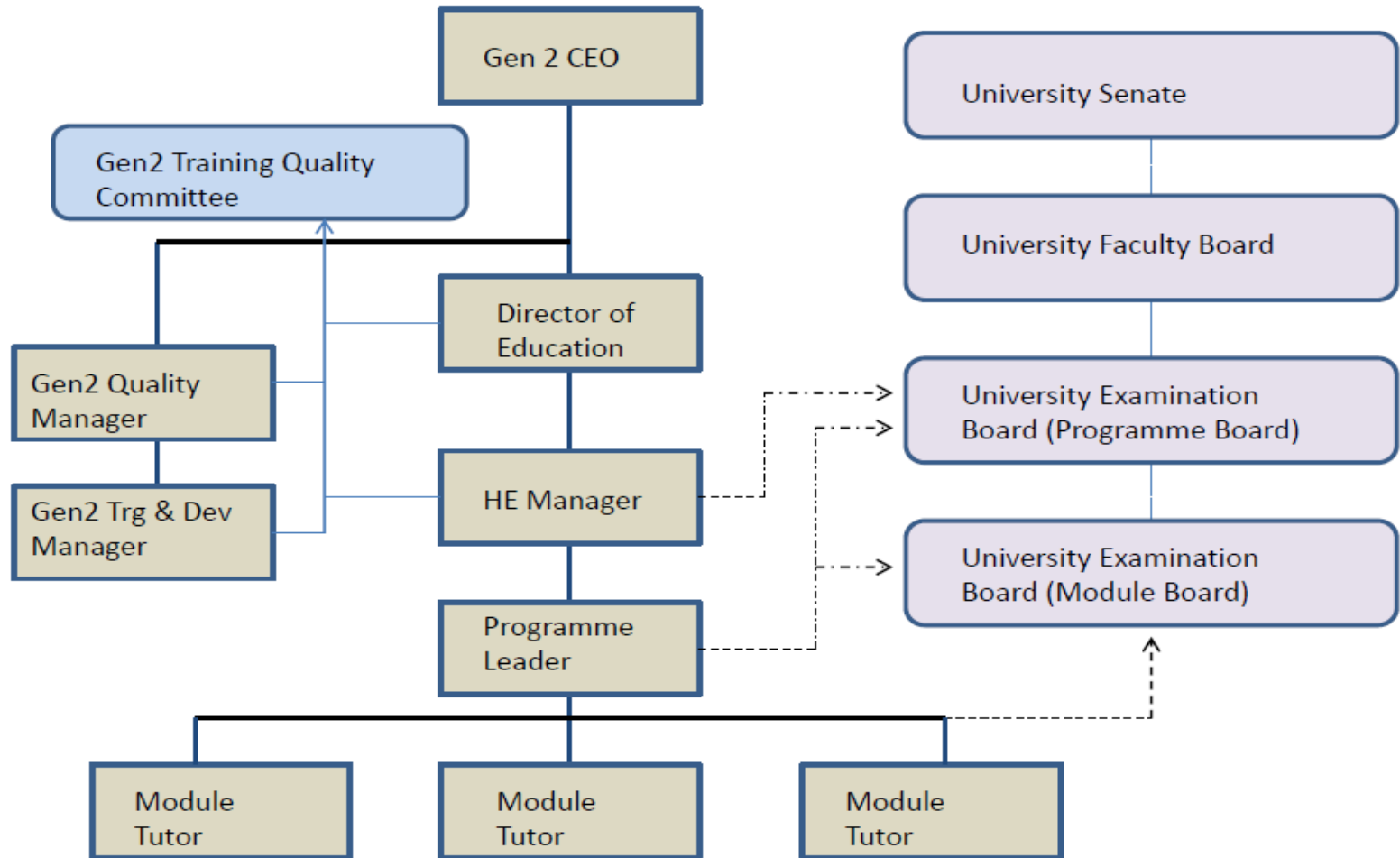
- Institutional partners are formally approved by the University.
- Period of approval typically 5 years.
- The process involves:
 - **Initial Appraisal**
 - Ensures the partner's mission, vision and values align with those of the University.
 - Ensures the proposal aligns with the University's strategy.
 - **Due Diligence**
 - Financial
 - Legal
 - Reputational (ie Partner has appropriate Academic Governance)
 - **A Business Case**
 - **Institutional Agreement**
 - Sets out the management arrangements
 - Sets out the financial arrangements

Academic Standards and Quality Assurance

- In all cases, the University remains responsible for the academic integrity of the degree and quality standards of delivery.
- Delivery must comply with the University's Academic Regulations, Quality Processes and Procedures.
- The partner must put in place:
 - Academic governance arrangements
 - Documented programme specifications and module descriptors.
 - Annual programme reviews
 - Staff/student liaison committees
- Teaching staff are 'Associate Lecturers' of the University
- Must achieve Fellowship of Higher Education Academy – eg by completing PgC in HE.
- Must engage in CPD – discipline-specific and pedagogical.



Academic Governance



Institutional Partnership with University: Commercial Arrangements

- Financial arrangements vary according to the type of collaborative provision and the validating university.
- Typically, the partner will pay:
 - A one-off fee for Institutional Approval
 - A fee for each programme validation or revalidation
 - An annual per-capita registration fee for each student on programme.
- Typical fees:

	University A	University B
Institutional Approval Fee	£3000	£10,000
Validation Fee	£3000	£12,000
Registration Fee (per student per year)	£750	£1000

- With 10 starts per year, 50 students in steady state ~ £50,000 per year
- Training provider should prepare a sound business case and consider financial risks very carefully.

Inspection Framework

- Uncertainties remain.
- All aspects of Level 6 Degree Apprenticeships are to be inspected by Hefce→OfS/QAA.
 - HEIs now subject to the Teaching Excellent Framework (TEF)
- Unclear whether providers delivering validated HE programmes will be subject to TEF
- For Level 5 Higher Apprenticeships **which have an embedded HE qualification**, Hefce→OfS and Ofsted will '*reach a judgement*' on the inspection process.
- A single inspection regime and inspection framework would be preferable.
- This raises problems for providers who deliver both Level 2-3 and Level 5-6, the internal Quality Department are usually dedicated to the Ofsted CIF.
- This can give rise to tensions - eg the observation of teaching and learning (OTL):
 - Lecture or Lesson ?
 - HE or FE pedagogy?

Summary

- Entering the HE market is exhausting, challenging, and expensive.
- Considerable investment required in teaching staff and training resources.
- Providers need a robust business case to ensure the proposals are viable and sustainable in the long term.
- Business case must demonstrate clear demand for the subject HE programmes.
- There are a variety of partnership models.
- Provider must select the University carefully and negotiate a mutually-beneficial commercial arrangement.