

## HIGHER & DEGREE APPRENTICESHIPS

### G7.2: GUIDANCE FOR PROGRAMME DEVELOPMENT TEAMS

Please also refer to the Quality & Standards Handbook (Programme Approval chapter), which sets out the approval process in detail.

This document provides additional guidance on degree and higher apprenticeship provision, and covers:

1. Approval of apprenticeships where a partner is the main provider;
2. Approval of apprenticeships where Brookes is the main provider;
3. Useful (advisable) links.

#### 1. APPROVAL OF APPRENTICESHIPS WHERE A PARTNER IS THE MAIN PROVIDER

##### **The scope of the approval process**

Where a partner organisation is offering a degree or higher apprenticeship as a main provider, they may wish to deliver an Oxford Brookes qualification to partially fulfil the requirements of the apprenticeship standard. In these instances the main role of the approval panel is to approve the proposed Brookes qualification the partner wishes to use, not the overall apprenticeship.

The partner organisation as main provider will be responsible for:

- delivery and quality assurance of the apprenticeship, ensuring the apprenticeship standard is met;
- managing the relationship with the employer;
- producing agreements for each employer, which specifies the roles of any subcontractors; and
- ensuring compliance with the ESFA funding contract.

Oxford Brookes will be responsible for quality assurance and management arrangements for delivery of the Oxford Brookes qualification. As with all programme approvals, it is important that the context in which the qualification will be delivered is considered. This can help inform judgements around the suitability of the programme and the partner's capacity to deliver it.

However, when considering the context, it is important to ensure that the focus of the approval event is the Oxford Brookes award. The University is not responsible for the design and quality assurance of the overall apprenticeship.

##### **Considering the proposal in context**

It's important to ensure that the proposal to use an academic programme as part of an apprenticeship standard is appropriate, particularly where a new programme is developed or a revalidation process needs to be undertaken. Alongside the typical requirements of an approval, the panel should:

- Explore the rationale for delivery of an apprenticeship and use of a Brookes award.
- Consider the main provider's capacity to deliver apprenticeships.
- Consider the integration of the Brookes award in the wider apprenticeship programme and the impact of this on the apprentice's experience.

The approval panel does not need to scrutinise in detail the design of the overall apprenticeship or funding and quality management arrangements for the full apprenticeship.

### **Submission document (T2.6)**

The submission document helps the approval panel to understand the proposal and its context, giving a concise, evaluative account of how and why a programme has been designed in the way it has. Guidance on the format and content of the submission document can be found on the APQO website in the Quality & Standards Handbook (see template *T2.6*).

Some additional detail about how the Brookes award contributes to the overall achievement of the apprenticeship should be included in the following sections of the submission document:

#### *3b. Subject/Professional Benchmarks/Apprenticeship standards*

Briefly outline:

- The published apprenticeship standard (this should be approved for delivery by the IfA by the time of the approval event).
- The extent to which the Brookes degree meets the requirements of the standard. For example, a qualification in a particular subject may be a named qualification required for successful completion of the apprenticeship gateway assessment. In addition to completion of the degree, apprentices may need to be supported by the partner apprenticeship team to develop a work based portfolio and with preparation for the end point assessment.
- How aspects of the apprenticeship which are not covered within the Brookes award will be met by the partner. For example: how roles and responsibilities are split between teaching staff delivering the Brookes award and the partner's apprenticeship team, how employer involvement and work based observations/meetings (if required) will be managed.
- How apprentices will be supported to complete an End Point Assessment (EPA).
- How any unusual or challenging aspects of the assessment plan or standard have been addressed.

#### *3c. Learning and Teaching*

Provide a brief commentary about how the Brookes award will be taught and meet the needs of part time students with full time work roles. If appropriate some information about how the Brookes qualification will support achievement of an EPA.

#### *4a. Student Support Arrangements*

Provide a brief outline explaining how the 20% 'off the job' training requirement will be met.

#### *4b. Quality Management*

- A statement about quality management for the Brookes award.
- A contextual statement about quality management for the apprenticeship which confirms:
  - that the partner will be responsible for quality assurance and funding management and compliance, rather than Oxford Brookes.
  - That the partner does not intend to involve a subcontractor in delivery of the Oxford Brookes qualification.
  - that the partner is on the RoATP and has no current notices of concern from the ESFA.
  - and outlines the partner's track record of apprenticeship delivery-possible supporting evidence-most recent OfSTED reports, annual performance data (apprenticeships retention and achievement), FE Choices Survey.

#### *5. Learning Resources*

Provide some information about the apprenticeship teams and the split of responsibilities between the teaching team delivering the Brookes qualification and other teams in the partner organisation.

### **Programme specification (T2.7)**

The Programme Specification template should be downloaded from the Quality & Standards Handbook on the APQO webpages (*T2.7*).

For apprenticeships where Brookes is not the main provider you:

- Do not need to provide an occupation standard title on page 1.
- Final awards, duration of study, mode of delivery information should be completed for the Oxford Brookes award, not the full apprenticeship.

- The standard(s) for which the programme will be delivered as a component should be listed on page 2.
- The End Point Assessment section should only be completed if the EPA is integrated into the Brookes award.
- Section 6.3- job role should be completed if an apprentice needs a particular job profile in order to be admitted on to the programme.

### **EPA descriptor (T2.8a)**

Should not be completed unless Brookes is responsible for delivery of the EPA or the EPA is an integrated element of the Brookes qualification.

## 2. APPROVAL OF APPRENTICESHIPS WHERE OXFORD BROOKES IS THE MAIN PROVIDER

### **The scope of the approval process**

Where Oxford Brookes is delivering an apprenticeship as the main provider the University needs to approve the full apprenticeship programme including preparation for end point assessment and components such as work based training. Where existing home provision is to be adapted to the apprenticeship model, an adapted major change process should be followed, in which the approval panel will focus on the proposed delivery and assessment arrangements, to ensure that they meet the apprenticeship standard and assessment plan; and on the management of the employer relationship.

### **Mapping the programme to the apprenticeship standard and assessment plan**

Apprenticeship design must map to an approved apprenticeship standard which the Institute for Apprenticeships have confirmed is ready for delivery. If no standard exists, teams will need to work with employers and professional bodies to develop a new standard before an apprenticeship programme can be developed by Brookes. A list of standards in development is available [here](#).

Alongside the standard, the assessment plan (published in the same place as the occupational standard) should also be consulted. This detailed document outlines exact assessment requirements for the standard and can place some limitations on programme design that you will need to be aware of from the outset.

The apprenticeship programme must include all elements that the apprentice has to achieve to meet the standard- e.g. you would have to include support for completion of an EPA within the design of the programme.

### **Employer involvement and work based learning**

Apprenticeship programme design should incorporate the expected employer commitment. The nature of the employer commitment varies from apprenticeship standard to standard, but there are a few key commitments that apply across the board:

- *20% off the job training* apprentices are required to spend 20% of their contracted hours off the job engaged in training, assessment or associated activities. Apprentices are typically employed on a contract of at least 30 hours, so should have time for off the job training for an average of 6 hours per week. Off the job hours can be delivered in blocks or weighted differently at different times of the year.
- *Employment rules* an apprenticeship lasts for the duration of the apprenticeship training. The minimum duration is a year and a week.
- *Standard specific requirements* all apprenticeship standards set expectations for employer support with work based learning and end point assessment. This can include progress meetings with line managers, work place mentoring and in some cases additional placement components.
- *Start dates* as the programmes are aimed at employers there may be demand for apprenticeships with start dates in semester 2 or 3.

### **Submission document (T2.6)**

The submission document helps the approval panel to understand the proposal and its context, giving a concise, evaluative account of how and why a programme has been designed in the way it has. Guidance on the format and content of the submission document can be found on the APQO website in

the Quality & Standards Handbook (T2.6). Look out for the pink notes in the template which outline the additional detail PDTs should include about apprenticeship programmes.

### **Programme specification (T2.7)**

The PS is essentially a summary description of the programme, which serves as the approved 'contract' between the University, as awarding body, and the delivering Department/School; and also provides concise information about a programme of study to potential students, employers, and other stakeholders. Look out for the pink notes in the template which outline the additional detail PDTs should include about apprenticeship programmes.

Please note that for apprenticeships where Brookes is the main provider you:

- Should provide an occupation standard title on page 1.
- Final awards, duration of study, mode of delivery information should be completed for the whole apprenticeship.
- The apprenticeship standard should be listed on page 2.
- The EPA section should be completed.
- Section 6.3- job role should be completed if an apprentice needs a particular job profile in order to be admitted on to the programme.

### **EPA descriptor (T7.2)**

The descriptor is similar to a module descriptor and should be completed for integrated and non-integrated end point assessments. In order to successfully complete the apprenticeship the apprentice must pass the EPA. Within the descriptor you should provide details of how you plan to support the apprentice to prepare for the end point assessment outside of other taught modules.

## 3. USEFUL LINKS

External reference points (you may also need to refer to relevant professional body standards)

- **Apprenticeships regulation and guidance**  
The Institute for Apprenticeships- Apprenticeship Standards library  
<https://www.instituteforapprenticeships.org/apprenticeship-standards>
- **University Vocational Awards Council** (resources to support HEIs developing apprenticeships)  
<https://uvac.ac.uk/higher-and-degree-apprenticeships/>
- **Apprenticeship funding and performance rules**  
<https://www.gov.uk/education/apprenticeships-funding>
- **QAA Characteristics Statement for Higher Education in Apprenticeships (2019)**  
[https://www.qaa.ac.uk/docs/qaa/quality-code/characteristics-statement-apprenticeships.pdf?sfvrsn=12dac681\\_15](https://www.qaa.ac.uk/docs/qaa/quality-code/characteristics-statement-apprenticeships.pdf?sfvrsn=12dac681_15)

Internal reference points

- **Quality & Standards Handbook**  
<http://www.brookes.ac.uk/asa/apqo/quality-and-standards-handbook/>
- **University Regulations**  
<http://www.brookes.ac.uk/regulations/>

### **Finally...**

If you have any feedback on your experience of developing apprenticeships which you think might help us to improve the advice provided to other colleagues, please contact Liz Turner, Head of APQO on [e.turner@brookes.ac.uk](mailto:e.turner@brookes.ac.uk)