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 if degree and higher apprenticeship programmes may be flexible and contextualised to the employer needs or the work-place setting where required.
- Proposers should discuss their programme proposal with their Faculty teams in the first instance, in order to understand the full process for approval, delivery and ensure compliance with DfE Funding rules.

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 Parties 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 Apprenticeship Funding Rules for apprentice eligibility.
- Schools will undertake an initial assessment as per funding rule 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.
- Whilst it is no longer mandatory for 19+ apprentices to have maths and English at a minimum of level 2, schools should set their entry requirements in accordance with university entry requirements to ensure the required academic and professional standards are met for successful programme completion

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

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.
- All apprenticeship offerings by the university 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 Apprenticeship Funding Rules and in preparation for any required audit either via the DfE or for an Ofsted Inspection

6. Periodic Review/Continuous Monitoring

- All degree and higher apprenticeship programmes should be considered as part of any Periodic Review and Continuous Monitoring processes
- If it is deemed appropriate, the apprenticeship provision within a School may be considered separately from any 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 data returns deadlines 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 data 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 DfE in order to draw down the Levy Funding. This will happen via the Aptem Management Information System. The DfE 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. For future expansions, preparation for such visits will be undertaken by Student and Academic Services in liaison with Schools. Currently, this activity is managed in AMBS.
- Schools should ensure that they remain aware of changes in DfE regulations to ensure the correct data is collated and reported as well as any policy changes that need to be reflected within university documentation.

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.

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 TLG Executive
1.1	June 2025	Minor amendments to comply with updated funding rules and the removal of functional skills as an entry requirement for new applicants

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Related Procedures and Guidance:	• 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 • Procedure on Supporting Return to Study
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