

## **Guidance for the introduction of a Non-Integrated Degree Apprenticeship programme**

Where it is indicated that the end-point assessment (EPA) is non-integrated, usually on the standard and assessment plan, an independent end-point assessment organisation (EPAO) must be identified. Details of these can be found in the Institute of Apprenticeship and Technical Education website, alongside the end point assessment plan.

In these instances, the University must consider carefully which EPAO and there is a fee payable for the administering of this.

### Approval

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

- Show how the degree programme will prepare an apprentice for the completion of the EPA
- Be able to map the degree programme (if already existing) to the apprenticeship standard
- Demonstrate that the identified EPAO is either on the Register of End Point Assessors for the relevant standard and meets the conditions for being on the register as defined by the ESFA or is in the process of application to the register.
- Explain how the apprentices are to be supported in the preparation for the EPA.
- Demonstrate and clarify the risk involved to apprentices if they do not pass the EPA and the impact this may have on the University
- Confirm that appropriate due diligence checks are carried out and that the University will be enabled to conduct effective monitoring and performance review procedures to oversee the contract workplace visiting/work tutors/practice tutors requirements (the pastoral care coming under student support)
- Demonstrate the delivery and timetabling of the programme, particularly if it is a new programme, in terms of scheduling and the relationship to the 20% off the job training.
- Contracting requirements (particularly if UoM is operating as a sub-contractor) as this feeds into the resources required to manage the programme
- Demonstrate the agreed application process, and what steps will be taken to ensure intake quality.
- Staffing and resource requirements must be evident, particularly around the completion of ILRs and the expertise and ability to understand the funding rules.
- Full financial costings should be calculated in accordance with the ILR schedule so a meeting needs to be had at NPP1 with school and faculty finance.
- eLearning input; including portfolio system if required and a method for recording Off The Job (20%) training and work-based mentor involvement. Programmes should not operate outside of the existing academic structures in terms of the VLE, however additional platforms may be needed to manage the add ons.
- Consider the standard University schedule of exam boards as impacts on funding claims – do schools set up outside of norm exam boards for PGT and non-standard start dates.

Guidance for the introduction of a Non-Integrated Degree Apprenticeship programme: Version amendment history		
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Policy owner:	Head of Student and Academic Services (SAS)	
Lead contact:	Teaching and Learning Manager (Policies and Degree Apprenticeships), Teaching and Learning Delivery, Division of SAS  <i><a href="mailto:teaching-policy@manchester.ac.uk">For any queries or questions relating to this document, please direct your email to teaching-policy@manchester.ac.uk</a></i>	