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Abstract

A Degree Apprenticeship model has recently been introduced into the United Kingdom (UK) Higher Education system as part of wider changes to vocational training. The system has experienced numerous rapid changes in regulation and funding, and it is now little understood by many stakeholders. Distinguishing different phases in UK Higher Education, and using a salience model as a lens for analysis, this article identifies and examines stakeholders with regards to their influence on the Higher Education curriculum. The new Degree Apprenticeship model is funded by an employer payroll levy and it requires Higher Education institutions to deliver training to specific standards. This research explores the implications of the model for the Higher Education curriculum, concluding that the direct involvement of employers in the design and delivery of vocational Higher Education introduces untried elements into UK Higher Education on the assumption that the funding requirement will lead to a change in employer behaviour. This, coupled with the opening of Higher

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Education provision to private providers, transfers power over the curriculum to those with potentially no commitment to wider public values, and may offer a threat to the international standing of UK Higher Education. This article contributes to research in understanding how Higher Education systems respond to, and actors cope with, imposed change. (HRK / Abstract übernommen)