

University Policy, Procedure and Guidance for Degree and Higher Apprenticeship Programmes

The following Policy and guidance should be applied to all apprenticeship provision across the university.

1. Programme Design and Approval

- All new degree and higher apprenticeship programmes will be approved through the University's standard Programme Approval Process. Further paperwork will be required to account for the additional requirements of delivering an apprenticeship programme.
- All new degree and higher apprenticeship programme proposals will be submitted to the University's Degree and Higher Apprenticeship Steering Group for 'Approval to Proceed', including where existing programmes are being adapted for Levy funding. A member of the apprenticeship team should be invited to the school and faculty approval meeting.
- All new degree and higher apprenticeship programme proposals should include an academic case, financial case and a business case.
- Degree and higher apprenticeship programmes, including the training provision, will deliver the necessary knowledge, skills and behaviours in order for apprentices to demonstrate full occupational competence in the relevant job.
- All new programmes should be checked internally or externally to ensure that they are adequately mapped to the appropriate Apprenticeship Standard. It is the School's responsibility to ensure that this has been done prior to final approval. If already identified, the End Point Assessment Organisation may be willing to undertake a mapping exercise on the School's behalf.
- A programme may include an element of specific learning that is tailored module content delivered on behalf of specific employer needs.
- Delivery and content of degree and higher apprenticeship programmes may be flexible and contextualised to the employer needs or the workplace setting where required.
- Proposers should discuss their programme proposal with Faculty Vice Deans (Teaching, Learning), in order to ensure strategic alignment and compliance with ESFA regulations.

2. Employer Approval and Delivery

- Schools should seek appropriate employers to work with for whom they will deliver the apprenticeship programme. This may occur after the programme has been approved or alongside the development and approval process. Apprenticeships are designed to be employer led; therefore potential employers may inform the development of a programme.
- Discussions with the employers regarding each Party's obligations should be undertaken at the outset and records of meetings with Employers should be kept in order to record decisions and expectations regarding the programme delivery. These may also be required by external regulatory bodies as part of a review process.
- An employer should enter into a new contract with the University for each programme it registers apprentices.
- Contracts can only be agreed once the degree and higher apprenticeship programme has been fully approved to run by the university.
- Sub-contracting arrangements should only be entered into with full agreement from the

University.

- Where the University is bidding for an apprenticeship delivery under a procurement process, these steps must still be completed but may occur after a bid has been accepted by the employer.

3. Entry Qualifications

- Entry requirements for a degree and higher apprenticeship with a University accredited award should align as far as possible to the University's Entrance Requirements for that level. In addition, students must satisfy the ESFA rules for apprentice eligibility.
- Schools will undertake an initial assessment as per ESFA guidelines to ascertain any existing knowledge, skills and behaviours are accounted for. Schools should refer to the University RPL Guidelines for Apprenticeships as to how to implement this.
- Apprentices must have a minimum of level 2 in Math's and English in order to complete an apprenticeship programme, this is an ESFA requirement. If apprentices do not have this or cannot evidence this when commencing their programme, they must successfully complete a Functional Skills Assessment at some point during the apprenticeship with the universities agreed functional skills provider.

4. Governance Arrangements

- Oversight for all university degree and higher apprenticeship provision sits with the Degree and Higher Apprenticeship Steering Group with the programme level management devolved to faculties and schools (appendix a)

5. Quality Assurance Processes

- Ofsted will oversee the external quality assurance arrangements for the delivery of Level 6 and Level 7 Degree and Higher apprenticeship Programmes from April 2021
- For internal purposes, each degree and higher apprenticeship programme (at all Levels) will be subject to continuous monitoring processes.
- In addition, each apprenticeship programme should adhere to a process of annual review of Degree and Higher apprenticeship programmes. The Degree and Higher apprenticeship Annual Review is intended to provide Programme Directors with the opportunity to routinely monitor the management and operation of their apprenticeship programme and their relationship with employers during the previous academic year to ensure compliance with ESFA funding and in preparation for any required audit either via the ESFA or for an Ofsted Inspection

6. Periodic Review

- All degree and higher apprenticeship programmes should be considered as part of the School's Periodic Review process.
- If it is deemed appropriate, the Apprenticeship provision within a School may be considered separately from the main Periodic Review.

7. Review Prior to Contract Renewal

- When an Employer Contract is due to expire, a review of the provision and programme delivery with this particular employer should be undertaken prior to renewing/extending the

existing Agreement.

- A Degree and Higher apprenticeship Contract Renewal form should be completed and submitted to the Contracts Office to process the contractual arrangements. The Agreement cannot be renewed or extended without this form.

8. External Regulatory Conditions

- Schools are advised on the importance of record keeping for both internal and external quality assurance processes and regulatory data returns.
- Records should be kept up to date, and data should be updated as soon as possible and at least monthly, in order to comply with the ESFA data returns via the Aptem Management Information System.
- Both quantitative and qualitative data should be kept updated.
- Quantitative data may include individual assessment results, progression statistics and cohort equality and diversity statistics.
- Qualitative data may include notes of any meetings with a student or employer, referrals to study support, student feedback and minutes from Programme Committees.
- It will be the School's responsibility to ensure that the quantitative and qualitative data records are kept up to date and are readily accessible for ESFA returns, Ofsted reports (where applicable) and audits.
- Students will remain enrolled at the University until they have completed their End Point Assessment, which is likely to be after they have completed their University programme.
- Schools should ensure records continue to be kept until the student is signed off by the End Point Assessment Organisation.

9. ESFA

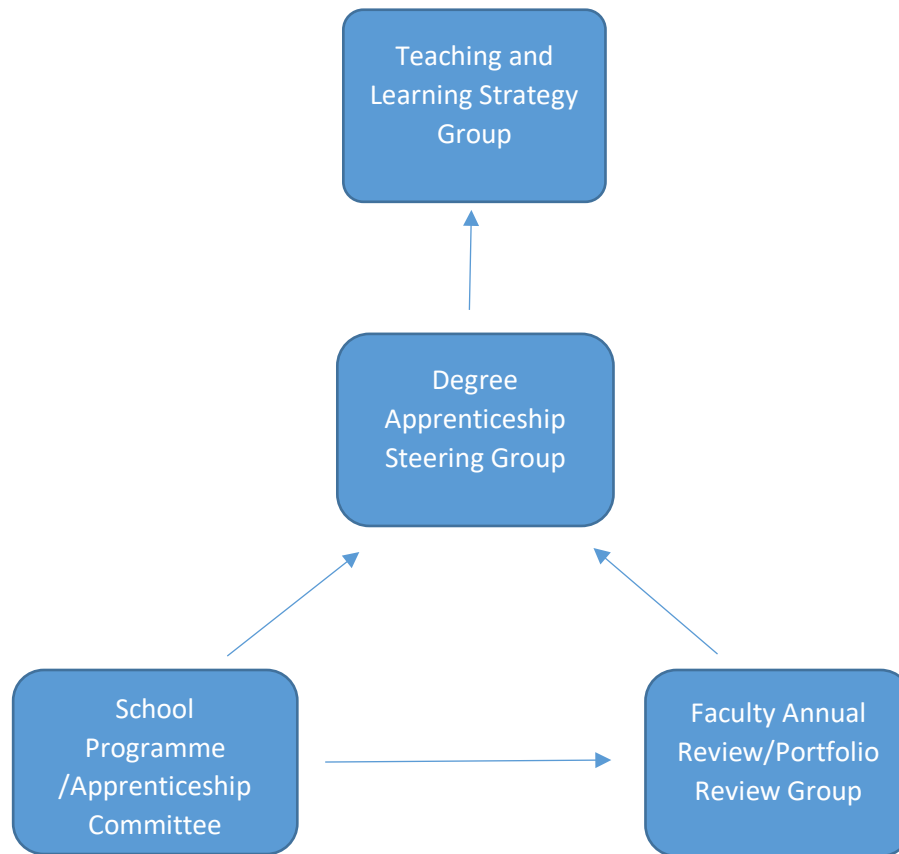
- The University is responsible for monthly student data returns to the ESFA in order to draw down the Levy Funding. Currently, a team sits within AMBS to ensure this process happens Aptem Management Information System. Provision for other Schools will be provided in due course.
- It will be important for Schools to be aware of changes in ESFA regulations and to ensure that the correct data is being collated and managed as well as any policy changes. Currently, the Universities contact for this is the Faculty Vice-Dean (Teaching & Learning).
- The ESFA may undertake an audit of the University's Apprenticeship provision, including a Site Visit. This will be a review across the institution, rather than per School.

10. Support for Apprentices

- Schools will be expected to put in place provision to fully support apprentices and work with employers to ensure apprentices have all the necessary assistance for success in the work-based elements of their programme.

Appendix A

Governance Organogram



University Policy, Procedure and Guidance for Degree and higher apprenticeship Programmes: Version amendment history		
Version	Date	Reason for change
1.0	July 2021	Creation and approval by TLSG
Document control box		
Policy/procedure title:	University Policy, Procedure and Guidance for Degree and higher apprenticeship Programmes	
Date approved:	July 2021	
Approving body:	TLSG	
Implementation date:	July 2021	
Version:	1.0	
Supersedes:	N/A	

Previous review dates:	N/A
Next review date:	TBC
Related Statutes, Ordinances, General Regulations	N/A
Related Policies:	<ul style="list-style-type: none"> • Policy on Mitigating Circumstances • Policy on Interruptions
Related Procedures and Guidance:	<ul style="list-style-type: none"> • Application of Recognition of Prior Learning for Apprenticeship Programmes • Guidance for Recording Off-The-Job Training in Degree and higher apprenticeships • Procedure on Break in Learning for Degree and higher apprenticeships • Guidance on Supporting Degree Apprentices in Redundancy
Policy owner:	Head of Student and Academic Services (SAS)
Lead contact:	<p>Teaching and Learning Manager (Policies and Degree Apprenticeships), Teaching and Learning Delivery, Division of SAS</p> <p><i>For any queries or questions relating to this document, please direct your email to teaching-policy@manchester.ac.uk</i></p>