

Guidance for the introduction of an Integrated Degree Apprenticeship programme

Where it is indicated that the end-point assessment (EPA) is integrated, usually on the standard and assessment plan, the University will carry out the EPA as well as provide the training. The EPA will be part of the academic award but is required to comply with the requirements of the agreed assessment plan. This includes requirement that any staff carrying out EPA have not been involved in delivering the training.

In these instances, the University must be registered on the Register of End Point Assessors for that particular standard, as registration is by standard rather than for the institution. Thus when developing the programme, the registration process will need to be factored into the timeline. The ESFA recommend that a period of nine months be left between application to being on the RoEPA and commencement of the programme.

Approval

As part of the approval process, the proposers will need to:

- Show how the integrated EPA meets the requirements of the assessment plan, which will set out the required elements of assessment and how it will be graded. All EPAs must involve at least two forms of assessment.
- Demonstrate that the University is either on the Register of End Point Assessors for the relevant standard or clarify the timescale for achieving this (no less than nine months).
- Explain how the apprentices are to be supported in the preparation for the EPA.
- Clarify the learning outcome requirements of the EPA and how these will be assessed, including the credit structure and incorporation of the EPA as either a stand-alone unit or whether it will be part of an existing unit.
- Demonstrate that an assessment team has been identified. This should include employers, professional body representatives and university staff independent of the training delivery, with the assessors meeting any requirements as to qualifications and experience. If new appointments are required, then the programme team will need to explain how it will ensure that such appointees meet the requirements in the assessment plan in relation to qualifications and experience. Additional costs associated with this will also be required to be evidenced in the financial model.
- Explain what steps will be taken to ensure that the assessments are appropriately standardised and moderated, both internally and externally, including how external examiners will be involved. Such procedures should at least meet the normal requirements of the University's policies and guidance on Assessment and Moderation.
- Demonstrate what processes have been developed in order to ensure fair and consistent treatment of all candidates. The specifics will depend on the relevant standard and assessment plans, which may leave room for some discretion in relation to the tools, materials and techniques used. The involvement of DASS may be required in this instance.
- Demonstrate processes or identify how the different end-point assessors will be monitored and their performance reviewed.

- Indicate what rules are in place to deal with conflicts of interest. End-point assessors would be required to disclose any conflicts of interest and the Programme Director (PD) would then decide how this should be dealt with. In some cases, it might be appropriate to appoint a different assessor.
- Demonstrate how the programme team will ensure that assessors are adequately briefed and trained, bearing in mind that the assessment may include unusual forms of assessment (e.g. professional discussion).
- Confirm that any discussions, interviews or presentations will be recorded.

Employers should be involved in the approval process wherever relevant and feasible. The Faculty approval process should ensure that at least one member of staff on the approving panel as some knowledge of degree apprenticeships.

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| <p>Related Procedures and Guidance:</p> | <ul style="list-style-type: none"> • Application of Recognition of Prior Learning for Apprenticeship Programmes • Guidance for Recording Off-The-Job Training in Degree Apprenticeships • Procedure on Break in Learning for Degree Apprenticeships • Guidance on Supporting Degree Apprentices in Redundancy |
| <p>Policy owner:</p> | <p>Head of Student and Academic Services (SAS)</p> |
| <p>Lead contact:</p> | <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> |