

ANNEX I – APPRENTICESHIP COURSES

This document is primarily intended for:

- Developers of new apprenticeship courses
- Assistant Registrars (Faculty/School) or equivalents
- Members of committees involved in the approval of new courses

Queries:

First point of contact –

- Assistant Registrars (Faculty/School) or equivalent

Technical specialist

- Degree Apprenticeship Compliance Manager,
Academic Registry

1 Introduction

- 1.1 This Annex outlines the *additional* information course proposers should provide when seeking approval for a new apprenticeship course.
- 1.2 All new apprenticeship courses must undergo full new course approval (as outlined in QA3). The normal QA3 requirements should therefore be followed along with the additional apprenticeship course requirements set out in this Annex.
- 1.3 Where units from an existing course are used to develop a new apprenticeship course, the course will still require full course approval processes to take place.
- 1.4 This guidance must be read in conjunction with the relevant Apprenticeship Standard and End Point Assessment (EPA) Assessment Plan published by the Institute for Apprenticeships and Technical Education (IfATE), and follow the guidance set out in the [Education and Skills Funding Agency's \(ESFA\) Funding Rules](#). Development teams must also consider the Ofsted Education Inspection Framework and Further Education and Skills Handbook for guidance for apprenticeship courses.

2 Timescales

2.1 Course proposers also need to consider:

- **Lead time for employer engagement:** employers should be engaged in the course design and development process to ensure it meets sector skills training needs.
- **Lead time for industry engagement:** to ensure the course is delivering against the local/regional/national skills agenda.
- **Lead time for business development:** to develop relationships with employers to secure apprentice numbers.
- **Lead time for approval from the relevant Professional Statutory and Regulatory Body (PSRB)** (where relevant).
- **Lead time for professional accreditation from the relevant PSRB** (where relevant).

3 Stage One Initial Strategic Approval

3.1 This stage should *also* establish:

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- that the proposal is in line with the University Strategy and its strategic intent for apprenticeship provision
- that the proposed course maps to an integrated or non-integrated, approved Apprenticeship Standard
- that the proposed course meets local, regional and national employer skills training needs
- that the proposal meets local, regional and/or national sector skills training priorities
- that the proposed course meets the minimum duration for an apprenticeship and demonstrates how the minimum off-the-job training requirement set out in the [ESFA Funding Rules](#) will be met.

3.2 For all new courses, Stage One should establish that the University has the necessary capacity, human and physical resources in place. For apprenticeship courses this should include:

- appropriate resource to develop and manage employer relationships to secure a consistent and sustainable pipeline of apprentices. This is to ensure the course is sustainable and financially viable
- confirmation if any delivery will be subcontracted – including the delivery of level 2 functional skills training in maths and English
- appropriate academic and administrative resource to provide the level of support to meet the additional requirements of the apprenticeship (e.g., Initial Needs Assessments, Tripartite Reviews, etc).

3.3 For integrated apprenticeships, Stage One should:

- recommend timings for registration as an End Point Assessment Organisation (EPAO) on the Apprenticeship Provider and Assessment Register (APAR) for the relevant, approved Apprenticeship Standard
- establish that there is a plan in place to deliver EPA
- confirm that there is a plan to identify and appoint appropriate, independent assessors to deliver EPA.

3.4 For non-integrated apprenticeships, Stage One should:

- establish there is a plan in place to appoint and contract with an approved, independent, external EPAO to deliver EPA.

3.5 In seeking Stage One Initial Strategic Approval for a new apprenticeship course, the Course Development Team will provide **all** documentation listed in QA3 paragraph 5.2, and include the following information:

- **the business case**, to include anticipated apprentice numbers, the maximum funding cap for the relevant, approved Apprenticeship Standard, and any additional resource requirements relevant to an apprenticeship course. All costs must be calculated based on eligible costs for apprenticeship courses ([Form QA3.1](#))
- a **brief rationale**, in the context of the University Strategy and strategic intent for apprenticeship provision, local/regional/national employer skills training needs and local/national skills training priorities
- a draft **Course Specification**, mapped to an approved Apprenticeship Standard (with accompanying link). This should include confirmation of the mode of delivery and any subcontractor arrangements ([QA44 Annex B](#))
- **market information**, including evidence of the local, regional and national skills training priorities and potential employer demand ([Form QA3.3](#)).

Appointment of External Reviewers

3.6 For an apprenticeship course, one of the External Reviewers should be familiar with the requirements of an apprenticeship to be able to provide adequate scrutiny and comment.

4 Stage Two Full Academic Approval

4.1 Stage Two full Academic Approval will also undertake scrutiny of the:

- (i) mapping of the proposed course with the KSBs in the relevant, approved Apprenticeship Standard to enable the apprentice to develop occupational competence in their chosen profession
- (ii) relationship between course content and the requirements of employers
- (iii) details of any subcontracting arrangements
- (iv) mode of delivery based on the needs of Student Apprentices working in a range of employment settings
- (v) arrangements for the Initial Needs Assessment (INA), to include additional learning support needs, maths and English level 2 functional skills training needs [and Recognition of Prior Learning \(RPL\)](#)
- (vi) arrangements for reviewing apprentice progress in line with the requirements set out in the ESFA Funding Rules, to include the Tripartite Review Process and Gateway Review
- (vii) assessment methods, to include work-based projects and to effectively prepare Student Apprentices for EPA
- (viii) arrangements for EPA, to include ensuring these satisfy the requirements of the EPA Assessment Plan, obligations as EPAO and external quality assurance requirements for EPA. This should include arrangements for the appointment of External Examiners for the period of on-programme training and assessment, and EPA for integrated standards
- (ix) arrangements for ongoing collaboration with employers throughout the course lifecycle.

4.2 For a new apprenticeship course, the Course Development Team will also provide the following additional information*:

Name of Apprenticeship Standard:	
Link to relevant Standard:	
Overview of the role:	
Level:	
Integrated/non-integrated:	
End Point Assessment Organisation:	For an integrated apprenticeship, this will be the University of Bath.
Typical duration to Gateway:	
Time allowed to complete EPA:	
Maximum funding:	
Any other information:	E.g. options available and whether the Standard is currently under revision

*This information can be found on the Institute for Apprenticeships and Technical Education (IfATE) website.

5 Review and Monitoring

5.1 New apprenticeship courses and any recommendations from CPAC made at the time of Stage Two Full Academic Approval will be monitored by DLTQCs through quarterly and annual monitoring processes ([QA51\(A\)](#)), F/SLTQCs through External Examiners' reports ([QA12\(A\)](#)), and periodic reviews ([QA13](#)). Monitoring will draw on feedback from unit evaluations, apprentice and employer surveys, Staff/Student Liaison Committees and Employer Stakeholder Group and industry Advisory Board meetings.

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