Canterbury Christ Church University

Quality Manual: Apprenticeships

This document provides information on the University's quality procedures for developing and managing Higher and Degree Apprenticeship courses

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Canterbury Christ Church University

1. INTRODUCTION

1.1. Apprenticeships are backed by the government and encourage collaboration between employers and universities in a wide range of industries. The aim is to train a highly skilled workforce to drive economic development across the UK, benefiting the employer through the ability to upskill and retrain their workforce.

2. WHAT IS AN APPRENTICESHIP?

2.1. Apprenticeships are defined by Skills England as a job with training to industry standards. The exact definition is located on their website along with further information for providers.

2.2. Higher and Degree apprenticeships at Levels 4 to 7, or apprenticeships which include higher levels of learning but which are non-credit bearing, are in place to meet the need for higher-level skills, technical, graduate and professional occupations across the country.

2.3. Apprenticeship Standards and Assessment Plans are set by Skills England in order for specific occupational competence requirements to be measured throughout the apprenticeship and finally in Apprenticeship Assessment.

2.4. Information about current CCCU Apprenticeships is available on the University's Apprenticeship Unit website.

3. HIGHER AND DEGREE APPRENTICESHIP STANDARDS

3.1. Skills England oversees the development of Apprenticeship Standards and Assessment Plans.

3.2. When checking the Skills England website for existing standards for Higher and Degree Apprenticeships, or whether there are standards in development, it is important to consider following:

- Level of the Standard
- Fee band
- Specified entry-requirements
- Qualification / Certification associated with the apprenticeship

4. DEVELOPING APPRENTICESHIP STANDARDS

Trailblazer Groups

4.1. Skills England project manages and supports different Trailblazer groups, which are responsible for developing apprenticeships.

4.2. Trailblazer groups are typically employer-led from organisations that represent the occupation, along with representatives from HE. The intention from those employers is to employ the apprentice(s) within the occupation.

4.3. The role of the group is to develop and propose draft Apprenticeship Standards for approval by Skills England, which includes:

- writing the Apprenticeship Standard and Assessment Plan
- collating funding evidence to inform the funding band recommendation, for an agreed occupation proposal
- revise the apprenticeship as needed. This may result from a route review or change request
- monitor performance of the apprenticeship

5. MAIN PROVIDER DEFINITION

5.1. The University will be considered to be the Main Provider of an apprenticeship if it meets all of the following criteria:.
5.1.1 The main training agreement or Contract is between the University and the employer.
5.1.2 The contract for the delivery of the Apprenticeship Assessment is between the University and the Assessment Organisation for non-integrated apprenticeships.
5.1.3 The University holds the registration for delivery of the Apprenticeship Standard with the Apprenticeship Assessment Service.

5.2. By being the Main Provider, the University will:
5.2.1 Be responsible for the Individualised Learner Record (ILR) statutory return.
5.2.2 Hold the funding agreement with the DfE to receive funding for the apprentices from the employer's apprenticeship service account or via co-investment.

5.3. The University may be contracted by another Main Provider to deliver the apprenticeship teaching, or to act as the academic awarding body, or to be the third-party Assessment Organisation.

5.4. The University may employ Apprentices that are placed on Apprenticeships with another Main Provider.

6. APPRENCTICESHIP ASSESSMENT

6.1. Apprenticeship Standards require an independently assessed Apprenticeship Assessment (AA). AA is the final stage of an apprenticeship and is undertaken by all apprentices. AA is an impartial assessment of whether the apprentice has developed the Knowledge, Skills and Behaviours (KSB) that have been learnt throughout the apprenticeship.

6.2. AA can be integrated or non-integrated.

6.3. An integrated AA is incorporated into the University qualification.

6.4. A non-integrated AA is a separate assessment carried out by a third-party organisation, Assessment Organisation, after the apprentice has completed the University qualification.

6.5. Prior to being eligible for the AA, the apprentice will need to successfully meet the 'Gateway to Completion' requirement as determined by the Apprenticeship Standard; this includes the employer's confirmation of readiness to progress to the AA.

6.6. An Independent Assessor is required to confirm whether the apprentice has met the apprenticeship standard and passed their AA.

6.7. Where the University is the main provider of the apprenticeship and is the Assessment Organisation, the University is responsible for recruiting the Independent Assessor.

6.8. There are two types of integrated AA, and the assessment takes into consideration the

context.

6.8.1 **Integrated Apprenticeship (non-statutory regulated)** – CCCU conducts the AA as an integrated aspect of the course. The AA process must operate in accordance with the principles set out by Skills England and meet the typical requirements of AAs and must be independent of the apprenticeship teaching delivery process.

6.8.2 **Fully / Statutory Integrated Apprenticeship**: This type of apprenticeship covers occupations that are regulated by law or regulatory body. Statutory regulators usually prescribe how new entrants to the occupation should be assessed. They will set out the level of competence needed to be able to practice the occupation. The assessment prescribed by a statutory regulator can constitute the apprenticeship's AA. Thus, achieving the apprenticeship leads to attainment of the regulator's requirements. The apprenticeship is then referred to as being a 'statutory integrated apprenticeship' or 'fully integrated apprenticeship'.

7. INDEPENDENT ASSESSORS

7.1. The Independent Assessor carries out the AA. Their role is to evaluate and comment on the apprentice's readiness for Gateway and the quality and standards of the AA. The standard role at the University is one of assurance; they confirm the grading of the AA but they do not undertake the marking of assessed work submitted as part of the AA.

7.2. Independent Assessors will be nominated, appointed and contracts will be terminated in accordance with the University External Examiner Policy and Procedure (CCCU External Examiner system). The University adopts best practice by appointing separate Independent Assessors and External Examiners.

7.3. Independent Assessors are paid a fee for each AA. Payment is made annually on receipt of the Independent Assessor's annual report for the previous academic year. Quality Assurance and Enhancement will verify with the UK Partnerships and Apprenticeships Unit the number of apprentices undertaking AA in the previous academic year prior to authorizing payment.

7.4. The University's Higher and Degree Apprenticeships End-Point Assessment Policy and Procedure, see section below, provides detailed information on the nomination, recruitment, management, and role of the Independent Assessor at the University.

8. COURSE DESIGN AND APPROVAL

8.1. Course design, course change, and course approval, follow standard University arrangements.

8.2. The Proposer of a new apprenticeship course must involve appropriate employer organisations (and PSRBs, where applicable) at all stages of course development. The teaching and assessment strategy for the course must make provision for the Apprenticeship Assessment, the Gateway process, and Tripartite arrangements. The course should be designed in line with the Ofsted Education Inspection Framework, Apprenticeship Standard and the University's Learning and Teaching Strategy Principles, and should consider how the apprentice will develop full occupational competence and satisfy the Apprenticeship Assessment requirement.

8.3. The University's Higher and Degree Apprenticeships Framework, see section below, provides detailed information on apprenticeship course design, course change, and course approval.

9. QUALITY MONITORING

9.1. Annual monitoring, and periodic review processes, are the standard University arrangements, but should also reflect Ofsted priorities.

9.2. The University's Higher and Degree Apprenticeships Framework, see section below, provides detailed information on apprenticeship course quality monitoring.

10. OFSTED INSPECTION AND MONITORING

10.1. Apprenticeship courses are subject to inspection and monitoring by Ofsted under its Education Inspection Framework.

10.2. Initial Teacher Education (ITE) apprenticeship provision is assessed against Ofsted's Initial Teacher Education (ITE) Framework and through the Initial Teacher Education method.

10.3. Non-ITE apprenticeship provision is assessed against Ofsted's Apprenticeship Framework (EIF) and through the Further Education and Skills Inspection method.

10.4. As part of Ofsted monitoring, the University is required to submit an annual Self-Assessment Repot (SAR) on the apprenticeship provision. The SAR forms the basis of an annual Apprenticeships Quality Improvement Plan. All Schools and academic units with apprenticeship provision, and relevant Professional Services, must contribute appropriately to the SAR, and ensure that Ofsted's quality and compliance requirements are continuously met.

10.5. The University's Higher and Degree Apprenticeships Framework, see section below, provides further information on the Ofsted inspection and monitoring of apprenticeship courses at the University.

11. HIGHER AND DEGREE APPRENTICESHIPS FRAMEWORK

11.1. The University's Higher and Degree Apprenticeships Framework outlines the University's approach to design, development and delivery of apprenticeship courses, their continuous quality monitoring, and the apprentice journey from application to completion and award.

11.2. The Apprenticeships Framework provides information on the University's approach to academic standards, external regulatory requirements, and governance. It outlines the approach to apprenticeship management, quality assurance and monitoring, and the responsibilities for Safeguarding and PREVENT.

11.3. This quality procedures outlined in this guidance have been directly informed by the University's Higher and Degree Apprenticeships Framework.

12. HIGHER AND DEGREE APPRENTICESHIPS END-POINT ASSESSMENT POLICY AND PROCEDURE

12.1. The University's Higher and Degree Apprenticeships End-Point Assessment Policy and Procedure is operational guidance for the University's organisation, delivery, and governance of the Apprenticeship Assessment. (Apprenticeship Assessment was termed End-Point Assessment. The terminology of the Policy and Procedure will be updated at its next review).

12.2. The End-Point Assessment Policy and Procedure details what is required of the University, the employer, and the apprentice to be compliant with internal and external requirements. It provides guidance on the role, appointment, management of, and record keeping relating to Independent Assessors where the University is the Assessment Organisation.

12.3. The quality procedures outlined in this guidance have been directly informed by the Higher and Degree Apprenticeships End-Point Assessment Policy and Procedure.

13. USEFUL LINKS

- Office for Students degree apprenticeship guidance
- Skills England Apprenticeship Standard Finder
- Apprenticeship funding information
- Requirements and Guidance for Apprenticeship Assessment
- Ofsted Education Inspection Framework
- Characteristics Statement – Higher Education in Apprenticeships
- University Vocational Awards Council (UVAC)

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