

# APPRENTICESHIP

# WORKFORCE DEVELOPMENT

DELIVERED BY



SDN

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UVAC  
UNIVERSITY VOCATIONAL AWARDS COUNCIL

FUNDED BY



Department  
for Education

## Degrees of Integration

### Introduction

This resource is designed to complement the content of the AWD course 'Integration of on-the-job and off-the-job learning/training', 'Planning the integration of on and off-the-job training', 'Improving curriculum design for apprentice success', 'Planning Effective Curriculum Design' and 'Planning and maintaining high quality and effective teaching and training'. It can, however, also be used as a stand-alone resource if you haven't yet attended the courses.

### Purpose

A traditional way of running apprenticeships is for practical instruction to be carried out in the workplace, and theoretical learning to take place through **day or block-release** with little contact between the two. **This is a parallel or unintegrated approach.** The opposite is to integrate the programme so that, as much as possible, theory and practice are learned together. This is becoming recognised as more efficient, as well as more effective in developing learners to become competent practitioners in their job, occupation or professional role.

This [tool](#) is designed to help you assess where your apprenticeship programme is on [the continuum between parallel or unintegrated and integrated](#). It works best with a single programme, as even if your institution's/organisation's policies and practices are the same across apprenticeships, employers and workplaces can differ from one to another.

### How to use

1. Note there are 15 pairs of statements in three sections.
2. Rate your programme on the five-point scale for each of the pairs of statements. If the programme differs for different years of the apprenticeship – e.g. it becomes more integrated as learners become more experienced – give an average score across the programme.
3. When you have finished, go back to each section and review it, ideally in discussion with colleagues as part of a quality improvement process or when considering withdrawals, retention and achievement.
4. What could you do to improve the integration of the programme? You may want to list some points for action within the programme team, and things that you could encourage others to do for instance at department or organisation level, or with employers.

The Apprenticeship Workforce Development Programme includes other resources and training sessions that support integrating learning in apprenticeships.

Partnerships between the provider and employers						
<i>Unintegrated</i>	score					<i>Integrated</i>
There is only a minimum level of interaction between the provider and employers of apprentices, e.g. to review progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The provider and employers work in partnership at all levels, including future strategy, programme design and delivery
Employer and provider staff roles do not overlap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is extensive crossover between employer and provider staff roles, e.g. joint appointments, tutors as practitioners or consultants, employer staff as tutors and assessors
There is no involvement from employers in programme design or delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Programme design, delivery, learner recruitment, support and assessment are all carried out jointly

The workplace						
<i>Unintegrated</i>	score					<i>Integrated</i>
The learner is treated as a subordinate trainee, expected to defer unquestioningly to senior personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The learner is treated as a member of a community of practice, and encouraged to think critically, ask questions and contribute ideas
Workplace training is focussed on developing basic competence and becoming a productive worker as quickly as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The workplace supports learning for wider practice, with space for the learner to consolidate, reflect and investigate or explore
Training is task-based and uses a limited range of techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work-based learning follows a developed workplace pedagogy that uses the most appropriate techniques to aid learners to develop from novice to proficient
Digital technology is only used where it forms part of the normal course of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Digital technology is used innovatively and accessibly as part of the workplace pedagogy
Practice follows established ways of doing things without reference to principles or evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Practice is informed by principles, theory and evidence, and is open to new learning

Programme and pedagogy						
<i>Unintegrated</i>	score					<i>Integrated</i>
Learners are treated as passive, directed by instruction and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learners are treated as (becoming) active and self-directing, supported by resources, facilitation, dialogue and mentoring
The programme consists of separate, uncoordinated on- and off-job strands, with practice and theory largely learned separately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The programme is designed and experienced by learners as a co-ordinated whole, with practice and theory interrelated throughout
Off-job sessions, or the digital equivalent, do not reference or draw on workplace experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Off-job sessions make extensive use of techniques that link to workplace learning (e.g. reflection, critical incident analysis and action learning)
There is a standard curriculum with no recognition of individual learners' contexts, credit for previous learning or formal recognition of workplace learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The programme recognises the starting point of each learner, is tailored to individual contexts, and gives credit for relevant learning regardless of source
Digital technology is used if at all to produce written work and as a substitute for face-to-face sessions and printed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Digital technology is used to aid learning in multiple ways using appropriate pedagogies, including in the work environment and through linking learners in digital communities
Formal assessment does not take account of context and is separate from any workplace evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Formal assessment integrates theory and practice, uses methods that are accessible and authentic in relation to practice, and respects differences in context
Learners experience more than one assessment regime, with different requirements for (for instance) the apprenticeship, the employer, professional recognition and academic qualification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learners experience a single set of assessment requirements, even if these lead to different forms of recognition