

APPRENTICESHIPS

1 Introduction

1.1 This chapter provides information for Brookes staff who are interested in developing Higher or Degree Apprenticeships. It sets out the procedures for the approval, monitoring and review of academic programmes of study which contribute to an apprenticeship.

1.2 The development of a degree apprenticeship may offer an opportunity to work with a strategically important employer on a large or prestigious programme. Apprenticeships differ from a traditional on-campus undergraduate or taught postgraduate programmes in a number of important ways – please see guidance note G7.1 for:

information about the key attributes and mandatory elements of higher and degree apprenticeships

common models of delivery for higher and degree apprenticeships

1.3 Oxford Brookes University is on the Education & Skills Funding Agency's (ESFA) [Register of Apprenticeship Training Providers](#), as are a number of members of the University's Associate College Partnership.

1.4 The Quality & Learning Infrastructure Committee has established an Apprenticeships sub-group to provide oversight of policies relating to the management of the University's higher and degree apprenticeship provision.

1.5 Apprenticeship programmes are subject to the same requirements in respect of annual monitoring and quinquennial re-validation as other home or collaborative academic provision (as applicable). Please refer to the relevant sections of the Quality & Standards Handbook. Apprenticeships are also subject to the funding body's requirements regarding monitoring and progression, and, from 1st April 2021, all apprenticeship provision is subject to Ofsted inspection.

2 Approval processes

2.1 To a greater or lesser extent, all apprenticeships represent partnership working, since they all involve working in partnership with employers. Many also involve working with other providers (either training or employer providers), requiring contracts governing the delivery and management of the apprenticeship to be drawn up. For apprenticeships involving aspects of programme delivery or assessment by another provider, form T7.1 must be submitted to LPAG along with the appropriate Collaborative Provision Proposal Form (CPPF). This is most likely to involve members of the Associate College Partnership as the main providers (models A and B in guidance note G7.1). Where an existing programme already delivered by that ACP partner is to be used for the Degree Apprenticeship, form T7.1 is sufficient to notify LPAG of the proposed arrangements (there is no need to submit a CPPF). Once LPAG has endorsed a proposal, the apprenticeship programme may proceed to approval through the appropriate process, on the advice of the relevant Faculty's link Quality Assurance Officer.

2.2 Proposals for apprenticeship programmes where Oxford Brookes is the main provider should go through the New Programme Development Process for the development of the business case, in the same way as for other home programmes. Once RAG-NPG has endorsed a proposal for a new apprenticeship where Brookes is the main provider - involving either new or existing in-house provision - the new programme approval process described in the Quality & Standards Handbook should be followed. Where existing home provision is to be modified to the apprenticeship model and to meet employers' needs, the re-validation process may be adapted to suit the proposed arrangements, on the advice of the Faculty link Quality Assurance Officer.

2.3 Guidance note G7.2 provides information for PDTs about developing Degree Apprenticeships and the information that should be submitted to the approval panel. Approval panels should particularly focus on the proposed delivery and assessment arrangements, to ensure that they meet the apprenticeship standard and assessment plan. They should also focus on the management of the employer relationship, and satisfy themselves that the planned programme adheres to ESFA funding rules. Those developing apprenticeship programmes and approval panels should take into account that all apprenticeships are subject to Ofsted inspection.

3 End Point Assessment (EPA)

3.1 Each apprenticeship standard will have an associated assessment plan, which will set out how the EPA should be carried out. The EPA may either be:
integrated into the degree qualification, which means that the University carries out the training as well as the EPA. However, the Assessment Plans for apprenticeships with integrated EPAs require that such EPAs must only be carried out by staff who have not been involved in delivering the training to Brookes apprentices.

or
assessed **independently** by a third party end point assessment organisation, which must be on the [Register of End Point Assessment Organisations](#) for the appropriate standard. The Head of UK Partnerships & Apprenticeships can advise on the selection of the EPA provider.

3.2 The University may apply to be an independent EPA organisation for a particular standard, where it has the appropriate expertise. In respect of point 3.1a above, the University must be on the Register of End Point Assessment Organisations for the relevant standard; and in relation to 3.1b, where Brookes is also a training provider for the same apprenticeship standard, it must not carry out the EPA for any apprentices that it has trained.

4 Useful links

Office for Students

[Degree apprenticeships guidance](#)

Department for Education

[Apprenticeship funding information](#)

[Register of End Point Assessment organisations:](#)

Institute for Apprenticeships

[Find apprenticeship standards](#)

Quality Assurance Agency (QAA):

[Characteristics Statement – Higher Education in Apprenticeships](#)

[Quality assuring Higher Education in Apprenticeships](#)

[Education & Skills Funding Agency \(ESFA\)](#)

[University Vocational Awards Council \(UVAC\):](#)