

UCL Academic Manual 2021-22

Chapter 11: Degree Apprenticeships Framework

Chapter 11 is UCL's regulatory framework for the management, delivery and quality assurance of apprenticeship programmes at UCL.

1 UCL's Approach to Degree Apprenticeships

1. UCL aims to use its world class academic excellence to tackle real world problems at a grand scale, often in collaboration with partners in public and private sector industries. The range of activity resulting from this is broad and typically includes a combination of research, education and knowledge transfer in order to disrupt the status quo and bring about lasting change. Degree apprenticeships represent a valuable means through which to apply our existing strengths in research and education to address skills gaps and broader workforce development challenges as an enabler for such lasting change.
2. The development UCL's portfolio of degree apprenticeships draws on the established expertise in academic departments and supports the application of that existing expertise in new ways. Each degree apprenticeship will use this expertise to address a clear strategic need identified with employers and other industry partners and should usually focus on occupations requiring the higher-level skills and competences that UCL is particularly well-placed to deliver.
3. UCL's strategic intent is best suited to the more focused, specialist nature of level 7 provision. This will enable apprentices to benefit from the synergies with our wider postgraduate taught student community, many of whom are already established in their careers and embarking on professional development. By defining the scope of our provision in this way, UCL is able to develop a policy and support infrastructure that is fit for purpose.
4. Successful completion of an apprenticeship at UCL must always lead to a credit-bearing qualification as set out in Chapter 2 of the Academic Manual, but there are fundamental differences in the design, delivery, management, regulation and funding of apprenticeships compared to UCL's traditional provision.

UCL is regulated as a single Apprenticeship Training Provider and is required to operate as such with a coherent framework for managing its apprenticeship provision.

Where an academic department proposes to deliver an apprenticeship, it recognises and agrees to operate wholly within this framework comprising unified policies, processes, systems and ways of working, in order to secure UCL's ongoing compliance with its regulatory obligations.

UCL is early in its development as an Apprenticeship Training Provider and the development of its framework for managing apprenticeships will be iterative, which in turn will require academic departments and professional services to iteratively review and ensure the continued alignment of their practice.

5. The regulations and policy of UCL as set out in the Academic Manual shall apply in full to apprentices as to any other registered student enrolled on a UCL programme, except where a specific provision is made in the Academic Manual to accommodate the specific requirements of apprenticeships.
6. Where UCL's regulations are found to be incompatible with the external regulation and funding rules of apprenticeships, a request to suspend the regulations may be made according to procedure in Chapter 6, Section 7 as an interim measure ahead of Student and Registry Services proposing a permanent regulatory solution.

2 Glossary¹

Term	Definition
Apprenticeship	An apprenticeship is a job with training to industry standards. It should be about entry to a recognised occupation, involve a substantial programme of on and off-the-job training and the

Ofsted	The Office for Standards in Education, Children's Services and Skills, a non-ministerial department responsible for inspecting services providing education and skills for learners of all ages. Since 01 April 2021, this has included responsibility for inspecting apprenticeships provision at level 6 and 7.
Tripartite Reviews	Tripartite reviews are a standardised way of monitoring an apprentice's progress through the degree apprenticeship programme and take place regularly, as set out in the ILP, between the apprentice, the employer and the Apprenticeship Training Provider.

3 Roles, Responsibilities and Governance

3.1 Institutional Oversight

Governance

1. Though the responsibilities delegated by Academic Committee, Academic Board and Council, the Education Committee has oversight of educational policy, standards and quality, including for degree apprenticeships.
2. The Education Committee determines the academic policy and regulations setting out UCL's academic standards and expectations with regards to the quality of apprenticeship training, and puts in place a framework governance and quality assurance to secure the consistent implementation of these standards and expectations.
3. Each academic year, the Education Committee considers the recommendations of its sub-committees together with the range of evidence available on the quality and outcomes of apprenticeship training, to reach an informed view on the maintenance of academic standards, the quality of apprenticeship training, risks to compliance with UCL's regulatory obligations as an Apprenticeship Training Provider, and the areas of focus for continuous improvement or risk mitigation going forward.
4. The Education Committee includes its informed view on degree apprenticeships and the effectiveness of the related governance and quality assurance when reporting on the quality and standards of UCL's higher education provision to Academic Committee, Academic Board and Council, including through the Annual Accountability Return on Quality Assurance.

Degree Apprenticeships Steering Group

5. Responsibility for institutional oversight of UCL's degree apprenticeship provision has been delegated by the Education Committee to its Degree Apprenticeship Steering Group.
6. The Degree Apprenticeship Steering Group (DASG) is responsible for overseeing and recommending policy on all aspects of degree apprenticeship delivery at UCL, including strategy, overall performance of the provision including setting expectations, operational matters, compliance, financial arrangements and quality assurance, as set out in the DASG's Terms of Reference.
7. The DASG may set up working groups and other sub-groups to manage specific aspects of degree apprenticeship delivery and external compliance.
8. The DASG oversees the annual production of an institutional self-evaluation of the quality, standards and compliance of degree apprenticeships and uses this to inform

- b. An **Inspection Nominee** to be the main link with the inspection team during Ofsted inspections of UCL's degree apprenticeships.
 - c. A **Designated Safeguarding Lead** with responsibility for the implementation of UCL's Safeguarding Children and Adults at Risk Policy and Procedure (Staff and Students) in relation to apprentices.
2. The responsibilities of central professional services for supporting apprentices and the delivery of degree apprenticeship programmes will usually be the same as for traditional degree programmes, noting specifically that:
- a. Admissions and applications, including the assessment of entry requirements, must be managed collaboratively between the academic department and Admissions in Student and Registry Services in line with Chapter 1 and this chapter of the Academic Manual.
 - b. ~~Statutory Ofsted returns~~ **Statutory Ofsted returns** must only be compiled and reported by Academic Services in Student and Registry Services, including reporting the Individualised Learner Record (ILR) to the Education and Skills Funding Agency (ESFA).

a.

questionnaires relating to degree apprenticeships for the Department to complete and submit to the Review Team as part of the IQR evidence pack.

5

1. Prior to an apprentice commencing their apprenticeship training, the following must be done

8. A summary of each tripartite review must be agreed with all parties and documented in the Apprentice File, and should include any areas of concern and the actions agreed to address these areas of concern ready to be monitored through subsequent reviews.
9. It is the responsibility of UCL and the academic department to plan, arrange and document tripartite reviews.

6.4 Gateway and End-Point Assessment

1. UCL offers two types of degree apprenticeship:
 - a. **Integrated degree apprenticeships** where UCL is both the apprenticeship training provider and the end-point assessment organisation.
 - b. **Non-integrated degree apprenticeships** where UCL is the apprenticeship training provider but contracts with another end-point assessment organisation.

Gateway

2. The assessment strategy for each degree apprenticeship programme must define the requirements to be met before an apprentice can proceed to the end-point assessment and the process for confirming that these requirements have been met, known as the Gateway.
3. The Gateway must meet the requirements of the assessment plan for the relevant Apprenticeship Standard and confirm the employer is satisfied that the apprentice is already consistently working at or above the level of knowledge, skills and behaviours set out in the occupational standard.
4. An apprentice must only be allowed to proceed to the end-point assessment once they have met the requirements of the Gateway, including evidence that they have competence in Maths and English at level 2 at a minimum.

End-Point Assessment

5. Each degree apprenticeship programme concludes with a holistic and independent assessment of the knowledge, skills and behaviours that have been developed throughout an apprenticeship, known as the end-point assessment (EPA).
6. The end-point assessment is specified in the assessment plan for the relevant Apprenticeship Standard and must not be deviated away from.
7. The end-point assessment is administered by an end-point assessment organisation.
8. For integrated degree apprenticeships, UCL is the end-point assessment organisation.

- c. By meeting the requirements for the award of the intended qualification, the apprentice should have met the requirements to pass an integrated degree apprenticeship, and the Boards of Examiners should assure itself of this.
9. For non-integrated degree apprenticeships, the academic department must secure the services of a third-party provider included on the ESFA's register of end-point assessment organisations.
 - a. A contract must be in place with the end-point assessment organisation in good time before the first apprentices are due to pass through the Gateway.
 - b. Academic departments are responsible for procuring the services of and leading UCL's engagement with the end-point assessment organisation within the requirements of relevant UCL policies, including those on procurement and data protection.
 - c. Academic Services and Legal Services must be consulted on the draft contract.

6.5 Apprentice File

1. Alongside the core Student Record held in Portico and the apprentice's assessments, the following form part of the Apprentice File that must be maintained for each apprentice by their academic department:
 - a. Initial Assessment
 - b. Apprenticeship Agreement between the employer and apprentice
 - c. Commitment Statement and Individual Learning Plan
 - d. Tripartite Review Forms
2. The apprentice and/or employer must confirm the information they provide is correct when it is collected and the Apprentice File must include evidence of this, such as a signature, in a scanned or digital format.
3. Employer Contracts and contracts with end-point assessment organisations must be retained and stored by academic departments alongside Apprentice Files.
4. Apprentice Files, Employer Contracts and contracts with end-point assessment organisations must be kept up to date, readily available for audit and inspection and retained within the parameters of UCL's Records Retention Schedule.
5. Apprentice Files Employer Contracts and contracts with end-point assessment organisations constitute the evidence pack required by the ESFA.