

Appendix C

Considerations for Apprenticeship Courses

1. Background

- 1.1. The University of East London (UEL) has delivered apprenticeship courses since 2016/17. Institutional oversight for the quality of all University apprenticeship courses is overseen by the Quality Assurance and Enhancement (QAE) team. A primary objective for QAE is to ensure that the University's apprenticeship courses receive the same high level of quality assurance and enhancement as the University's non-apprenticeship provision and therefore, apprenticeship courses follow identical quality processes as any other course provided by the University.
- 1.2. This appendix should be used in conjunction with any other relevant main chapters of the Quality Manual when conducting quality assurance and enhancement activities to observe any additional considerations that must be made when it comes to apprenticeships to ensure that the University's apprenticeship courses meet the requirements of external monitoring bodies.

2. Monitoring bodies

- 2.1. All quality processes at the University are in place to ensure the University delivers high-quality apprenticeship provision in compliance with the regulations of the designated monitoring bodies for apprenticeships in England. Below are details of the relevant monitoring bodies for apprenticeship courses and which areas they are accountable for:

Office for Standards in Education, Children's Services and Skills (Ofsted)



As of April 2021, the inspection body for the quality of apprenticeship training provision in England is Ofsted. For further information regarding this change, you can [read the correspondence from the Education Secretary](#). The overall quality of the University's apprenticeship training provision is underpinned by Ofsted's Education Inspection Framework (EIF), [available here](#).

Education and Skills Funding Agency (ESFA)



Education & Skills
Funding Agency

The monitoring body for the financial assurance of funding apprenticeship training provision is the ESFA. Further information on the responsibilities of ESFA is [available on their website](#). The financial assurance of apprenticeship funding is underpinned by the latest version of the [apprenticeship funding rules](#). The University always follows the Main Provider version of the funding rules unless training apprentices employed by the University, wherein the University follows the Employer-Provider funding rules.

Institute for Apprenticeships and Technical Education (IfATE)



All apprenticeship courses at the University have a corresponding 'occupational standard' (or 'apprenticeship standard'); a list of Knowledge, Skills, and Behaviours (KSBs) which demonstrate occupational competence in a profession. These occupational standards are developed by the Institute for Apprenticeships and Technical Education (IfATE), all of which are [published on their website](#).

Quality Assurance Agency (QAA)



QAA produces a [Characteristics Statement for Higher Education in Apprenticeships](#) which is used to support the development of QAA's processes for quality assuring and enhancing apprenticeship courses at the University.

Designated Quality Body of England (DQB)



Designated Quality Body
in England

The Designated Quality Body of England (DQB) is a branch of the QAA that, on behalf of the Office for Students (OfS), undertakes [external quality assurance](#) of End Point Assessments (EPA) where the University takes on the role of End Point Assessment Organisation (EPAO) for integrated degree apprenticeship courses.

3. Admissions

- 3.1. The following information is provided to support Part 4 of the Quality Manual (Quality Criteria) by providing additional quality and compliance considerations that should be made when considering admissions for apprenticeship courses at the University.
- 3.2. For apprenticeship courses, all applicants will be required to complete an initial assessment before admission onto the course. The initial assessment is comprised of three stages:

Stage 1 | Funding Eligibility

Subject to the latest version of the [ESFA funding rules](#), applicants will be required to confirm their eligibility to enrol on an ESFA-funded apprenticeship course. These eligibility requirements include (but are not limited to) the right to reside and work in England, the individual not being enrolled on another apprenticeship, and the individual not seeking accreditation for existing competency. Applicants will also be asked to declare any additional learning support (ALS) needs at this stage (ALS needs do not impact an applicant's eligibility to be funded). Note that there are different funding rules for apprentices who work at the University as opposed to a third-party employer.

Stage 2 | Functional Skills Competency

Applicants will be required to present their highest qualifications in both English and mathematics. Where applicants are unable to present a qualification at level 2 or above for either (or both) of these subjects, they will be asked to complete a functional skills competency test in the relevant subject(s). Following the outcome of this test, the course team must decide whether the applicant's current working level in the missing functional skills qualification(s) is acceptable for admission. If the course team proceeds to admit the applicant, the applicant must additionally enrol on a [New Beginnings](#) course provided by the University. It is at the course team's discretion whether this course runs alongside the apprenticeship or acts as a prerequisite for admission.

Stage 3 | 'Skills Radar'

Applicants will be required to self-assess their existing knowledge, skills and behaviours as determined by the apprenticeship standard linked to the course they are applying for. This self-assessment is based on both prior qualifications and professional experience. The self-assessment ranks these knowledge, skills and behaviours from zero competence to full professional competence and determines where recognition of prior learning (RPL) will be applied to the applicant's course duration and cost. Evidence must be provided where applicants self-assess as professionally competent and confirmed by the course team and the applicant's employer. Note that should the amount of required RPL result in a course duration of less than 12 months, the applicant will be ineligible to enrol on the apprenticeship and will be referred to alternative courses provided by the University.

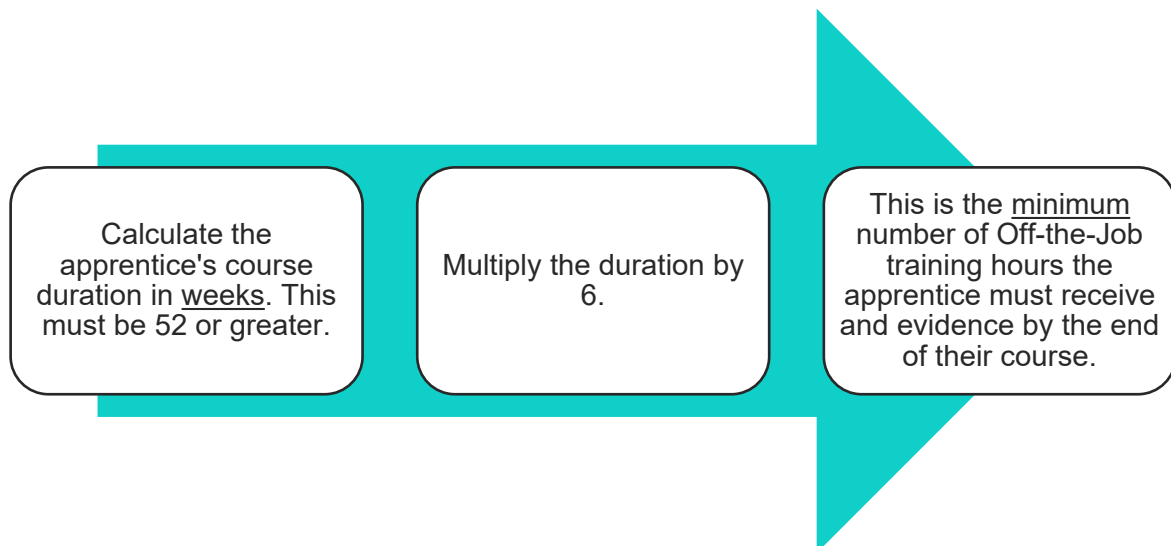
- 3.3. Upon completion of the initial assessment, the University will produce a 'training plan' for the apprenticeship (formally known as a 'commitment statement') which includes the apprenticeship start and planned end dates, planned number of off-the-job training hours, course costs, and milestones (e.g. indicative tripartite progress review dates, functional skills course end dates).

4. Structure

- 4.1. The following information is provided to support Part 4 of the Quality Manual (Quality Criteria) by providing additional quality and compliance

considerations that should be made when considering apprenticeship course structures at the University.

- 4.2. For apprenticeship courses which run alongside a non-apprenticeship counterpart, course teams should consider the differences in course structures that will occur and articulate them as applicable.
- 4.3. Based on the outcomes of the Skills Radar, the course team should consider the different entry points onto the apprenticeship course for applicants based on the amount of RPL applied.
- 4.4. As of 1st August 2022, all apprentices must complete at least six hours of OTJ training per week of the course's duration. This means, for example, if the apprentice is on annual leave for one week, the six hours from that week must be made up elsewhere on the course. This rule is a replacement for the previous requirement for 20% of an apprenticeship course duration to be dedicated to OTJ training.



5. Content

- 5.1. The following information is provided to support Part 4 of the Quality Manual (Quality Criteria) by providing additional quality and compliance considerations that should be made when considering apprenticeship course content at the University.
- 5.2. All apprenticeships delivered at the University follow an occupational 'standard', often referred to as the 'apprenticeship standard'. These standards are produced by [IfATE](#) and are lists of expected knowledge, skills and behaviours (KSBs) which have been decided at a national level to be a requirement for professional competence in a discipline to ultimately be fit to carry out an occupation, of which will be the title of the standard. Apprenticeship standards ensure any apprentice who has completed the same apprenticeship standard from any provider across the country graduates with the same minimum levels of competency across identical






topics and workplace responsibilities, ensuring individuals have equal opportunities when entering employment.

5.3. Course teams do not have to use the exact wording of the KSBs of the apprenticeship standard as the course or module learning outcomes on their apprenticeship course. However, every module on an apprenticeship course must have learning outcomes which can be mapped to KSBs from the apprenticeship standard. As all KSBs are at the level of the award, apprenticeship courses must be able to demonstrate summative assessments for all KSBs at the level of the award (i.e., typically in the final year).

5.4. In compliance with Ofsted’s Education Inspection Framework, all apprenticeship courses must also embed additional moral, cultural, social and spiritual topics into the course content at all levels. These topics do not require assessment unless otherwise stated in the applicable apprenticeship standard. The topics are as follows:

5.4.1. Safeguarding

Course teams should consider how module content can develop the following awareness:

The Six Safeguarding Principles		
Empowerment	People being supported and encouraged to make their own decisions and informed consent.	
Protection	Support and representation for those in greatest need.	
Prevention	It is better to act before harm occurs.	
Partnership	Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.	
Proportionality	The least intrusive response appropriate to the risk presented.	

Accountability Transparency in safeguarding practice.



Source: [What are the six principles of safeguarding? | SCIE](#)

The Ten Types of Abuse		
Discriminatory abuse	Domestic violence or abuse	Financial or material abuse
Modern slavery	Neglect or acts of omission	Organisational or institutional abuse
Physical abuse	Psychological or emotional abuse	Self-neglect
	Sexual abuse	

Source: [Types of abuse: Safeguarding adults | SCIE](#)

How to embed safeguarding into the curriculum

There is no requirement for safeguarding to be summatively assessed as a separate part of any apprenticeship. Instead, safeguarding should be embedded into the existing course content via teaching and learning methods that recognise and reward where apprentices apply these values.

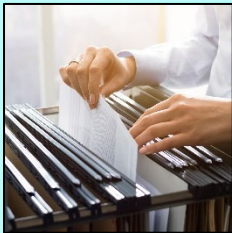

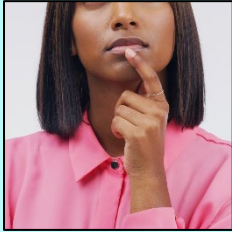

To consolidate understanding, consider:

- What workplace scenarios may require apprentices to report safeguarding concerns?
- How would apprentices recognise different safeguarding concerns in the workplace?
- What recent sector developments, such as in the news/social media, touch on safeguarding topics?
- What personal experiences have apprentices had at work of safeguarding concerns being actioned?
- What improvements could be made at the apprentice's workplace to make staff/visitors/customers/patients feel safe?

You can find guidance from HR Services on safeguarding here: [Prevent and Safeguarding at UEL \(sharepoint.com\)](#)

5.4.2. Fundamental British Values (inc. the Prevent Duty)

Course teams should consider how module content can develop the following values:

The Four Fundamental British Values (FBV)	
Rule of law	<ul style="list-style-type: none"> - Legislation - Agreed ways of working - Policies and procedures - How the law protects you and others - Codes of conduct 
Democracy	<ul style="list-style-type: none"> - Leadership and accountability - Joint decision making - Team meetings - The right to protest and petition - Receiving and giving feedback 
Individual liberty	<ul style="list-style-type: none"> - Equality and human rights - Personal development - Respect and dignity - Rights, choice, consent and individuality - Values and principles 
Respect and tolerance	<ul style="list-style-type: none"> - Embracing diversity (age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex, sexual orientation) - The importance of religion, traditions, cultural heritage and preferences - Tackling stereotyping, labelling, prejudice and discrimination. 

Source: [Fundamental British Values | Total People](#)

The Prevent Duty



The Prevent Duty aims to safeguard people from becoming terrorists/extremists or supporting terrorism. The government defines extremism in the Prevent Duty as: “vocal or active opposition to fundamental British values”.

Relevant statutory guidance: [Prevent duty guidance: for higher education institutions in England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty-guidance-for-higher-education-institutions-in-england-and-wales)

You can find guidance from HR Services on the Prevent Duty (including an e-learning module) here: [Prevent and Safeguarding at UEL \(sharepoint.com\)](https://sharepoint.com)

How to embed FBV into the curriculum

There is no requirement for FBV to be summatively assessed as a separate part of any apprenticeship. Instead, FBV should be embedded into the existing course content via teaching and learning methods that recognise and reward where apprentices apply these values.

To consolidate understanding, consider:

- What workplace scenarios are likely to require apprentices to demonstrate FBV?
- What University learning activities will require apprentices to demonstrate FBV?
- What recent sector developments, such as in the news/social media, reflect FBV (or a lack of)?
- What personal experiences have apprentices had at work of FBV in action?
- What improvements could be made at the apprentice’s workplace using FBV?

5.4.3. Continuous development of functional skills

Course teams should consider how module content can develop the following skills:

Functional skills in English

- Listen, understand and make relevant contributions to discussions with others in a range of contexts.
- Apply understanding of language to adapt delivery and content to suit audience and purpose.
- Read a range of different text types confidently and fluently, applying knowledge and understanding of texts to one’s own writing.
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar.
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Functional skills in mathematics

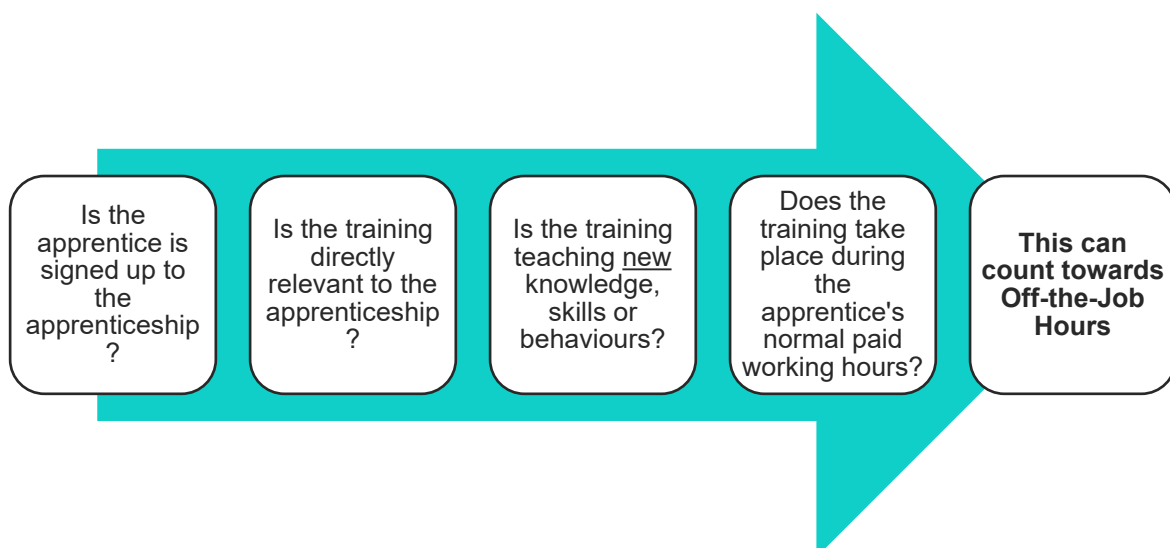
- Demonstrate ability in mathematical skills and ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity.
- Consider new areas of life and work and the corresponding mathematical concepts and problems which, while not of immediate concern, may be of value in later life.
- Develop an appreciation of the role played by mathematics in the world of work and in life generally.

5.5. An Apprenticeship Mapping Document will be required for every apprenticeship course validation whereupon course teams can map how the topics from 4.3.2 arise throughout the course. This can be used as a reference tool for apprentices, employers, University staff and Ofsted inspectors to demonstrate how this required apprenticeship course content is embedded into the course.

6. Learning and teaching methods

6.1. The following information is provided to support Part 4 of the Quality Manual (Quality Criteria) by providing additional quality and compliance considerations that should be made when considering learning and teaching methods for apprenticeship courses at the University.

6.2. For apprenticeship courses, all funded training is classified as 'off-the-job' (OTJ) training. To be classified as off-the-job training, training must pass the following four '[tests](#)':



6.3. To clarify, OTJ training can occur anywhere (in the workplace, at University, at home, or on an educational visit), providing that it passes the four tests. It is highly emphasised that staff, apprentices and employers understand this.

- 6.4. The ESFA (P41-P42) regulates that acceptable and non-acceptable examples of off-the-job training include:

What can count towards Off-the-Job training?		
The teaching of theory (e.g. lectures, role-playing, simulation exercises, online learning and manufacturer training).	Practical training, shadowing, mentoring, industry visits and participation in competitions, where the activity has been agreed and documented as part of the agreed training plan.	Learning support and time spent writing assignments.
What <u>cannot</u> count towards Off-the-Job training?		
Time spent on the initial assessment and on onboarding activities.	English and mathematics training, up to and including level 2.	Progress reviews or on-programme assessments.
Training to acquire knowledge, skills and behaviours that are not required by the apprenticeship standard. Note: this is <u>on</u> -the-job training.	Training which takes place outside the apprentice's normal working hours unless the apprentice has been paid for these additional hours or been given time off in lieu (TOIL).	

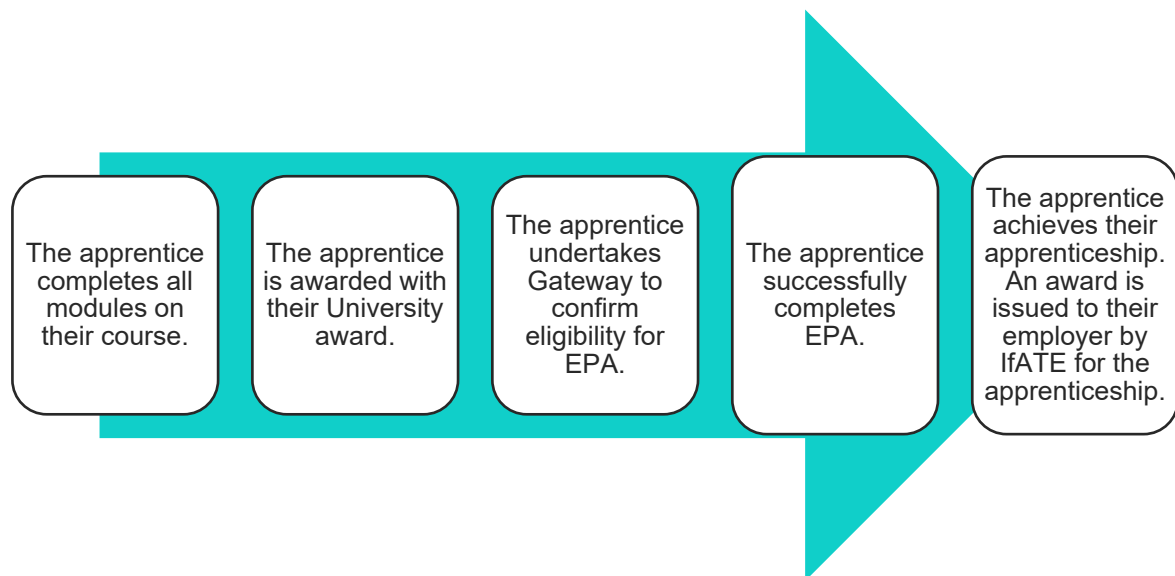
- 6.5. All apprentices have a responsibility to record evidence of completed OTJ training on a weekly basis. The default system for recording this evidence is Aptem. Should course teams opt for alternative evidence recording methods (e.g., paper-based portfolios), this must be in agreement with Talent Gateway.
- 6.6. Course teams should collaborate with employers to ensure off-the-job training complements any on-the-job training provided by the employer. Note that on-the-job training is not a requirement of any apprenticeship.

7. Assessment

- 7.1. The following information is provided to support Part 4 of the Quality Manual (Quality Criteria) by providing additional quality and compliance considerations that should be made when considering assessments for apprenticeship courses at the University.
- 7.2. All apprenticeship courses will feature an assessment of every KSB from the relevant apprenticeship standard at least once at the level of the final award (i.e., typically in the final year of the course).
- 7.3. All apprenticeship courses will culminate in a final End-Point Assessment (EPA) which may occur before or after the awarding of the University award, dependent on whether the relevant apprenticeship standard contains an integrated degree or not (further explained in Paragraph 8).

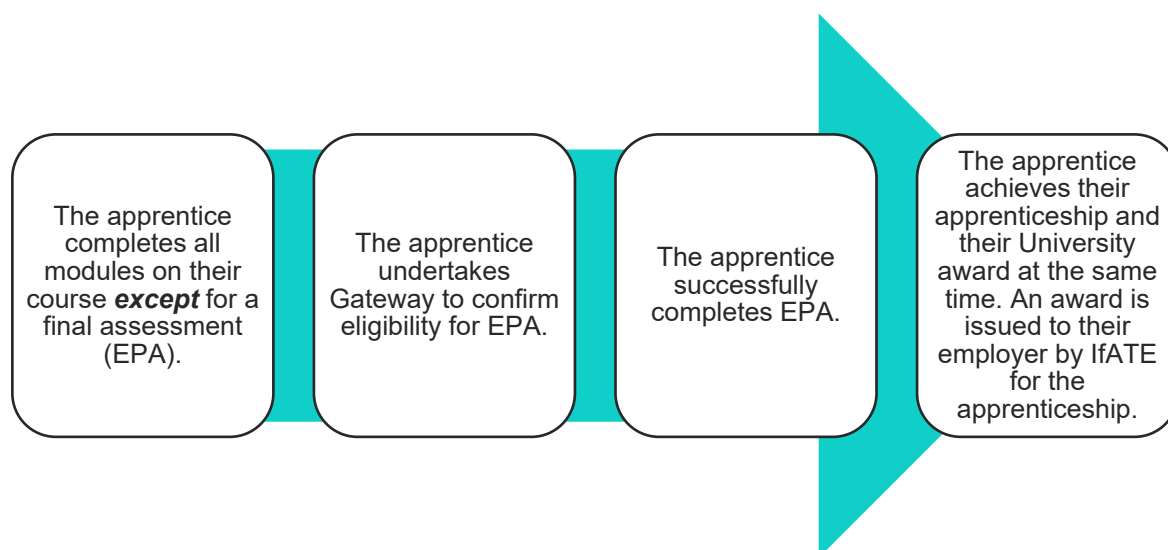
8. Progression and Completion

- 8.1. The following information is provided to support Part 4 of the Quality Manual (Quality Criteria) by providing additional quality and compliance considerations that should be made when considering progression and completion for apprenticeship courses at the University.
- 8.2. All apprenticeship courses at the University are aligned to an apprenticeship standard. For degree apprenticeship courses, the apprenticeship standards may have an integrated degree (explained below). Whether an apprenticeship holds an integrated degree or not is always determined by IfATE. Whether an apprenticeship holds an integrated degree or not will determine the process for how an apprentice completes their apprenticeship course. You can find out whether an apprenticeship standard has an integrated degree or not by visiting the IfATE website and [browsing for the applicable apprenticeship standard](#).
- 8.3. Where an apprenticeship course **is not aligned** to an integrated degree apprenticeship standard, the course completes as follows:



- 8.4. For integrated degree apprenticeships, the University of East London always acts in the role of End-Point Assessment Organisation (EPAO). However, an application to be on the Register of EPAOs (RoEPAO) must be made to grant us permission to carry out this activity. Registration on the RoEPAO is not a condition of course validation, however, registration must be completed six months prior to the planned course end date of the first apprentice scheduled to undertake EPA. Schools will be required to liaise with their designated Talent Gateway partner to ensure this registration is organised in sufficient time for the first apprentice to complete their EPA successfully. Further information on the RoEPAO process can be found in Paragraph 9.

- 8.5. Where an apprenticeship course **is aligned** to an integrated degree apprenticeship standard, the course completes as follows:



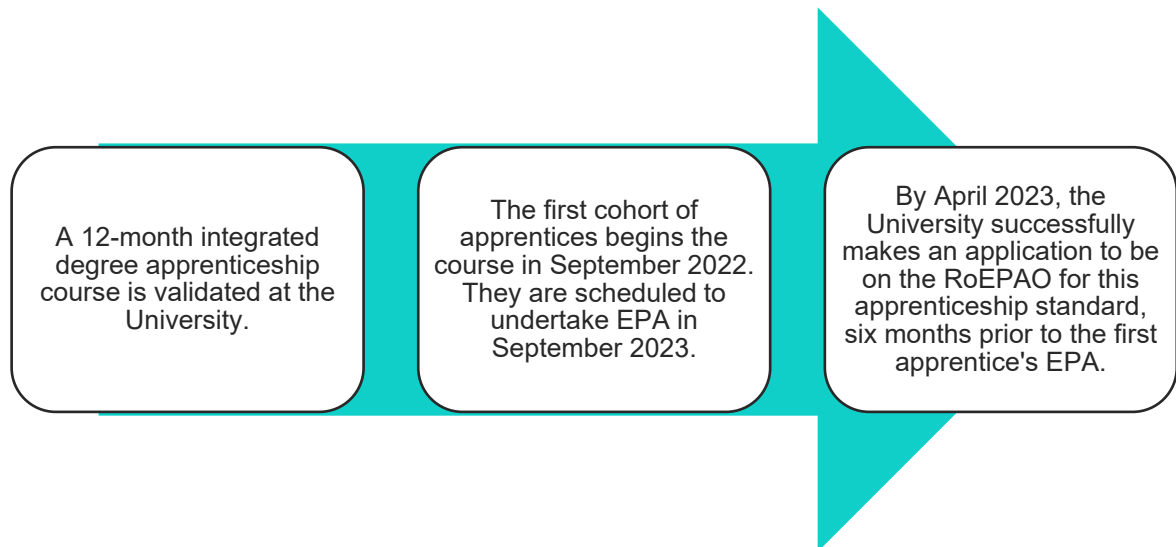
- 8.6. For apprenticeships without an integrated degree, the University of East London **cannot** act in the role of End-Point Assessment Organisation (EPAO). For these courses, the course team, in liaison with employers, should decide which EPAO the University will elect to use. Course teams should utilise the government's [Find an EPAO](#) service to support their search. The decision as to which organisation will act as EPAO for these apprenticeships does not necessarily need prior to the validation of the course. However, a decision must be made six months prior to the planned course end date of the first apprentice scheduled to undertake EPA. Schools will be required to liaise with their designated Talent Gateway partner to ensure this decision is made in sufficient time for the first apprentice to complete their EPA successfully.

9. End-Point Assessment Organisation Registration

For integrated degree apprenticeship courses only

- 9.1. For applicable courses, an application will need to be made by the University to be listed on the RoEPAO for the University to deliver end point assessments. This activity is coordinated between the Course Leader(s) and the Talent Gateway team within the Employer Partnerships Office (EPO).
- 9.2. The University must make an application onto the RoEPAO for every apprenticeship standard it validates which is linked to a University of East London award. If multiple University of East London awards are linked to a single apprenticeship standard, only one application needs to be made.
- 9.3. Successful registrations onto the RoEPAO do not expire and in scenarios where the University validates a new University of East London award for an apprenticeship standard which the University is already on the RoEPAO for, an additional application would not be required.

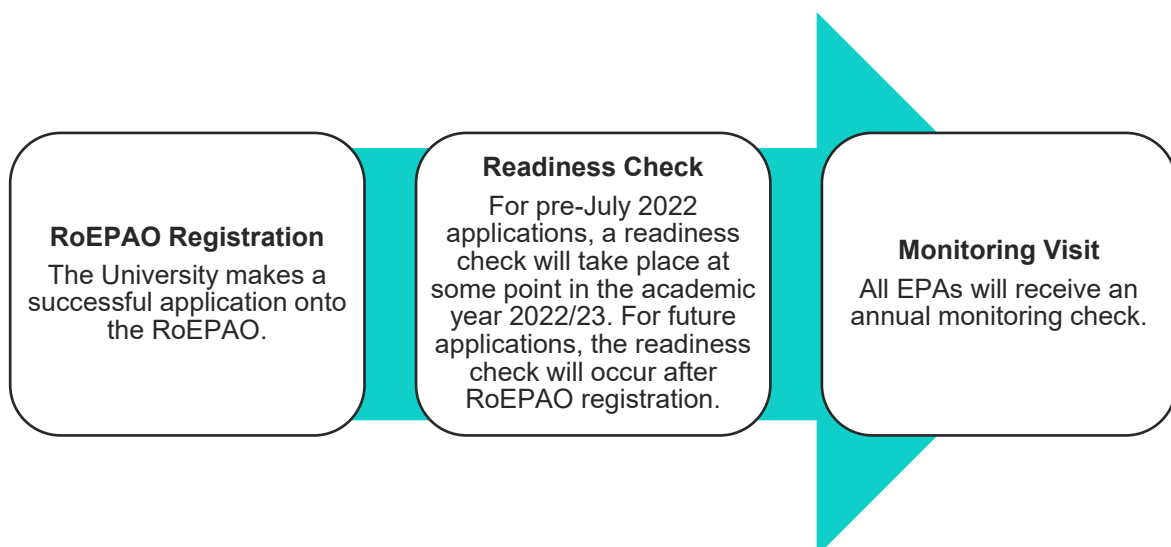
- 9.4. Course teams can check whether the University is on the RoEPAO for any apprenticeship standard by visiting the Government's [Find an EPAO](#) service. This tool can also be used to source other universities which are on the RoEPAO for an apprenticeship standard.
- 9.5. The application onto the RoEPAO must be finalised within six months of the first apprentice scheduled to undergo EPA at the University. Application to the RoEPAO is therefore not a prerequisite of an apprenticeship course validation. An example RoEPAO application timeline would be as follows:



10. EPAO Readiness

For integrated degree apprenticeship courses only

- 10.1. From July 2022, EPAs at universities acting in the role of EPAO are now subject to external quality assurance by the DQB. This quality assurance occurs as follows:



- 10.2. For 2022/23, the University will only be subject to readiness checks from DQB. The University Vice-Chancellor is the nominee who will be notified when this occurs who in turn will notify the Director of Talent Gateway and Chair of the Apprenticeship Compliance Sub-Committee for further dissemination.
- 10.3. Course Teams will produce their EPAO readiness pack (otherwise referred to as a DQB readiness pack) when they make their application to be on the RoEPAO. The readiness packs will be prepared in collaboration with the Quality Manager (Apprenticeships) in QAE and include relevant University policies and course documentation among others.
- 10.4. Based on the quality of the readiness pack, the University will be awarded one of four judgements:

<p>Exceeds expectations allows the provider to commence delivery of the EPA for the apprenticeship standard(s) approved.</p>	<p>Ready to deliver allows the provider to commence delivery of the EPA for the apprenticeship standard(s) approved, subject to minor issues being addressed through the action planning process.</p>
<p>Ready to deliver: Improvements needed means the provider will be permitted to deliver EPA for the apprenticeship standard(s) approved, subject to major issues being addressed through the action planning process.</p>	<p>Not ready to deliver means providers will not be permitted to deliver EPA as major actions are required to achieve readiness.</p>

Source: [External Quality Assurance of End-Point Assessment for Integrated Higher and Degree Apprenticeships \(Handbook for Providers\) | DQB](#)

- 10.5. DQB monitoring visits will be expected to occur from 2023/24.