UEL QUALITY MANUAL
APPENDIX C
APPRENTICESHIPS

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 and 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 UEL's non-apprenticeship provision and therefore, apprenticeship courses follow the same 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 of apprenticeship provision to observe any additional considerations that must be made to ensure that UEL's apprenticeship provision meets the requirements of external monitoring bodies.

1.3. Quality Assurance and Enhancement is responsible for ensuring this guidance is updated in accordance with developments in the sector.

2. Monitoring bodies

2.1. The designated external moderating bodies for apprenticeships are as follows:

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

As of 1 April 2021, the inspection body for the quality of apprenticeship training provision in England is Ofsted. For further information regarding this change, you can refer to the September 2020 correspondence from the Education Secretary.

The overall quality of the UEL apprenticeship training provision is assessed by Ofsted in line with the Education Inspection Framework (EIF) which was updated for September 2023. Further details on how Ofsted inspections are carried out can be found in the Further Education and Skills Handbook, last updated for September 2023.

UEL has previously undergone an Ofsted New Provider Monitoring Visit (NPMV) in March 2022, the outcome report of which is publicly available. As of August 2023, UEL has not undergone a Full Inspection which results in an Ofsted grade (Outstanding, Good, Requires Improvement, or Inadequate).

Education & Skills Funding Agency	**Education and Skills Funding Agency (ESFA)**

All apprenticeships are funded by employers via the ESFA and as such, the ESFA additionally takes on the role of financial assurance body for apprenticeship training provision.

Further information on the responsibilities of ESFA is available on the government website. The financial assurance of apprenticeship funding is underpinned by the latest version of the apprenticeship funding rules. From 1 August 2023, both employers and training providers, as well as employer-providers, utilise a single set of funding rules.

Institute for Apprenticeships & Technical Education	**Institute for Apprenticeships and Technical Education (IfATE)**

From 1 August 2020, all new apprenticeship starts must be on an apprenticeship course with a corresponding occupational 'standard' (or 'apprenticeship standard'). An apprenticeship standard is a formalised, nationally-recognised list of knowledge, skills, and behaviours ('KSBs') which demonstrate occupational competence in a profession.

Every apprenticeship standard is approved by IfATE and are all published on the IfATE website. IfATE additionally publishes whenever an apprenticeship standard is reviewed and KSBs are amended.

In addition to KSBs, IfATE is additionally responsible for publishing formalised, nationally-recognised end point assessment (EPA) plans.

IfATE does not conduct monitoring activities on apprenticeship training providers but all apprenticeship courses must be designed in line with IfATE guidance.

DQB Designated Quality Body in England	**Designated Quality Body of England (DQB)**

From 1 April 2023, the Designated Quality Body of England (DQB) is the Office for Students (OfS) on an interim basis. As DQB, the OfS will undertake external quality assurance of EPA where UEL takes on the role of end point assessment organisation (EPAO) for integrated degree apprenticeship courses. As of August 2023, official guidance from the OfS is yet to be published.

Office for Students (OfS)	

In addition to being the DQB for EPA, the OfS distributes recurrent funding to training providers to support the growth of level 6 degree apprenticeships. In 2023/24, recurrent funding of £16,000,000 nationwide will be distributed in March 2024 dependant on live apprentice numbers.

Quality Assurance Agency (QAA)	

QAA produces a Characteristics Statement for Higher Education in Apprenticeships which is used to support the development of QAE's processes for quality assuring and enhancing apprenticeship courses at the University. QAA was de-designated as the DQB for EPA from 1 April 2023.

2.2. In addition to these monitoring bodies, apprenticeships may also be subject to moderation from sector-specific professional, statutory and regulatory bodies (PSRBs). Please refer to Part 14 of the Quality Manual (Managing Relationships with Professional, Statutory or Regulatory Bodies) for further information.

3. Admissions

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 UEL.

3.1. 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 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 occupational 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 but impact the level of additional funding UEL receives).

Stage 2 | Functional Skills Competency

Every apprentice is required to have achieved a minimum level 2 functional skills qualification in both English and mathematics by the end of their apprenticeship. Therefore, every apprenticeship applicant is requested to present their highest qualifications for both English and mathematics at initial assessment.

Course teams have the freedom to set level 2 functional skills qualifications as a condition of entry.

If course teams opt for allowing entry of candidates not possessing level 2 functional skills qualifications, where applicants are unable to present a qualification at level 2 or above for either/both of these subjects, they will be asked to complete a functional skills competency test in the relevant subject(s) to assess their current working level.

Following the outcome of the competency test, the course team will 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 either functional skills courses provided by the University (in the School of Education and Communities) or enrol with a third-party provider.

Stage 3 | 'Skills Radar'

For the final stage of initial assessment, applicants will be required to self-assess their existing KSBs 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 all KSBs from zero competence to full professional competence to determine whether recognition of prior learning (RPL) will be applied to the applicant's course duration and cost. This is otherwise known as accreditation of prior learning (APL) in UEL terms (the policy for which can be found on the UEL Student Policies webpage). Where applicants self-assess as professionally competent, sufficient evidence <u>must</u> be provided and confirmed to be relevant by the course team and the applicant's employer to warrant an RPL claim.
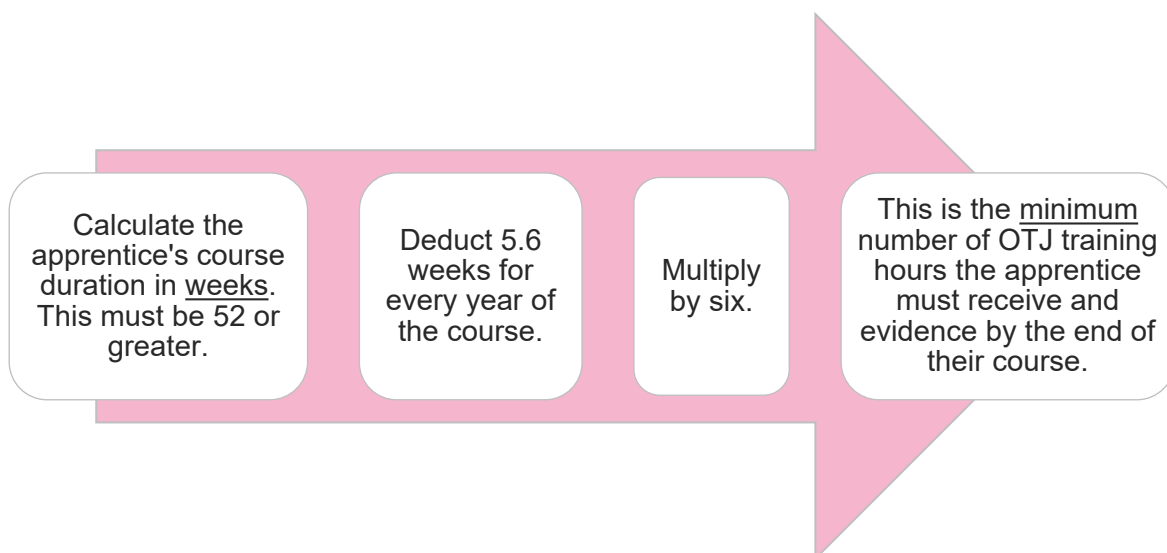
Note that should the amount of required RPL result in a course duration of less than 12 months, the applicant will be automatically ineligible to enrol on the apprenticeship and will be referred to alternative courses provided by the University.

3.2.   Upon completion of the initial assessment, the University will produce a Training Plan for the apprenticeship (formally known as a Commitment Statement); an ESFA-mandated contract to be signed by the University, apprentice and employer before commencement of the course.
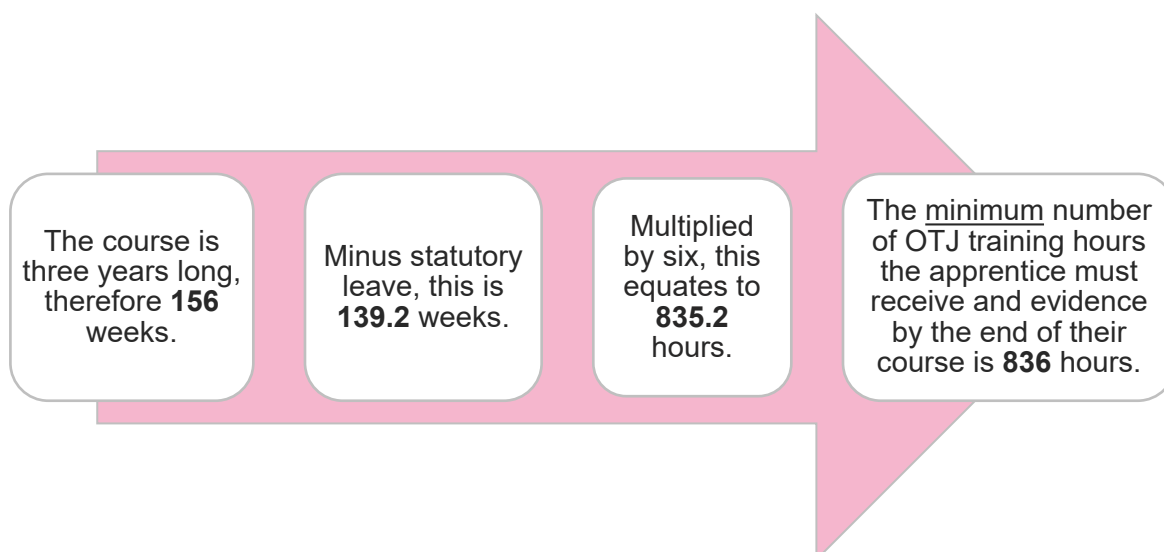
4. Structure

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.

4.1. 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. Particular attention should be given to the fact that apprentices are in full-time employment which means their employment does not 'pause' during typical University closures for students (e.g. summer break). Non-apprentices will also have more flexibility to attend sessions at the University on more days than an apprentice.

4.2. 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. For example, on a three-year apprenticeship course, course teams may consider an entry-point at the start of year two for apprentices who are eligible to apply RPL to the first year of the apprenticeship.

4.3. As of 1 August 2022, all apprentices must complete at least six hours of off-the-job (OTJ) training per week of the course's duration minus 5.6 weeks of statutory leave per year. This rule is a replacement for the previous requirement for 20% of an apprenticeship course duration to be dedicated to OTJ training. Please refer to the following diagrams to see how this works in practice:

Calculate the apprentice's course duration in weeks. This must be 52 or greater. → Deduct 5.6 weeks for every year of the course. → Multiply by six. → This is the minimum number of OTJ training hours the apprentice must receive and evidence by the end of their course.

Example: a three-year apprenticeship course

| The course is three years long, therefore **156** weeks. | Minus statutory leave, this is **139.2** weeks. | Multiplied by six, this equates to **835.2** hours. | The <u>minimum</u> number of OTJ training hours the apprentice must receive and evidence by the end of their course is **836** hours. |

5. Content

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.

5.1. 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.

5.2. 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).

5.3. In compliance with the Ofsted EIF, 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:

5.3.1. Safeguarding

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

The Six Safeguarding Principles
Source: [Care and support statutory guidance (June 2023) | Clause 14.13](#)

Empowerment

People being supported and encouraged to make their own decisions and informed consent.

i.e. "I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens."
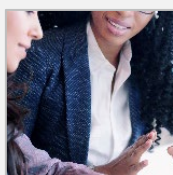
Prevention

It is better to act before harm occurs.

i.e. "I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help."
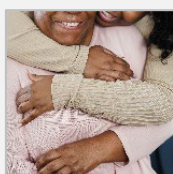
Proportionality

The least intrusive response appropriate to the risk presented.

i.e. "I am sure that the professionals will work in my interest, as I see them and they will only get involved as much as needed."

Protection

Support and representation for those in greatest need.

i.e. "I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want."
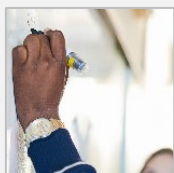
| Partnership | Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.

i.e. "I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me." |
| --- | --- |
| Accountability | Transparency in safeguarding practice.

i.e. "I understand the role of everyone involved in my life and so do they." |

The Ten Types of Abuse
Source: Care and support statutory guidance (June 2023) | Clause 14.16

Discriminatory abuse	**Domestic violence and abuse**	**Financial and material abuse**
including: harassment; slurs or similar treatment (on the basis of race; gender and gender identity; age; disability; sexual orientation; religion).	*including: psychological; physical; sexual; financial emotional abuse; so called 'honour' based violence.*	*including: theft; fraud; internet scamming; coercion in relation to an adult's financial affairs or arrangements (including in connection with wills, property, inheritance or financial transactions); misuse/misappropriation of property, possessions or benefits.*
Modern slavery	**Neglect and acts of omission**	**Organisational and institutional abuse**
categorised as: slavery; human trafficking; forced labour and domestic servitude; traffickers and slave masters using whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.	*including: ignoring medical/emotional/physical care needs; failure to provide access to appropriate health/care and support/educational services; withholding of life necessities (medication, adequate nutrition, heating).*	*including: neglect/poor professional care practice within an institution or specific care setting (e.g. a hospital or care home) or in relation to care provided in one's own home.*

Physical abuse	Psychological and emotional abuse	Self-neglect
including: assault; hitting; slapping; pushing; misuse of medication; restraint; inappropriate physical sanctions.	*including: emotional abuse; threats of harm or abandonment; deprivation of contact; humiliation; blaming; controlling; intimidation; coercion; harassment; verbal abuse; cyber bullying; isolation; unreasonable and unjustified withdrawal of services/supportive networks.*	*including: behaviour neglecting to care for one's personal hygiene, health or surroundings; hoarding.*

Sexual abuse
including: rape; indecent exposure; sexual harassment; inappropriate looking/touching; sexual teasing/innuendo; sexual photography; subjection to pornography/witnessing sexual acts; indecent exposure; sexual assault; sexual acts to which the adult has not consented/was pressured into consenting.

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?

HR Services has produced guidance on safeguarding for staff on the intranet. Student Services has additionally produced guidance on safeguarding on the intranet that is targeted at both staff and students.

All staff directly involved in the delivery and support of apprenticeships at UEL are additionally required to undertake the NSPCC Safeguarding 16- to 25-year-olds training course. To be registered on the course, staff should contact HR Services (hrhub@uel.ac.uk) to generate a license.

All staff at UEL should additionally familiarise themselves with the UEL Report+Support website as an initial point of reference for all safeguarding matters.

5.3.2. 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)
Source: Promoting Fundamental British Values through SMSC
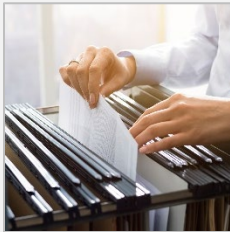
Rule of law

Appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
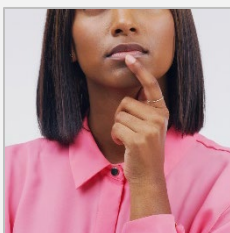
- Legislation
- Agreed ways of working
- Policies and procedures
- How the law protects you and others
- Codes of conduct

Democracy

Understanding how citizens can influence decision-making through the democratic process.

- Leadership and accountability
- Joint decision making
- Team meetings
- The right to protest and petition
- Receiving and giving feedback

Individual liberty

Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.

Respect and tolerance

Acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour; understanding of the importance of identifying and combatting discrimination.

- Equality and human rights - Personal development - Respect and dignity - Rights, choice, consent and individuality - Values and principles	- 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.

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".

The government has produced Prevent duty guidance: for higher education institutions in England and Wales. HR Services has additionally published guidance on the Prevent and Safeguarding at UEL on the intranet.

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?

5.3.3. Continuous development of functional skills

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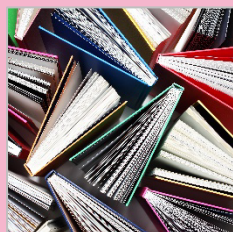
Functional skills in English

- 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.

5.4. An Apprenticeship Mapping Document will be required for every apprenticeship course validation whereupon course teams can map how the topics from paragraph 5.3 arise throughout the course. This can be used as a reference tool for apprentices, employers, University staff and Ofsted inspectors to demonstrate how required EIF course content for apprenticeship provision is embedded into each course. A template for the mapping document can be found on the QAE Forms and Guidance intranet page.

6. Learning and teaching methods

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.

6.1. 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 four 'tests':

The Four Tests
If the answer to all four questions is 'yes', training can count towards off-the-job hours.

1. Did the training occur once the apprenticeship had started?	**2.** Is it directly relevant to the apprenticeship standard?	**3.** Is it teaching new knowledge, skills and behaviours?	**4.** Is the learning taking place within the apprentice's normal working hours?

6.2. Off-the-job training can occur <u>anywhere</u> (in the workplace, at University, at home, or on an educational visit), providing that it passes the four tests.

6.3. For nursing and healthcare occupations, 'supernumerary hours' can count towards off-the-job hours, however, only for the development of new knowledge, skills and behaviours; not for the practising of existing knowledge, skills and behaviours.

6.4. *Off*-the-job training differs from *on*-the-job training, which is categorised as employer-led training in the workplace <u>not related to KSBs</u>. This will vary from employer to employer in quantity and content and may include any training necessary for apprentices to complete their role (such as workplace induction). UEL has no requirement to monitor on-the-job training.

6.5. The ESFA regulates the types of activities which can count towards off-the-job training (see paragraph 67 of the apprenticeship funding rules).

What can count towards off-the-job training?

The teaching of theory	Practical training
e.g. lectures, role playing, simulation exercises, online learning and manufacturer training.	*e.g. shadowing, mentoring, industry visits and participation in competitions.*

Learning support	Time spent writing assignments	Revision *where this is specifically required for achievement of the apprenticeship.*
What <u>cannot</u> count towards off-the-job training?		
Initial assessment and onboarding activities	English and maths training *where this is required, this must be delivered in addition to the minimum off-the-job training requirement.*	Training to acquire knowledge, skills and behaviours that are <u>not</u> required by the apprenticeship standard
Tripartite progress reviews	Examinations and other testing	Training which takes place outside the apprentice's normal working hours

6.6. All apprentices have an individual responsibility to record evidence of their completed off-the-job training on an ongoing basis throughout their entire apprenticeship training period. The default system for recording this evidence is Aptem. Should course teams opt for alternative evidence recording methods, this must be in agreement with Quality Assurance and Enhancement and The Talent Gateway.

6.7. Course teams should collaborate with employers to ensure off-the-job training 'effectively integrates' any on-the-job training provided by the employer. This is in line with Objective 3 of IfATE's strategic changes for apprenticeships in October 2022.

7. Assessment

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.

7.1. All apprenticeship courses must 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). For example, for a level 6 apprenticeship standard, all KSBs must receive at least one summative assessment in level 6.

7.2. All apprenticeship courses will culminate in a final 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

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.
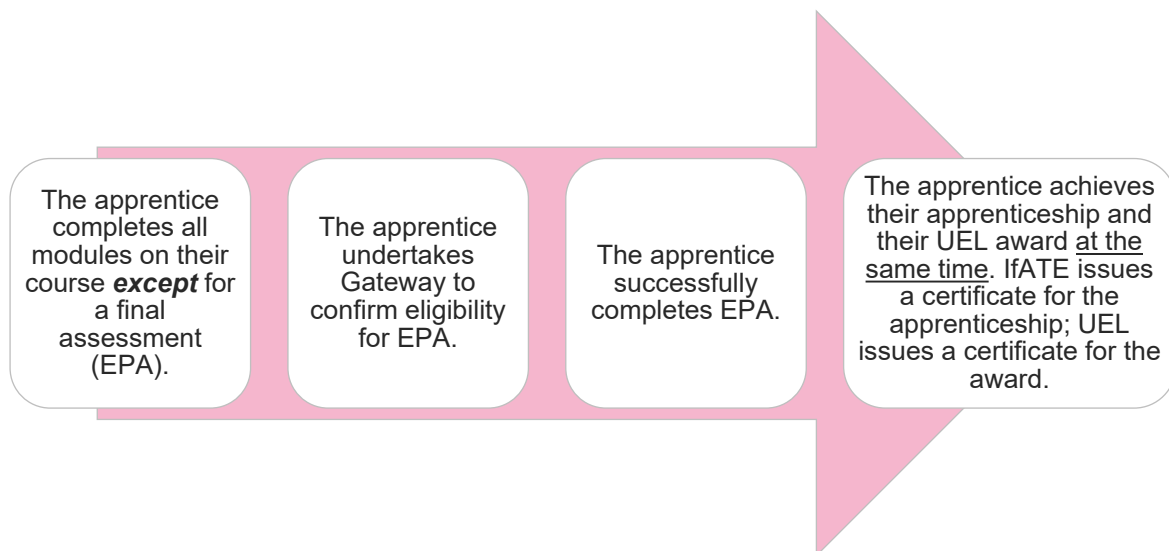
8.1. All apprenticeship courses at the University are aligned to an apprenticeship standard. For degree apprenticeship courses, the apprenticeship standards may have an integrated degree. Whether an apprenticeship holds an integrated degree or not is always determined by IfATE. Whether and apprenticeship holds an integrated degree or not will determine the process for how an apprentice achieves their apprenticeship. 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.

8.2. **Integrated degree apprenticeship standards**

8.2.1. For integrated degree apprenticeships, UEL always acts in the role of EPAO, however, an application to join the apprenticeship provider and assessment register (APAR) as an EPAO must first be undertaken (from 1 August 2023, the APAR replaced the register of apprenticeship training providers (RoATP) and register of end point assessment organisations (RoEPAO), amalgamating the two registers). The Talent Gateway supports course teams with this application process. Further information on the APAR process can be found in Paragraph 9.

8.2.2. EPAO registration on the APAR is not a condition of apprenticeship course validation, however, registration must be finalised six months prior to the planned course end date of the first apprentice scheduled to undertake EPA.

8.2.3. Integrated degree apprenticeships are achieved as follows:

8.2.4. When UEL acts as EPAO, it is subject to external quality assurance (EQA) by the DQB (see paragraph 2.1). The current DQB (OfS) has not yet published guidance on what EQA processes for EPA will look like for April 2023 onwards. This guidance will be updated once more information becomes available, however, in the meantime, IfATE has published the EQA Framework for Apprenticeships which the DQB will base its processes on.

8.3. **Non-integrated degree apprenticeship standards / non-degree qualification apprenticeship standards**

8.3.1. When a level 6 apprenticeship course is not aligned to an integrated degree apprenticeship standard, it is classified as non-integrated degree apprenticeship standard. Level 4, 5 and 7 apprenticeships are also classified as non-degree qualifications (NDQs).

8.3.2. For non-integrated degree and NDQ apprenticeships, UEL cannot act in the role of (EPAO). For such apprenticeships, the course team, in liaison with employers, must decide which EPAO UEL will select to use by utilising the government's find an EPAO service. The Talent Gateway supports course teams with this selection process.

8.3.3. EPAO selection is not a condition of apprenticeship course validation, however, selection must be finalised six months prior to the planned course end date of the first apprentice scheduled to undertake EPA.

8.3.4. Non-integrated degree standard and NDQ standard apprenticeships are achieved as follows:

The apprentice completes all modules on their course. → The apprentice achieves their UEL award; UEL issues a certificate for the award. → The apprentice undertakes Gateway to confirm eligibility for EPA. → The apprentice successfully completes EPA. → The apprentice achieves their apprenticeship; IfATE issues a certificate for the apprenticeship.

SKILLS FOR LIFE APPRENTICESHIPS