

Programme Design

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Welcome

This session will be looking at Programme design in the context of an Apprenticeship

Objective

- Share the basic principles of programme design when developing a Degree Apprenticeship

Outcome

- This will provide you with an understanding of the process that is applied in a HEP setting, informing on the additional requirements that need to be met.

Agenda / Today

- Aligning apprenticeships with other types of delivery
- Creating a curriculum and scheme of work
- Establishing learning outcomes from a standard's KSBs
- Creating measures of success and KPIs
- Costing and pricing apprenticeship programmes
- Modes of delivery (e.g., face-to-face, blended, online, mobile devices)

Considerations

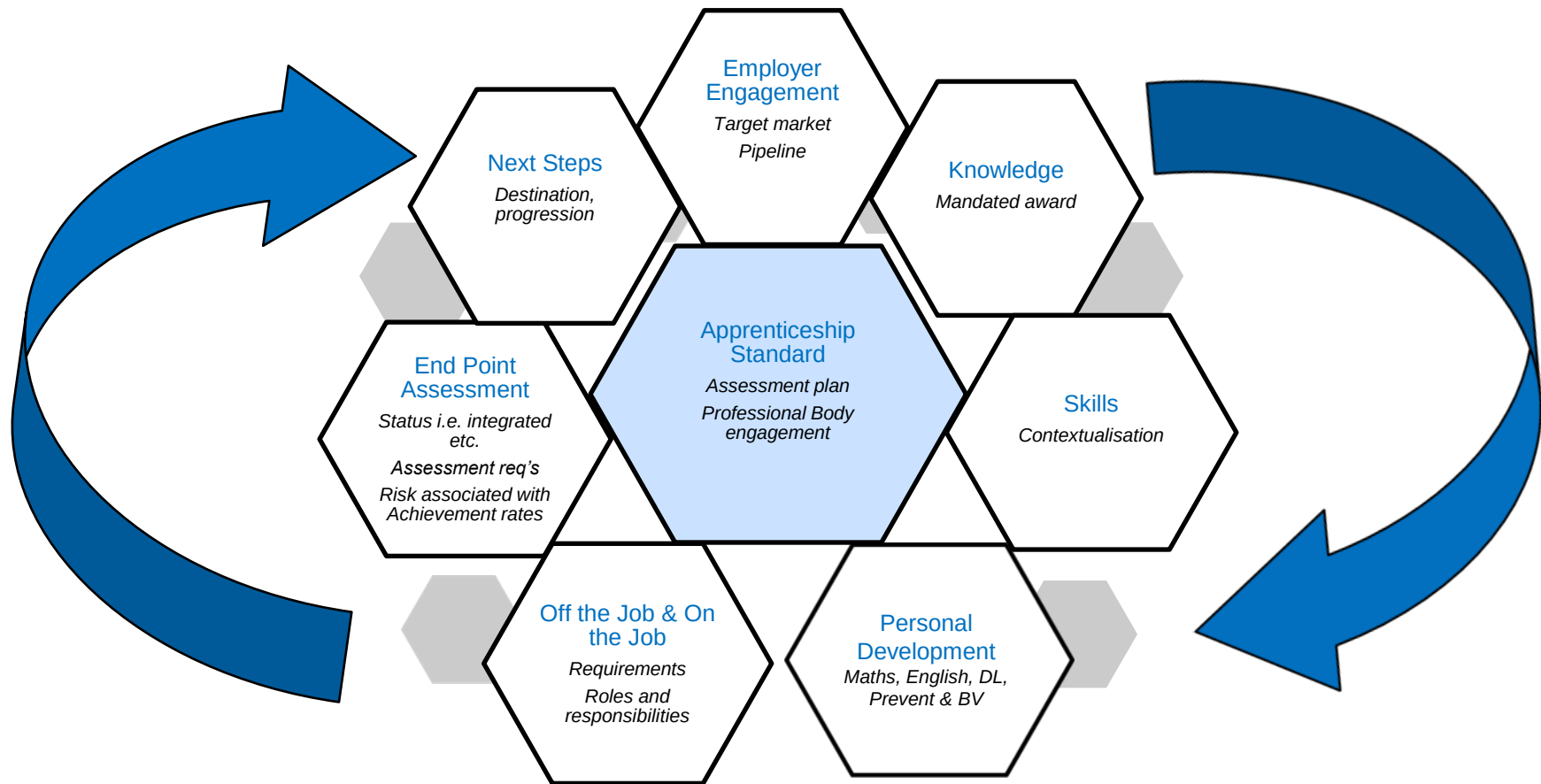


Creating a curriculum - essential ingredients

- **Developed with co-creation** - *Provider and employers - additional key stakeholders are included*
- **Cohesive** - *the Standard the programme and the workplace knit together - contextualising Knowledge into practice*
- **Sequenced learning** - *mapping the skills, knowledge and content across the curriculum, so that learning builds on what has been learned prior.*
- **Off the job and On the job** – *clear working roles and responsibilities between the provider and the employer*
- **Flexible** – *accessibility, workplace/seasonal pressures*
- **Personalise** – *Starting point*



Creating a curriculum model



Creating progression pathways - aligning apprenticeships to other options

Where are learners likely to come from ?

- Prior attainment
- Entry requirements

Where do learners need to go – with regards to their professional roles?

- Career trajectory

Where could they go?

- Personal Development



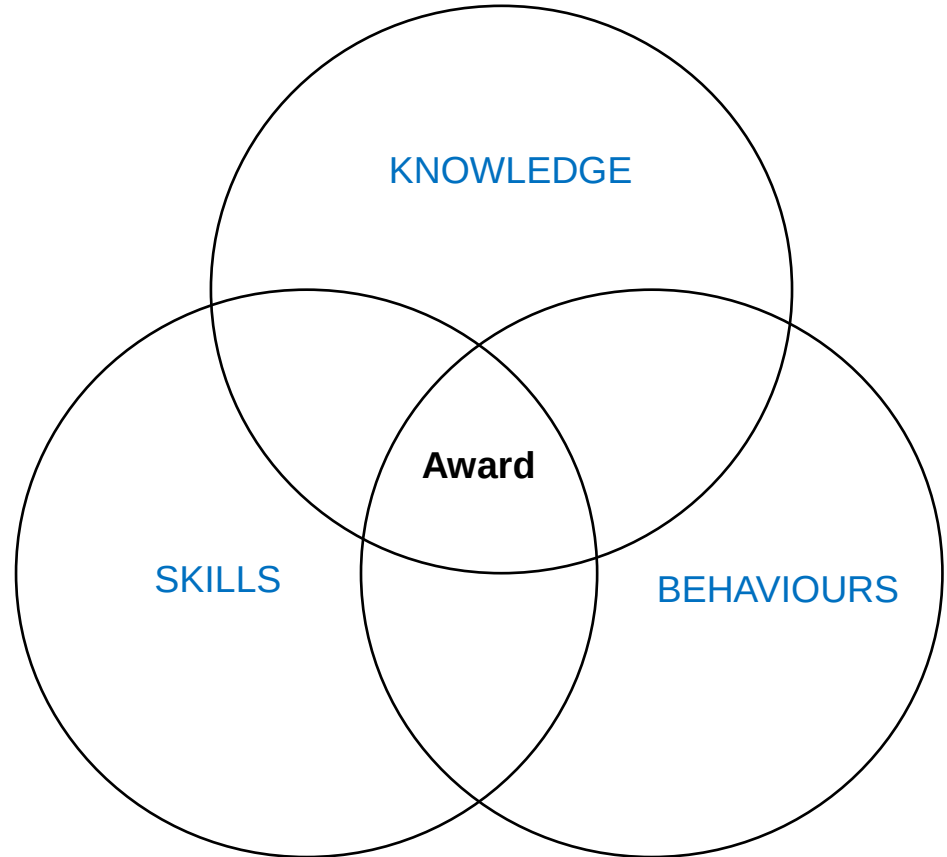
Establishing Learning outcomes to meet KSB's of the Standard

Determined by the mandated award

KSB's mapped to every learning outcome

Understanding the broader requirements so that the curriculum isn't too narrow

Enables the learner to pass through gateway, successfully pass EPA and gain Occupational Competence



Creating measures of success and KPI's

Understanding what success looks like on an individual level;

- Seek input from key stakeholders i.e. line manager, mentor etc.
- What would success look like after the first year?
- Set milestones where progress can be measured
- Track regularly
- Review and reset

Supports in creating the starting point when applied from the outset



Costing and Pricing apprenticeship programmes

- Funding guidance
- Funding cap
- APEL
- Traditional costing methodology



Models of delivery

Day release — *will generally spend four days a week in the workplace, and then attend a University campus one day a week.*

Blended delivery - *an approach that combines online knowledge delivery and educational opportunities for interaction online with on campus delivery - 80-20*

Block release - *all the time spent in the workplace, apart from blocks of knowledge based delivery where the apprentice would attend a University campus.*

100% work-based model - *no regularly attendance at the University. All of the knowledge based training is delivered in the workplace.*



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Thank you
Any Questions?