



# HE Apprenticeship Guidance Document

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This document provides information and guidance to Curriculum Areas when considering the development of Higher and Degree Apprenticeships. Whilst the guidance is not exhaustive, it identifies some of the key features of apprenticeships along with some supporting resources and information.

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## HIGHER AND DEGREE APPRENTICESHIPS

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## HIGHER APPRENTICESHIPS

**Degree Apprenticeships at level 6 and 7**, offer apprentices the opportunity to achieve a full Bachelor's or Master's degree as part of their apprenticeship.

Degree apprenticeships combine both higher and vocational education and fully test both the wider occupational competence and academic learning, either using a fully integrated degree co-designed by employers and HEIs, or using a degree plus separate end-test of professional competence.

**Degree apprenticeship** programmes will be structured either as:

**Integrated**

A fully integrated apprenticeship degree course which delivers and tests both academic learning and the vocational skills needed by the job role. (KSBs from Standard)

In an integrated degree apprenticeship, the EPA is integrated into the programme of study and will be carried out by the College. The EPA cannot be carried out by any College academic staff who have taught on the degree apprenticeship. The College must be listed on the RoEPAO to be able to conduct the EPA for their own degree awards.

**Non-integrated**

A degree programme to deliver the academic knowledge requirements, plus additional training to meet the full apprenticeship and a separate test of full occupational competence at the end of the apprenticeship ( for example, delivered by a relevant professional body)

In a non-integrated degree apprenticeship the apprentice will complete an EPA with an additional education provider of t  
on the [Register of Endpoint Assessment Organisations](#)

The Education and Skills Funding Agency regulations are also complex and the College must be fully compliant. <https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## THE STANDARD

Employer-

## END POINT ASSESSMENT

money from the Levy during those 3 months, the Curriculum Area will need to continue to engage the apprentices in relevant activities. These may include revision, EPA preparation, future careers sessions etc. These will need to still account for 20% of the apprentice working week (off-the-job-training).

### **EPA Gateway**

The confirmation as determined by the employer in consultation with the College that the apprentice is occupationally competent, and ready to undertake the EPA. The apprentice must have passed their degree and be able to evidence Level 2 in English and maths.

In your curriculum planning documentation you will need to show how the impact of your curriculum design will be measured to indicate that apprentices have learned what you intended (e.g. learning outcomes). You can provide an outline the process for [gateway](#) including the apprentice and employer and the [end-point assessment](#) method.

Learning outcomes will indicate what the apprentices need to be able to do at the end of their programme.

### **On-programme Assessment**

In addition to the End Point Assessment, whether and a mandated qualification is included in the programme or not, Curriculum Areas will need to give specific consideration to:

- i. the nature of assessments (formative/summative purposes)
- ii. the appointment of External Examiners (if required), and
- iii. any professional body (PSRB) requirements

## **20% OFF-THE-JOB TRAINING**

The 20% off-the-hours across their whole apprenticeship equivalent to around one day per working week.

The policy requires apprentices to spend a fifth of their week on activities related to their course that are different to their normal working duties. Your learning and teaching strategy needs to recognise this and, equally importantly, so does your auditable record of activity.

Curriculum Areas will be responsible for ensuring that all of their records are kept up to date on EBS and OneFile and for ensuring apprentice, engagement and 20% off-the-job training records are being kept accurately and updated regularly. Evidencing the 20% off-the-job training evidence is becoming more critical for ESFA compliance and a Learning Plan, indicating where apprentices will get their 20% off the- job training, for the duration of their programme, must be submitted alongside the ASCS before they commence their studies.

The College will submit one single return to the ESFA for all Apprenticeship programmes across the College. The information in the ILR may be subject to compliance checks during the academic year and must therefore be supported by the evidence requirements set out in the funding rules for off the job training.

It is important that this field accurately reflects the planned amount of off-the-job training undertaken by the apprentice. Any changes to the values entered in this field during the apprenticeship may be subject to further compliance checks.

**What is off-the-job training<sup>1</sup>?**

The ESFA has defined off-the-job as *learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an*

normal working duties. but not as part of their

**What contributes towards the 20%?**



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OFF-THE-JOB-TRAINING (A PROGRAMME OF STUDY)







the APR supplement and the SED document should ensure that Ofsted inspection requirements are fully met.

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## VIRTUAL LEARNING ENVIRONMENT AND APPRENTICESHIP PLATFORM

The College will utilise OneFile and where appropriate the supporting VLE to deliver the apprenticeship Standard through impactful teaching and individualised learning whilst maintain quality and standards. The features of the online platforms provide the following functionality:

- E-portfolio
- Course builder
- Reporting suite
- Learning journal
- Evaluation scorecard can be used to monitor progress every 12 weeks
- Resource library to include e-books and workbooks can then be attached to individual apprentices and can be released with date stamps
- Online discussion forums
- Skills Gap analysis
- Learning and assessment activities can be linked to learning outcomes and KSBs
- Observation of behaviours can be recorded through the upload of pictures, videos of professional discussions in the workplace and pieces to camera.
- Portfolio of evidence can be downloaded for

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## REVIEWS

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The whole ethos of apprenticeships, and the rationale behind the changes to the system, is that they are employer led. An apprenticeship is a job with a protected educational component and the main customer is the employer rather than the individual apprentice.

That notwithstanding, because the apprenticeship may involve a higher education

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## EMPLOYER RELATIONSHIP MANAGEMENT

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## EMPLOYER RECRUITMENT

- How will you assess the level of demand amongst employers for such a Higher or Degree Apprenticeship to establish whether there is sufficient volume locally/regionally?
- with potential employers?
- Are those employers sufficiently large to pay the Apprenticeship Levy?
- How will you develop employer relationships and business opportunities?

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COMMUNICATIONS WITH EMPLOYERS

**ELIGIBILITY AND ENTRY**



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## CURRICULUM DESIGN

Your curriculum design must:

- a) sufficient regard must be given to the knowledge, skills, and behaviours (KSB) requirements of the standard, and how they will be assessed
- b) be based around the requirements of the standard.

If a qualification is not mandated within the Standard then public funding will not pay for the registration, examination, or certification of a qualification if the programme team choose to embed one within the apprenticeship curriculum

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## ALIGNMENT WITH THE STANDARD AND ASSESSMENT PLAN









- B&FC Academic Regulations Parts A and B
- QAA UK Quality Code and Advice and Guidance
- Office for Students regulatory framework
- Ofsted education inspection framework (Level 4 and 5 apprenticeships)
- ESFA guidelines and funding rules
- Framework for Higher Education
- QAA Characteristic Statement for HE

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JISC APPRENTICESHIP TOOLKIT

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UNIVERSITY VOCATIONAL AWARDS COUNCIL (UVAC)