

# Design Principles Apprenticeships

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Queen's Award  
for Enterprise

International Trade 2022

Shortlisted for  
University of the Year

The Times and Sunday Times Good University Guide 2021

Top 100 in the World  
for 'International Outlook'

THE World University Rankings 2022

Joint Top Modern University  
for Career Prospects

Guardian University Guide 2021 and 2022

# Aim and Objectives

- Aim
  - To introduce and seek feedback on the draft Principles of Design: Apprenticeships
- Objectives
  - Provide an overview of the Principles
  - Provide a forum to discuss and feedback on the principles so informing their future development
  - Draw on your experiences to inform the development of the Principles

# Overview of Principles document

- Background
  - Scope
- Requirements
  - Standards; Programme specification Part C; **Objectives**
- Delivery model
  - Reflect employer needs; block delivery (self-contained, max 20 credits); multiple starts per year
- Curriculum Framework Regulations
  - Credit requirements
- Curriculum Design
  - **ASIA**; emphasises work-place as primary source of learning;
- Assessment Design
  - Assessment to meet the standard; **meet requirements of the EPA**; assess KSBs

# Scope - Introducing the Principles

- This document provides the specific design requirements for all apprenticeship programmes including;
  - Integrated Degree Apprenticeship – a degree qualification is included in the apprenticeship, and all assessment relating to the degree qualification is integrated with the end-point assessment of the apprenticeship.
  - Non-Integrated Degree Apprenticeships – a degree qualification may be achieved during the apprenticeship however, assessments are not directly linked to the end-point assessment. The degree may be achieved without the apprenticeship and vice versa.
  - Stand Alone Apprenticeships – a programme of study is designed around the apprenticeship standard. Credit is not awarded for completion of the programme of study.
- Wherever possible, apprenticeship programmes should be integrated.

# Requirements - Course Development

**Following objectives should be kept in mind when designing a new programme or reviewing an existing programme**

- Apprenticeships programmes are designed with the required knowledge, skills and behaviours, defined by the relevant standard, as the driver for the programme structure
- Employer engagement and input will help shape the apprenticeship programme and fill skills gaps in the market
- Apprenticeship programmes will have an educational course embedded where appropriate, or demanded by the Standard (Integrated and non-integrated)
- Apprenticeship programmes are designed to be as integrated as possible, ensuring clarity and minimisation of requirements for the apprentices
- Embedded educational courses will be designed specifically for the apprenticeship programme

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- **Activity:**
- Activity 1: How do you ensure that the KSBs inform the design of your programme?
- Activity 2: How do you ensure that employers are involved throughout the apprenticeship programme?

# Curriculum Design

- Aligning to the Coventry University Group principles, approaches should be:
  - Applied – To the workplace and apprentice environment.
  - Active – Making the most of apprenticeship knowledge and experience through sharing of practice. Apprentices are co-creators and co-producers of their learning opportunities
  - Social – Interactive learning sessions with opportunities to develop knowledge, skills and behaviours
  - Inclusive – Related to the individuals and tailored to include a range of views from a diverse range of sources. Approaches should be sensitive but challenging.
- **Activity 3:** How can these be applied to apprenticeship delivery and assessment? Are these appropriately framed?

# Assessment Design

- Consideration must be given to developing an assessment strategy that is coherent for learners and provides a balanced and sustainable workload for learners and staff.
- Wherever possible, programmes should be integrated with assessment designed to meet the required standards. The End Point Assessment should be embedded.
- The design of assessment tasks and their scheduling should enable module teams to mark and return assignments with appropriate feedback within the specified target times.
- Assessments to be applied to workplace environment and apprentice experiences and designed to assess competency as well as knowledge, skills and behaviours



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- **Activity 4:** What are the implications of these requirements for assessment design?



Thank you