UNIVERSITY OF WARWICK

For the meeting of the Partnerships Committee to be held on 3 May 2018

Degree Apprenticeships

Introduction

This paper serves as an overview and quick guide to Degree Apprenticeships and progress at the University of Warwick. A glossary of key terms is included as Appendix 1, key models of degree apprenticeship (DA) provision as Appendix 2 and regulatory bodies as Appendix 3.

Client Relationship

The University-employer client relationship supersedes the University’s contract with the DA as the student. An apprentice is only on a Warwick programme by virtue of being employed as a DA. Employer engagement includes organisational needs analysis to consider how a Warwick DA (and the relevant standard) could map to the proposed occupation(s) to be employed.

End Point Assessment (EPA):

The EPA is an assessment undertaken at the end of an apprenticeship in order to be awarded the apprenticeship element of the programme in recognition of occupational competence. A degree apprenticeship is either ‘integrated’ and includes the EPA as a final, credit-bearing element of the degree or ‘non-integrated’ and requires that the apprentice completes the degree in order to become eligible to take the EPA to be awarded an apprenticeship. There are significant differences in course design, administration and risk between the two.

Current DAs: The AEP and Dyson DAs are both non-integrated Degree Apprenticeships

Proposed DAs: The BSc Health and Wellbeing Science and Technology and BEng Cyber Security Engineering are both integrated and the BEng Civil Engineering, BA Social Work, MSc in Supply Chain and Logistics Management and the MSc in Managing in Technology-Based Industries are non-integrated.

Course Conception, Design and Approval

- Must start with an approved DA standard and one/more interested employers;
- The DA standard dictates whether a DA is integrated or non-integrated;
- Negotiation with one/more employer of what general learner plan(s) will look like and the respective responsibilities for delivering the on-the-job and off-the-job elements of the programme;
- Clear process for admissions and gateway/EPA to be agreed upfront;
- Programme needs to both enable an apprentice to develop KSBs in the DA Standard and meet requirements for academic standards and quality set out in the QAA Quality Code;
- Work-based learning expertise needs to inform the development, approval and review of DAs.
Recruitment

- Both employers and the University advertise DAs but applications are made to the employer (in the first instance). Appropriate information exchange needs to happen between employers and the University to enable timely and accurate decision-making.
- The evolving model is that academic decisions on applications will be made at departmental level, with 'central' admissions checking details as necessary. There is, however, significant work to be done to ensure processes and procedures are robust and scalable in the future.

Admissions

- Entry criteria need to take into account expectations and baseline criteria in the DA standard and are set in conjunction with employer;
- Employers can set recruitment criteria above and beyond Warwick's requirements for admission (e.g. Assessment centres, interviews);
- The offer is made by the employer (primarily an offer of their employment);
- The HE Provider is accountable for accurately recording and assessing applicant academic qualifications and eligibility.
- Clearly assessing and accounting for relevant prior learning is critical for compliance/audit purposes and relates to two processes;
  - non-standard/equivalent experience or qualifications towards entry criteria (likely with existing, experienced employees)
  - formal recording of relevant prior learning for credit exemption and fee discount
- At the point of admission, training providers are expected to perform a detailed needs analysis of the apprentice and create an individual learner plan for them. This includes any “functional skills” support or additional qualifications they may need to meet the gateway requirements and should exclude any modules for which RPL has been granted;
- DAs require verification of student attainment to be managed manually for each individual. This has been problematic and burdensome for the relatively small numbers of apprentices thus far as UG Admissions currently rely on UCAS for other programmes.

Course delivery

- The “on-programme” phase is the period (minimum 12 months) from commencement up until the EPA gateway is met. This phase requires a minimum 20% of the DAs time to be spent on “off the job” learning. This can be a combination of off-the-job activities with the employer or training provider and may be supported by online learning opportunities. Training should prepare DAs for the EPA by developing the KSBs and include completion of any qualifications (such as level 2 English and Maths) prescribed in Standard;
- Warwick needs to account for notional learning hours and the award of credit, this includes “off-the-job” and work-based learning under supervision and direction of the employer. At a general level, this is presented in the DA course approval paperwork. This should be clearly outlined in the individual learner plan set out for both apprentice and employer;
- The extent of DA access to electronic or on site learning and support facilities (e.g. Library, Wellbeing Services, Warwick buildings and e-resources) still needs to be decided at institutional level, then resourced and communicated as necessary;
- Apprentices need to develop the ability to identify learning opportunities within the context of their work in negotiation with employers and HE tutors;
- Development of reflective practice as a means of supporting the development of professional competence is key to DAs, this includes approaches such as learning logs and professional development portfolios for formative and/or summative assessment of learning;
• Each apprentice will have a work-based mentor / practice mentor as well as a University work-based learning tutor/coach. The quarterly tripartite meetings are held between the apprentice, mentor or WBL coach and line manager as applicable.

Staff training and development

• The Quality Code requires all staff who teach and enable learning (including staff of employers in work-based learning scenarios) to be appropriately qualified, supported and developed. Training will be required for both existing staff at Warwick and staff acting as workplace mentors etc.;
• The QAA guide for quality assuring HE in apprenticeships 2017 also states an expectation that HE providers would normally have resources available to support and develop staff involved in apprenticeship training and ensure they were sufficiently experienced to undertake their responsibilities. There may therefore be further requirements for training of work-based mentors based with employers;
• Expertise of staff supporting work-integrated learning should be reinforced with professional qualifications, CPD and professional practice.

Examination and Assessment (On programme)

• The format, timing and volume of assessment across modules needs to be carefully considered in the context of the “20% off-the-job” time available to apprentices;
• The nature and format of assessment will be heavily influenced by the DA Standard and Assessment plan and may include gateway independent assessments (delivered by the Assessment organisation) between phases of the programme. This may also be linked to a sub-qualification that Warwick will need to award;
• Should a student be withdrawn from a course by their employer, only exit qualifications to which the apprentice is already entitled will be awardable;
• Progress and assessment must be discussed at tripartite reviews with employers.

Examination and Assessment (End Point Assessment for Apprenticeship)

• Both Warwick (as the training provider) and employers need to agree DA competence and preparedness for the EPA;
• For non-integrated DAs, the employer chooses the End Point Assessment Organisation with advice from the University. Universities cannot be the EPAO for degree apprentices for which they are also the training provider;
• For integrated DAs, the University is both Training Provider and End Point Assessment Organisation but must recruit appropriately qualified Independent Assessors to carry out the assessments as stipulated in the Standard’s Assessment plan but as set (questions, detailed marking criteria etc) by the University

Monitoring and Review

• Arrangements with employers should cover their obligation to formally review apprentice performance with support of the HE provider, this includes assessment events as relevant;
• QAA Quality Code requirements of HE degrees still apply;
• Feedback on satisfaction and progress needs to be obtained from both DAs and employers;
• More stringent requirements for monitoring attendance and engagement apply to apprentices and the University’s practices will need to adapt to adhere to these;
• A work-based learning policy and framework for monitoring and review are not yet developed or established at institutional level at Warwick.

Fees and Funding from the DA Levy (more in Appendix 3)

• HE Providers are accountable for accurately assessing both employer and degree apprentice eligibility.
• Very complicated and specific arrangements exist for young Degree Apprentices or those with specific needs or backgrounds, resulting in additional funds being paid to HEIs that must then be paid to employers within tight timeframes.
• A clear evidence trail must be kept of both eligibility checks (initial and going basis) and timely payments.

Cara Pearson
Assistant Registrar (Teaching Quality)
Agreed Partnership:

- An **employer** with the intention and capability of employing the apprentice to completion of their training and end-point assessment and securing their longer term future;
- An **apprentice** who is motivated to learn and work diligently to complete their apprenticeship;
- Training and support delivered either wholly in house or on behalf of the employer by a **registered training provider, college or university**;
- An **initial assessment** of the apprentice’s prior learning and the job role, against the standard;
- An **Apprenticeship Agreement and Commitment Statement** between the employer, the apprentice and the provider, which sets out the training programme and covers the points in this statement.

Annual Evaluations: It is expected that the programme will be reviewed annually by both the employer and the training provider.

**Assessment Plan:** The assessment plan outlines the assessment methodology for the EPA that should may occupational competence to subject specific knowledge, skills and behaviours. The criteria for grading the EPA will be created by the independent EPA Organisation.

**DA Standard:** Degree Apprenticeships map to an approved Degree Apprenticeship Standard. Standards are developed by a subject specific ‘trailblazer’ group made up of invited employers and university subject specialists (under the guidance of the Institute for Apprenticeships (IfA)). Only one standard can exist per occupation but several can exist in the same subject area/industry. The **published standard will set out:**

- baseline entry requirements (set by employers), minimum of functional level 2 required for maths and English;
- what the apprentices will learn;
- the required outcomes in terms of knowledge, skills and behaviours;
- the assessment plan for the end point assessment;
- the typical duration of the course;
- the maximum funding that can be drawn down from the tax levy

**End Point Assessment (EPA):** Must deliver valid and accurate judgements of occupational competence. The methods of assessment must be fit for purpose and appropriate to the content of the occupational profile. The assessment must include synoptic assessment delivered using a mixture of valid methods that will lead to an end point assessment at the end of the programme. The synoptic assessment of Knowledge, Skills and Behaviours as per the Assessment Plan. This is delivered by an approved provider on the apprentice assessment organisation (AAO) register maintained by the ESFA.

**Evidence Pack:** The University, as the training provider, must keep the original copies of the documentation agreed between the employer and provider as part of the evaluation and audit trail for the programme.
KSBs (Knowledge, Skills and Behaviours): The attributes required for proficiency in a particular occupation are specified in the standard and assessment plan under the categories of knowledge, skills and behaviours.

Individual Learning Plan (ILP): Each apprentice must have an individual learning plan that has been crafted from the employer and apprentice needs analysis outcomes that must take place to ensure that the DA meets the requirements of the employer. It is constructed by the HE provider (in agreement with employer as the client) for training, progress checking and observation, mandated achievements, formative assessment and diagnostic assessment practice for EPA requirements.

Individualised Learner Record (ILR): Mandatory monthly data return made by the HE provider (in addition to the annual HESA Student Record). This includes funding/compliance-related data that Warwick is in part reliant on the employer to relay in a timely, accurate and secure way.

Occupation and Standard:
- **Entry to a recognised occupation** which can be transferred to other relevant employers and is sufficiently skilled to require employment and training of at least a year’s duration with 20% of the time in off the job training
- A written **standard** approved by the Institute for Apprenticeships, which fully defines the occupation in terms of the responsibilities and tasks involved and the skills, knowledge and behaviours required to achieve competence.

Training Needs Analysis: The University works with the employer in their development of a training needs analysis for both the employer and the apprentice.

Training Programme:
- A challenging and stretching training and learning programme developed and delivered with the active involvement of the employer(s), which uses a range of **effective on and off the job training methods** as well as work itself;
- A **motivating and supportive workplace** with coaching and mentoring support for the apprentice and continuous assessment of progress;
- **An extended period of on and off the job training** (at least twelve months duration with a minimum of 20% of the time in off the job training) which develops not only the knowledge and skills required but also the additional transferable skills which allow an apprentice to deal with new employers, situations, problems and equipment.

Tripartite meetings: There must be face to face tripartite meetings between the employer, University and the apprentice every 3 months to review and monitor progress against the individual learning plan.

Appendix 2
## Key Degree Apprenticeships Models

<table>
<thead>
<tr>
<th>Integrated (minority of current standards)</th>
<th>Non-integrated (majority of current standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPA is integrated into the degree programme and forms part of Warwick’s credit-bearing assessment. Award of Warwick Degree conditional on EPA being passed.</td>
<td>Degree awarded prior to EPA. Poses student drop out/non-completion threat (impacting completion statistics).</td>
</tr>
<tr>
<td>Standard developed with more input from (some) Universities so may be more “familiar” to Warwick.</td>
<td>Trailblazer has limited input from Universities so standard may require more burdensome “mapping/translation”.</td>
</tr>
<tr>
<td>EPA conducted by an EPAO prior to the degree being achieved/awarded. This can be the training provider if registered EPAO but has to be undertaken by independent staff removed from the delivery of the programme.</td>
<td>EPA conducted by an approved EPAO after the degree is achieved/awarded. The EPAO cannot also be the DA’s Training provider.</td>
</tr>
<tr>
<td>20% of funds withheld until EPA completed.</td>
<td>20% of funds withheld until EPA completed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closed</th>
<th>Open</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme designed alongside and delivered for one employer with a single employer needs analysis.</td>
<td>Core content devised in consultation with representative group of employers Detailed employer needs analysis required for each employer.</td>
</tr>
<tr>
<td>One basic individual learner plan, pattern of supervision, assessment, liaison, work-based learning support etc. negotiated for each employer.</td>
<td>Exact programme and individual learner plan, pattern of supervision, assessment, liaison, Work-based learning support etc. negotiated for each employer.</td>
</tr>
<tr>
<td>Larger cohort with same course code, fee structure</td>
<td>Several groups of cohorts with multiple course codes, fee structures etc.</td>
</tr>
<tr>
<td>ILR details fairly straightforward.</td>
<td>ILR details vary by employer.</td>
</tr>
<tr>
<td>Site visits by tutor can be consolidated.</td>
<td>Tutor site visits over multiple locations/days etc.</td>
</tr>
<tr>
<td>Easier to ensure equal opportunities for students on same programme.</td>
<td>Design, development and approval requires provider to ensure students have equality of opportunity for learning relative to programme structure, assessment, work patterns etc.</td>
</tr>
<tr>
<td>Evidence pack per apprenticeship will vary where DAs have specific needs/RPL.</td>
<td>Evidence pack per apprenticeship varies by apprenticeship and by employer – high administrative burden.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levy-paying employers</th>
<th>Non-levy paying employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larger cohorts likely.</td>
<td>Smaller cohorts likely (open courses).</td>
</tr>
<tr>
<td>Consolidated needs analyses for larger organisations.</td>
<td>Multiple needs analyses for smaller organisations.</td>
</tr>
<tr>
<td>Warwick receives fund directly</td>
<td>Warwick receives part fee, linked to ILR returns.</td>
</tr>
<tr>
<td>Employer training more likely to be scalable and/or supported in house by employer.</td>
<td>More likely to require Warwick-led employer training, guidance and support.</td>
</tr>
<tr>
<td>100% of DA fee comes from Government in monthly instalments (except 20% for EPA)</td>
<td>Employer pays 10% of DA fund to HEI (except where organisation has &lt;50 employees).</td>
</tr>
<tr>
<td>ILR returns highly complex</td>
<td>Evidence pack will vary by DA programme, employer and more significantly by apprentice.</td>
</tr>
</tbody>
</table>
Relevant Regulatory Bodies for Degree Apprenticeships

- **DfE**: ultimately accountable for the apprenticeship programme and apprenticeships policy;
- **Education and Skills Funding Agency (ESFA)**: operational management of the apprenticeship funding system. Delivers the contracting and auditing of training providers and operation of the Registers of Apprenticeship Training Providers and Apprenticeship Assessment Organisations respectively;
- **Institute for Apprenticeships (IfA)**: accountable for designing and operating approvals and review processes for standards and assessment plans. Responsible for advising employers/trailblazers on the policy and process for developing standards and ensuring all EPAs are quality assured;
- **HEFCE/OfS**: regulate the quality of DAs at level 6 and 7;
- **QAA**: works with HEFCE/OfS to QA DAs at level 6 and 7 (and levels 4 and 5 where the standard contains prescribed HE sub-qualifications);
- **OFSTED**: works with HEFCE/OfS to QA DAs at levels 4 and 5 (i.e. where the standard contains prescribed HE sub-qualifications).