1. An apprenticeship is a job that involves work, education and training as part of a recognised standard or framework; an apprentice is any individual undertaking that role. As a participant in a higher education programme a degree apprentice is also a student. Higher Education apprenticeships (at FHEQ level 4 or above) are covered by the expectations of the QAA UK Quality Code for Higher Education and wider regulatory frameworks set out by the Education and Skills Funding Agency (ESFA) and the Institute for Apprenticeships (IfA).

2. Degree apprenticeship programmes are designed to allow apprentices to achieve both the University qualification and the apprenticeship.

**APPRENTICESHIP STANDARDS**

3. Approved apprenticeship standards define the knowledge, skills and behaviours required to demonstrate full occupational competence in the identified job role. The standards are produced by employer groups and, when approved for delivery by the IfA, include an approved assessment plan and allocated funding band. The apprenticeship standard must be fully approved, including funding band, and published on the gov.uk website before an apprentice can be enrolled. The standards are grouped into 15 defined technical routes to skilled employment [https://www.gov.uk/guidance/search-for-apprenticeship-standards](https://www.gov.uk/guidance/search-for-apprenticeship-standards)

**End Point Assessment**

4. All apprenticeships require an assessed synoptic End Point Assessment (EPA)\(^1\). The requirements for the EPA are set out in the assessment plan for each standard. For degree apprenticeships, if achievement of the degree is mandatory, the EPA can either be ‘integrated’ or ‘non-integrated’. A non-integrated EPA is additional to the degree assessment requirements and is assessed by a third party registered EPA Organisation (EPAO). The employer selects the EPAO for a non-integrated EPA but the responsibility for the arrangements for the EPA would lie with the University. An integrated EPA can be part of the degree assessment requirements e.g. a final project and presentation, but the University must be registered on the official Government register of EPA assessors (RoEPAO) as an EPAO for each relevant standard.

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\(^1\) See glossary
5. All EPAs must include at least two assessment methods; for example, these could be a work- or practice- based project and a performatve assessment such as a presentation or professional discussion. Whether the EPA is integrated or non-integrated, the programme assessment strategy must ensure that apprentices have had adequate access to these forms of assessment throughout the programme and prior to the gateway\(^2\) requirements to the EPA, as set out in the EPA Assessment Plan.

6. Non-integrated EPAs take place in addition to any assessment of the programme learning outcomes. Successful completion of the degree programme will not constitute the completion of the apprenticeship until the EPA is also completed. The University would not take a direct role in the EPA process.

7. The EPA can only be taken after the minimum duration of the apprenticeship has been completed. The entire duration of the apprenticeship standard for both training and EPA should be recorded on the Individualised Learner Record (ILR) as a minimum of 372 days in order to be eligible for funding.

PROGRAMME PLAN

8. The Plan-Design-Approve process applies to any development of a degree apprenticeship. At the Plan stage, however, the consultation on the proposed development should specifically include the University Finance Team, SAS and CPD in the Directorate of Student Experience and Enhancement and the relevant Faculty/School Director of Operations.

PROGRAMME DESIGN

9. The primary aim of programme design is to meet the required knowledge, skills and behaviours of the relevant approved apprenticeship standard. It should, however, also be possible to address the expectations of the Curriculum 2021 Framework in respect of the Liverpool Hallmarks of research-connected teaching, active learning and authentic assessment. It would not normally be necessary to complete the Programme-level Self-evaluation questionnaire (P-SEQ).

Off-the-job learning

10. A key feature of degree apprenticeships is that up to 80% of the learning and training takes place on-the-job. The work environment is the key context for the learning. The minimum 20% off-the-job learning has to be outside of the normal day-to-day working environment but during employed time and be directly relevant to the apprenticeship standard. This can include:
   a. Teaching of theory

\(^2\) See glossary
b. Practical training; shadowing; mentoring; industry visits and attendance at competitions

c. Learning and time spent preparing and writing assessments.

It cannot include learning for level 2 English and Maths (see paragraph 19), progress reviews, on-programme assessment required for a standard, or training which takes place outside the apprentice’s paid hours. The integration of the on- and off-the-job learning is fundamental for the delivery of a high quality apprenticeship.

11. The off-the-job training is measured over the course of an apprenticeship (as opposed to over an academic year). The employer and the training provider should agree at what point during the apprenticeship the off-the-job training is best delivered, for example a proportion of every day or week, a block at the beginning, middle and/or end of the apprenticeship. This will depend on what is best for the organisation and the apprentice and on the technical or theoretical requirements of the apprenticeship standard.

12. Minimum apprenticeship work hours per week = 30 and that includes the off-the-job training. For part time employees or those working less than 30 hours per week – the minimum duration of the apprenticeship must be adjusted pro-rata (12 x 30/average weekly hours = new minimum duration in months). For zero hours employees – the apprenticeship duration must be adjusted in proportion to the hours they work – that is, the duration must allow them to complete their apprenticeship (including off-the-job training) in the hours they work. The ESFA will monitor this aspect closely.

13. Therefore, when designing a degree apprenticeship programme, a programme team should consider the range of working contexts and variety of employment settings and work patterns within which the apprenticeship may be undertaken.

14. The pure academic contribution to the apprenticeship programme might therefore comprise a maximum of 30-45 credits of free-standing modules/learning out of 120 credits p.a. but the remainder of the learning hours would have to be integrated into the 80% work-based learning: for example, modules that integrate the off-the-job with on-the-job learning, e.g. hours (credit) devoted to University-based introductory sessions that provide a theoretical context for hours of learning spent on subsequent application of the theory in the work place with hours assigned for end-of-module reflection on or evaluation of the relationship between the theory and the practice. Thus modules for off-the-job learning might be:

a. purely academic free-standing with defined credit value and notional learning hours, OR

b. integrated theory and application with defined credit value and notional learning hours divided between the off-the-job and the on-the-job learning such that overall the off-the-job learning can be identified as contributing to the overall minimum 20% of the apprenticeship learning.

Consideration might also have to be given to the spread of learning across the year rather than being confined to the standard academic year based on semesters or terms.
15. Care must be taken in programme design to ensure that there is recognition of employer work cycles in addition to academic work cycles to provide an appropriate work/study/life balance for apprentices. Where there is an expectation that apprentices must take their annual leave in the University holiday periods this should be clearly stated in programme documentation and in the relevant statements and agreements.

16. All degree apprenticeship programmes should normally align with the framework for undergraduate non-clinical programmes or the framework for modular PGT programmes (Appendices B and C of the Code of Practice on Assessment). However there may be situations where exemptions need to be sought, for example:
   a. where exemptions to the approved module credit values are required, in order to accommodate the on- off-the-job learning balance,
   b. where the employer’s business requirements mean that the University’s standard dates of semesters, associated assessment periods, Module Review Boards and Boards of Examiners cannot be adhered to.
In such cases the approval of the University Academic Quality and Standards Committee (AQSC) must be given. Applications should be made through the Secretary to AQSC and will be considered on a case by case basis.

17. Degree apprenticeships involve the assessment of academic standards and occupational or professional competence. Where they also provide PSRB recognition consideration should be given to how these assessments might be most effectively coordinated. For example, the EPA could stand as the requirement for establishing professional body status/membership. The Assessment Plan will indicate whether or not the EPA must be conducted by assessors from the relevant PSRB.

Learning outcomes

18. The degree programme and module learning outcomes should align to the knowledge, skills and behaviours (KSB) and duties specified in the relevant Apprenticeship Standard and the associated EPA. Particular attention should be paid to how the ‘behaviours’ required as an outcome of the apprenticeship can be reflected in the programme and module learning outcomes. Level descriptors specifically designed by SEEC to encompass learning from work settings to supplement the FHEQ may be useful and can be accessed at http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf

19. The programme design should enable apprentices to take responsibility for their own learning and plan for their future learning by providing opportunities for reflective learning based on informal and formal feedback and a dialogue (via scheduled virtual or face-to-face meetings) with an instructors/tutor. Apprentices will need to develop the ability to identify additional learning opportunities within the context of their day-to-day work activity, for example negotiated work-based projects, learning logs or professional development portfolios.
**Entry requirements**

20. All Apprenticeship Standards require that apprentices have achieved level 2 English and Maths prior to EPA but not necessarily on admission to the degree programme. Programme teams should consider whether these qualifications should be standard for entry to the degree apprenticeship programme and if not, how the Department/School will support any apprentice without level 2 English and Maths to acquire them prior to the EPA gateway. There is separate funding available for such apprentices and employers must allow them time off work to attend school/college but the time spent on such learning cannot be included in the minimum time required for off-the-job learning for the degree programme.

21. UoL sets out the minimum entry requirements for the apprenticeship degree programme, taking into account those specified within the relevant Apprenticeship Standard. The specific arrangements for recruitment and selection of apprentices should be agreed in advance with each employer.

22. Recognised Prior Learning (RPL) is possible for degree apprenticeships, unless it is precluded in the apprenticeship EPA plan. The criteria must relate to the KSBs and must recognise the holistic nature of learning as a combination of applied theory and reflective practice. Programme leaders should work with the employer when attributing prior learning as part of any training needs analysis of an apprentice. If RPL is granted and some modules are exempt from an apprentice’s training then such modules should not be funded as they will not constitute new learning (only new learning can be funded). If RPL is granted, the baseline requirement of 12 months’ minimum duration and 20% off-the-job training must still be met by the remaining programme elements.

23. The University and the employer have shared responsibilities for ensuring the quality of the apprentice learning and training experience. Arrangements must be in place for mentoring in the work place and at the University, support for mentors, pastoral support for apprentices/students, and to satisfy prevent duty and duties of safeguarding, equality and diversity and health and safety. Effective collaboration between the University and the employer(s) is essential and must be agreed and documented. This includes the:
   - Written Agreement (contract) between the University and the employer,
   - Commitment Statement between the University the employer, and the
   - Apprenticeship Agreement between the employer and the apprentice which the University should hold a copy of.

**PROGRAMME APPROVAL**

24. The normal procedures for programme approval apply. However, in addition, the input of appropriate practice expertise to supplement subject expertise in programme design must be evident to the School Scrutiny Panel prior to it endorsing a proposal; that evidence must also be submitted to the University Approval Panel (UAP) with the proposal documentation. Where an apprenticeship also includes PSRB recognition the relevant PSRB should be appropriately involved in the validation and approval processes, evidence of which must similarly be submitted to the UAP.
25. External reviewers of programme proposals, and ultimately appointed external examiners, must be suitably qualified and/or experienced to undertake the role. This might mean that two external examiners would be selected, one a subject expert and the other with practice expertise. For integrated degree apprenticeships the external examiner(s) would be involved in the EPA and the award of the degree. For non-integrated degree apprenticeships they would be involved only in the award of the degree but not the EPA for the apprenticeship.

26. The Curriculum Boards, School Scrutiny Panels and University Approval Panel will evaluate the programme proposal against:
   - the FHEQ and SEEC descriptors
   - the relevant Apprenticeship Standard and assessment plan, including provision for the EPA

27. Proposers of degree apprenticeship programmes should ensure, in consultation with the relevant University department/service, that appropriate arrangements will be in place for post-approval programme management and in particular:
   a. Support systems for the apprentices as students
   b. New partners approved/noted through the Due Diligence Panel
   c. Collaborative and contractual agreements
   d. Completion of the Learning Aim Request to the ESFA (required for the Individualised Learner Records)
   e. Maintenance of Individual Learning Records
   f. Funding arrangements with ESFA

APPRENTICE EXPERIENCE

28. Higher degree apprenticeships represent the partnership between the University, the apprentice/student and the employer that results in the co-production and enhancement of creative and transformational learning. The University has a responsibility to ensure that the rights and entitlements of apprentices as students and the rights and obligations of apprentices as employees can be appropriately aligned.

29. Apprentices should be allocated a workplace mentor by the employer. This mentor should work with the UoL academic mentor/adviser to support the progress and achievement of the apprentice and support the identification of appropriate workplace activity to facilitate work-integrated learning opportunities.

30. Apprentices should be visited in the workplace by UoL staff at least twice per academic stage (i.e. level of study). Visits should be carefully timed to support academic progression and to follow the milestones of the student journey. The visit should include a meeting between the academic and workplace mentors and the apprentice. Records of the meetings should be produced and kept by the academic mentor/adviser. These formal visits may be supplemented by telephone or Skype meetings.

31. Departments will need to indicate how and when the apprentice voice will be captured in terms of module and/or programme evaluation, apprentice liaison
committees, representation on bespoke Boards of Studies, etc. Existing opportunities may not be accessible to apprentices due to work commitments.

32. Assuring the quality of the apprentice experience will also mean that employer feedback and the Department’s responsive actions will need to be recorded and reported on as part of standard FAQSC and AQSC procedures.

33. The degree apprentice will have the same recourse to the University’s extenuating circumstances, support for students with a disability, coursework submission, complaints and academic appeals procedures as any other student. The apprentice may complain to the University about anything that is a UoL responsibility under the terms of the apprenticeship arrangements or under the requirements of the QAA Quality Code.

34. The degree apprenticeship programmes will be subject to the standard internal and external monitoring and review procedures but, given the multi-location settings and the partnership delivery, the processes must allow for the input of the employer, the workplace mentors, the EPAO, and if relevant, any subcontractor(s).

THE UNIVERSITY AS A TRAINING PROVIDER

35. For each validated degree apprenticeship programme the University must make application to the ESFA for a Learning Aim using the request form accessible at sde.servicedesk@education.gov.uk.

36. UoL must have a written agreement and commitment statement from the outset and for the entire duration of the apprenticeship with signed copies for each of employer, apprentice and provider. The commitment statement sets out how the employer and training provider will support the apprentice and should be kept with or in the written agreement/contract between the employer and the training provider.

37. The commitment statement must set out:
   a. The Apprenticeship Standard being followed
   b. Content of and schedule for training and details of the EPA
   c. Expectations of apprentice, employer and training provider (and any subcontractors)
   d. Roles and responsibilities for the employer, training provider and apprentice and arrangements for how the three will work together (contact details, commitment (apprentice’s attendance and study time, employer’s commitment to wages and time off to study in the working week), training provider’s support and guidance)
   e. The process for dealing with complaints and queries and escalation routes through the provider’s own organisation and the ESFA as appropriate.
   f. Dates of start, end, EPA and key milestones for mandatory or other qualification achievements (e.g. degree, PGDip)
   g. Training elements eligible to be funded from the employer’s digital account/government-employer co-investment, those elements which are not eligible but will be funded by the employer, those fully funded by ESFA (English and Maths GCSE or equivalent)
h. List of all organisations delivering the training, that is the main training provider and any sub-contracted training providers, and including the apprentice assessment organisation when confirmed
i. Arrangements for information sharing, compliant with the GDPR.

37. **What the main training provider must do**

a. Design bespoke programme for the off-the-job learning
b. Have copy of apprenticeship agreement between the apprentice and the employer and any updates to it
c. Contribute to the commitment statement
d. Maintain the evidence pack
e. Ensure all information used to register apprentices is correct (and give accurate Unique Learner Number information to the apprenticeship service, awarding organisations and apprentice assessment organisation)
f. Ensure that the apprentice’s progression is tracked across all forms and locations of delivery and that interventions or adjustments to delivery by a range of stakeholders is managed and recorded
g. Ensure that all staff who teach and manage or enable learning are appropriately qualified and experienced
h. Clarify the roles and responsibilities of workplace mentors and the employer’s obligation to formally review apprentice performance, which may include attending EPA preparatory events
i. Report and accurately complete ILRs for each apprentice, including last date of learning if apprentice leaves before completing the apprenticeship, dates of a break in learning agreed with employer (for e.g. medical treatment, parental leave...)
j. Report any change in employer or training provider, apprentice withdrawal, redundancy or apprentice’s break in learning, to ESFA
k. Check the special arrangements that can be made for an apprentice made redundant through no fault of their own to facilitate completion of the apprenticeship. This includes the provider making reasonable efforts to find the apprentice a new employer
l. Check what needs to be done in the event that apprentice, training provider or employer circumstances change or assessment arrangements have to stop
m. Revise existing agreements or create new agreements if circumstances change, such as changes to price, apprenticeship eligibility, and updates to the employer’s digital account.

38. **The Evidence pack**

The training provider has to keep an evidence pack for each apprentice, available to ESFA on demand, to include:

a. Evidence that the apprentice exists and is not enrolled on another apprenticeship
b. An assessment of the apprentice’s eligibility for funding and the evidence provided by the apprentice to prove their eligibility for funding and for any additional payments e.g. for a care leaver
c. All initial assessments for the English and Maths qualifications

d. Eligibility of the employer’s digital account or government-employer co-investment fund

e. Details of the negotiated cost of the apprenticeship agreed between the employer and training provider

f. Evidence of apprentice’s employment (name of employer, job role, agreed contracted hours of employment, total planned length of the apprenticeship)

g. Apprenticeship agreement with employer

h. Details of any delivery sub-contractor

i. Details of the apprentice assessment organisation (EPA)

j. Signed and dated Commitment Statement

k. Signed and dated written agreement/contract between the training provider and employer

l. Copies of any state aid declarations for the Apprenticeship Grant for Employers (AGE) and waiving of the employer contribution for small employers, including confirmation of the eligibility for the waiver

m. Information reported via the ILR, and EAS or ELS if applicable.

n. Agreed average weekly hours, including time spent in off-the-job training/learning

o. Evidence of why any part-time working pattern is needed

p. Details of how the 20% off-the-job training (excluding Maths and English) will be quantified and delivered

q. Details of how English and Maths will be delivered if relevant

r. Evidence of continued learning (or embedding of the skills gained) once the mandatory requirements of the apprenticeship have been met but before the minimum duration of the apprenticeship has been reached

s. Details if an apprentice becomes unemployed or self-employed as they cease to be eligible for funding at that point and have to be recorded as ‘withdrawn’ on the ILR. Redundancy is dealt with differently but still has to be recorded on the ILR.

t. Reasonable adjustments required for an apprentice with a learning support plan, including needs assessment and how these needs will be met

u. Any relevant experience and achievements, both inside and outside the apprentice’s current working role

v. The learning and skills the apprentice has to carry out while on their apprenticeship, outside of identified qualifications

w. Correct application of the rules on apprentices

  i. Cannot start an apprenticeship until after last Friday in June of the academic year in which they had their 16th birthday

  ii. Must be able to complete the apprenticeship within the time they have available

  iii. Is not also enrolled on another apprenticeship or DfE funded FE or HE programme

  iv. Is not asked to contribute financially to the direct cost of learning or assessment

  v. Cannot use a student loan (e.g. if transferring to an apprenticeship from a full time FE or HE course)

  vi. Must spend at least 50% of their working hours in England over the duration of the apprenticeship
vii. Must have the right to work in England (Tier 4 students or their family members must also meet other standard eligibility requirements)

viii. Meets citizenship or residency requirements

ix. Must not undertake an apprenticeship at the same or lower level than a qualification they already hold, unless the individual will acquire substantive new skills and the content of the training is materially different from any prior course or apprenticeship. This information must be included on the apprentice’s ILR.

x. Evidence that the learning took place and the apprentice was not RPLd, unless the prior learning has been accounted for (evidence mapped against the apprenticeship programme) and the funding or price adjusted accordingly

y. Evidence that the apprentice completed their apprenticeship and was awarded their certificate. Evidence of completion must be available within three months of it being reported in the ILR.

z. Evidence to support the claim for funding and details of the employer’s contributions.

THE UNIVERSITY AS AN EMPLOYER-PROVIDER

39. In addition to the requirements of a training provider as outlined above, as an employer the University would also need to;

a. Ensure the employee-apprentice had a contract of employment long enough for them to complete the apprenticeship

b. Complete the apprenticeship agreement with the apprentice and the commitment statement

c. Contract with the appropriate apprenticeship assessment organisation for the EPA

d. Provide a workplace mentor for the apprentice (good practice rather than a requirement).

MANAGING THE PROVISION

Written agreement

40. The contract between the employer and the University should establish clear expectations about the role(s) that the employer will play in supporting apprenticeship learning. It should reflect the regulations and governance requirements of the IfA and ESFA and refer to the EPAO guidance. It should cover aspects of information sharing, quality assurance and dispute resolution. It might also include arrangements for access to employer resources for off-the-job learning, arrangements for workplace mentoring, arrangements for the integration of on- and off-the-job training (e.g. identification of relevant work projects) and formal arrangements for involving employers in programme evaluation, monitoring and enhancement.

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41. The University may be required to provide staff development, mentor and assessor training, information for line managers and other employer-based staff working with the apprentices.

42. The workplace mentor must be supported in their role by the University in terms of provision of training in coaching and mentoring, an insight into how people learn in the workplace, and with an overview of the programme structure and assessment methods. The workplace mentor should be supported at all times by a nominated UoL tutor.

Contract with EPAO

43. With a non-integrated EPA the employer is responsible for choosing the EPAO but the contract is between the EPAO and the University.

Sub-Contractor relationships

44. In situations where a degree apprenticeship is to be delivered with the employer or a sub-contractor as the main training provider, at an early stage:
   a. AQSD must be consulted in order to ensure that the appropriate due diligence and partnership arrangements are being pursued
   b. The CPD unit must be consulted ensure that the appropriate contractual arrangements are being pursued and the ESFA guidelines are being followed.
<table>
<thead>
<tr>
<th>Standard approval procedures, including business plan</th>
<th>Expectation of Employer</th>
<th>UoL requirement</th>
<th>UoL contact</th>
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<tr>
<td>FPP</td>
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<td>Programme Team</td>
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<td>Outline approval</td>
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<td>Design workshop (MUST include external stakeholders)</td>
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<td>CB endorsement</td>
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<td>UAP approval</td>
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| New framework for the development of DAs:           |                         | ✓              | CPD CIE AQSD Legal |
| Costing model (CPD)                                 |                         |                |             |
| Criteria for design workshop (CIE, AQSD)            |                         |                |             |
| Checklist for approval panels (including what a DA should not comprise or contain) (AQSD) | | | |
| Arrangements for approvals of partnerships with employers and EPA providers (AQSD with legal advice) | | | |

| Due Diligence Panel approval as required of a new employer-partner not on the Government register or of any subcontractors | | ✓ | AQSD |

| Safeguarding policy and protocols in place and point of contact identified for apprentices | ✓ | ✓ | SAS |

| H&S policies in place and risk assessments completed as appropriate | ✓ | ✓ | Programme team |

| Prevent policy | ✓ | ✓ | SAS |

| Completion of any impact assessments required under Equality and Diversity Policy | ✓ | ✓ | Programme team |

<p>| Policies in place to tackle bullying and discrimination | ✓ | ✓ | SAS HR |</p>
<table>
<thead>
<tr>
<th>Business Continuity Plan in place (re apprenticeship programme)</th>
<th>✔</th>
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<th>Programme team with Finance</th>
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<tr>
<td>Mapping of programme to fully approved apprenticeship standard</td>
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<td>ILR recording system in place</td>
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<td>ESFA Learning Aim Request Form completed and submitted</td>
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<td>Programme team with AQSD</td>
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<td>Arrangements for End Point Assessment in place and contract signed</td>
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<td>Arrangements for regular workplace visits by UoL staff in place – student journey milestones</td>
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<td>Academic Adviser for each apprentice has been designated, to monitor the apprentice’s progress</td>
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<td>Employer based mentor in place</td>
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<td>Arrangements for apprentice representation (e.g. apprentice liaison committee)</td>
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<td>Formal agreement/contract with employer-</td>
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<td>Programme team and Legal</td>
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<td>partner with clear outline of respective</td>
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<td>from EFSA (for Integrated EPA) received</td>
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**Contacts**

AQSD: Faculty AQSO and the AQSD Partnerships Officer (see [https://www.liverpool.ac.uk/aqsd/contact/](https://www.liverpool.ac.uk/aqsd/contact/))

CIE: Simon Thomson

CPD: Chris McLinden

The Academy: Steve Plant

Finance Office: Chris Harman/Laura Hind

SAS: Mike Percival

Recruitment/Admissions: Ian Roberts

Marketing/Communications: Mike Deyes/Sean Neagle
PREPARATION FOR PROGRAMME APPROVAL

Proposed apprenticeship identified

Standard approved?

If NO – no further development pending approval of standard

YES

Integrated EPA

Register with RoEPAO for the standard

Programme approval using standard PDA procedures

Approval conditional on completion of all required administrative, legal and financial compliance arrangements and agreements (see checklist)

Non-integrated EPA

Contract the EPAO selected by the employer (VFM basis)
## GLOSSARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>Apprenticeship Agreement</td>
<td>The document where the arrangements between the apprentice and the employer and the employer are confirmed. The University should hold a copy of it and any subsequent revisions.</td>
</tr>
<tr>
<td>Apprenticeship Standard</td>
<td>A statement of the duties and knowledge skills and behaviours that an apprentice will need to demonstrate at the end of the apprenticeship through an end-point-assessment</td>
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<tr>
<td>Commitment Statement</td>
<td>The Commitment Statement sets out how the employer and training provider will support the apprentice. There should be signed and dated copies for each of employer, apprentice and training provider. The statement should be kept with or in the Written Agreement. There is a template for the Commitment Statement.</td>
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<tr>
<td>Degree Apprenticeship</td>
<td>An apprenticeship where the main learning includes a mandatory HE qualification at level 6 or 7</td>
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<tr>
<td>End Point Assessment (EPA)</td>
<td>Holistic and independent assessment of the knowledge skills and behaviours that have been learnt throughout an apprenticeship standard</td>
</tr>
<tr>
<td>EPA Gateway</td>
<td>The point at which the employer is confident that the apprentice is occupationally competent and ready to undertake the EPA</td>
</tr>
<tr>
<td>EPA Gateway Requirements</td>
<td>Any requirements that should be completed before an apprentice can undertake EPA. For example English and Maths qualifications, mandatory qualifications approved and detailed in the standard, any requirements or outputs that underpin an EPA method such as a portfolio demonstrating particular aspects of the standard, confirmation from the employer that the apprentice is ready for EPA.</td>
</tr>
<tr>
<td>EPA Organisation</td>
<td>The organisation that must be listed on the Register of Endpoint Assessment Organisations (RoEPAO) which can conduct EPA for specific apprenticeships. This means that higher education providers delivering integrated Degree</td>
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</tbody>
</table>
Apprenticeships must be listed on the RoEPAO to be able to conduct EPA for their own degree awards. For non-integrated Degree Apprenticeships and all other apprenticeships that include higher education, EPA must be conducted by a separate organisation from the higher education provider that delivered the apprenticeship programme.

<table>
<thead>
<tr>
<th>Individualised Learner Record</th>
<th>The primary data collection requested from training providers for FE and work-based learning in England. The data is used to monitor policy implementation and performance of the (DA) sector.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated apprenticeship</td>
<td>Where the EPA is incorporated into the main learning aim (usually a degree or other full HE qualification). In these cases there is no need for an additional independent assessment.</td>
</tr>
<tr>
<td>standard/Integrated apprenticeship</td>
<td></td>
</tr>
<tr>
<td>Mandatory Programme</td>
<td>Where the completion of the degree programme is mandatory for the achievement of the apprenticeship.</td>
</tr>
<tr>
<td>Written Agreement</td>
<td>The training provider must have a written agreement in place with the assessment organisation (for non-integrated end point assessments) and make payments to that organisation for conducting the EPA. The written agreement must set out the arrangements for the EPA including arrangements for any reassessments and the transaction of payments.</td>
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</table>