

Degree Apprenticeships

**Programme Director and Lead Administrator Roles and Responsibilities**

UCL’s Degree Apprenticeships Framework sets out the broad responsibilites of Heads of Department in relation to Degree Apprenticeships. This includes appointing a Programme Director and a Lead Administrator to each degree apprenticeship programme.

The purpose of this annex document is to set out the roles and responsibilities of the Degree Apprenticeship Programme Director and Lead Administrator within each stage of the apprentice’s lifecycle, namely engagement/on boarding, delivery and completion.

The list is indicative only and meant to used as a starting point for the planning of the management structures for a degree apprenticeship programmes within Departments.

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| **Area of activity** | **Programme Director responsibilities** | **Lead Administrator responsibilities** | **Central Apprenticeship Team responsibilities** |
| **Engagement/on-boarding** | | |  |
| **Identification & agreement of Apprenticeship Standard** | * Programme Directors must engage with the employer in identifying the most appropriate apprenticeship standard(s). * Programme Directors must outline to employers the high-level operation of apprenticeships and the key requirements/employer responsibilities. |  |  |
| **Programme Design and Approval** | * Programme Directors must design apprenticeship   programmes in line with the relevant Apprenticeship Standard and assessment plan. This should include the apprentice’s off-the-job training and associated on-the-job activities to develop the relevant Knowledge, Skills and Behaviours associated with the Apprenticeship Standard, a delivery timetable and expected total duration.   * Programme Directors mustconsult with employers in the design of the programme and reach an agreed programme design. * Programme Directors must submit degree apprenticeship programme approvals through UCL’s Programme and Module Approval Panel (PMAP) process in line with the requirements set out in UCL’s Degree Apprenticeships Framework, starting with the completion of the Feasibility Assessment. |  |  |
| **Programme Price** | * Programme Directors must cost the agreed programme delivery model and agree this with the employer. This should include a breakdown of the costs, the total negotiated price per apprentice assuming no prior learning, as well as the cost adjustment model for recognition of prior learning and be included in the Employer Contract. |  |  |
| **Employer Contract** | * The Programme Director must ensure that there is a signed contract in place with the employer before any applicant is permitted to begin their application to the programme, and in line with the requirements set out in UCL’s Degree Apprenticeships Framework. UCL has a set, institutionally agreed template for Employer Contracts that is held by Academic Services and must be used as a starting point with all employers. In circumstances where the UCL institutionally agreed template cannot be used, the Programme Director must ensure legal advice has been obtained. * The Programme Director must lead on the negotiations with the employer as well as maintaining overall joint responsibility with the Central Team for ongoing contractual compliance. | * Lead Administrators should support the Programme Director in drafting the Employer Contracts. * Lead Administrators should ensure the signed Employer Contract is saved alongside the Apprentice Files. | * Central Team, in conjunction with the Programme Director, should maintain overall responsibility for ongoing contractual compliance. |
| **Recruitment Process** | * The Programme Director must agree with the employer how apprentices will be recruited, including UCL and the employer’s individual responsibilities within the recruitment process. This should include explaining to candidates the implications of undertaking an apprenticeship. |  | * Central Team, in conjunction with the Programme Director, should maintain overall responsibility for ongoing recruitment compliance. |
| **Initial Assessment of the Apprentice** | * Programme Directors must ensure that an Initial Assessment of each applicant’s prior learning takes place before they start the apprenticeship, as per UCL’s Degree Apprenticeships Framework. * As part of the Initial Assessment, Programme Directors should apply a mechanism for assessing applicants’ prior learning/experience against the Knowledge, Skills and Behaviours (KSBs) for the Apprenticeship Standard, identifying and recording any exemptions from elements of the programme’s delivery where sufficient prior learning is evident and establishing a baseline against which KSB progress can be measured throughout the apprenticeship. | * Lead Administrators should ensure that the Initial Assessment of prior learning is signed by the apprentice and saved in their Apprentice File (see below). This should include a clear record of the decision made as to whether to award any exemptions on the basis of recognised prior learning and any associated adjustment to the price. * Lead Administrators should request copies of the relevant level 2 English and Maths certificates or exemptions as evidence and save them in the Apprentice File. | * Central Team, in conjunction with the Programme Director, should maintain overall responsibility for ongoing initial assessment compliance. |
| **Apprentice onboarding and induction** | * + - Programme Directors must ensure that the apprentices’ onboarding process is clear and includes recognition of prior learning/initial assessment, training plan completion and induction, in line with the ESFA’s Provider guide to delivering high-quality apprenticeships.     - Programme Directors should assign a tutor to each apprentice prior to the Initial Assessment taking place, ensuring adequate preparation and training of the tutor. | * Lead Administrators should request a copy of the signed Apprenticeship Agreement from the employer (contract between the employer and the apprentice) for each apprentice to save in the Apprentice File. | * Central Team, in conjunction with the Programme Director, should maintain overall responsibility for ongoing onboarding compliance. |
| **Off-the-job Training Plan** | * + - Pre 2022/23 enrolments: The Programme Director must apply a mechanism for monitoring whether apprentices are getting their planned minimum 20% off-the-job training time and remind the employer of their duty to allow their apprentice to spend at least 20% of their working time on off-the-job training where issues become apparent.     - 2022/23 enrolments onwards: The Programme Director must apply a mechanism for monitoring whether apprentices are getting their planned minimum 6 hours per week off-the-job training time and remind the employer of their duty to allow their apprentice to spend at least 6 hours per week of their working time on off-the-job training where issues become apparent. | * Lead Administrators should ensure that there is an individualised learning plan for each apprentice saved in their Apprentice File through the completion of the Commitment Statement/Training Plan. This should itemise each module/ eligible elements of the programme’s delivery alongside the number of planned off-the-job training hours, excluding any exempt modules due to recognition of prior learning and therefore reflecting an adapted curriculum according to the findings of the Initial Assessment. * Lead Administrators should ensure that a record of actual off-the-job training hours for each apprentice is commenced, saved in their Apprentice File and updated throughout the apprenticeship. | * Central Team, in conjunction with the Programme Director, should maintain overall responsibility for ongoing off-the-job compliance. |
| **Commitment Statement - completion and signing** | * + - Prior to the apprentice commencing their apprenticeship training, Programme Directors must ensure that a Commitment Statement is fully completed for each apprentice, including signatures, in line with UCL’s Degree Apprenticeships Framework. | * + - Lead Administrators should check that all required information has been provided, ensure that a Commitment Statement/Training Plan for each apprentice is saved in their Apprentice File and updated as required. | * + - Central Team, in conjunction with the Programme Director, should maintain overall responsibility for ongoing onboarding compliance. |
| **Management of Evidence** | * + - Programme Directors should have a good understanding of the current Education and Skills Funding Agency (ESFA) Funding Rules and Evidence Pack requirements. | * Lead Administrators should have a good understanding of the current Education and Skills Funding Agency (ESFA) Funding Rules and Evidence Pack requirements. * Lead Administrators should ensure that there is an Apprentice File for each apprentice that contains the required evidence documents: * Apprenticeship Agreement * Recognition of Prior Learning/Initial Assessment * Commitment Statement/Training Plan * First date of learning evidence * Copies of English and Maths GCSE/Level 2 certificates, evidence of exemption, or that they are being delivered as part of the Degree Apprenticeship * Tripartite review documents * Log of actual off-the-job training hours and activity * Completion evidence * Lead Administrators should ensure that the following evidence documents are saved alongside the Apprentice Files for each programme: * Employer Contract(s) and cost breakdown of price * End-Point Assessment contract * Evidence of end-point assessment payments | * Central Team should have a good understanding of the current Education and Skills Funding Agency (ESFA) Funding Rules and Evidence Pack requirements. |
| **Delivery** | | |  |
|  | * + - Programme Directors are responsible for all aspects of delivery and programme performance, including quality of delivery and for the success of outcomes within the planned duration of the degree apprenticeship. |  |  |
| **Programme Quality** | * + - Programme Directors must apply UCL’s normal quality assurance processes to degree apprenticeships, as described in the Academic Manual, alongside the specific provisions set out below.     - Programme Directors should have a good understanding of the Ofsted Education Inspection Framework (EIF) and EIF Inspection Handbook.     - Programme Directors must take part in annual monitoring of the quality of the degree apprenticeship programme by completing a programme-level self-evaluation in line with the requirements set out in UCL’s Degree Apprenticeships Framework.     - Programme Directors must take part in periodic Internal Quality Review (IQR) of the degree apprenticeship programme as per UCL’s Degree Apprenticeship Framework and Degree Apprenticeship Guidance for Internal Quality Review.     - Programme Directors must regularly review the quality of the degree apprenticeship to ensure they have a good understanding of the strengths and weaknesses of the programme. This will include regularly reviewing progress with the action plan that forms a part of the annual self-evaluation. | * Lead Administrators should support the Programme Director in the management of the quality of the programme by keeping record of deadlines, ensuring all documents are submitted as required and submitting documents to Department and Faculty committees as required. * Lead Administrators should support the Programme Director with the self-evaluation action plan and ensure actions are completed within the given deadlines. | * Central Team should support the Programme Director with the self-evaluation action plan and ensure actions are completed within the given deadlines. |
| **First date of learning** |  | * + - Lead Administrators should ensure that evidence of each apprentice’s participation in the first organised and structured learning session (first date of learning evidence) is captured and saved in their Apprentice File. |  |
| **Progress monitoring (academic & welfare)** | * + - Programme Directors are responsible for ensuring that the programme offers individual apprentices sufficient stretch and challenge to gain significant new learning against the Apprenticeship Standard KSBs, with clear and measurable targets.     - Programme Directors must ensure that tripartite review meetings occur 4 times a year, normally at least every 12 weeks between the apprentice, unless there is an evidenced delivery reason to adapt to an alternative frequency. The meetings take place between UCL tutor and employer take place and are documented, in line with UCL’s Degree Apprenticeships Framework. Reviews should include monitoring of: the apprentice’s overall progress in their Degree Apprenticeship against their individualised learning plan (Plan of Training within the Commitment Statement/Training Plan); progress in gaining the Apprenticeship Standard Knowledge, Skills and Behaviours; associated actual off-the-job training hours and activity; the extent to which on and off-the-job training is complementing one another. | * + - Lead Administrators should ensure that tripartite review meetings are scheduled to take place in line with ESFA regulation and a copy of tripartite review meeting notes are saved in the Apprentice Files. * Lead Administrators should check that the completion of logbook/portfolios are in line with the End-Point Assessment Organisation expectations. | * + - Central Team should support the Programme Director with the self-evaluation action plan and ensure actions are completed within the given deadlines. |
| **Apprentice change of circumstances** | * + - Programme Directors should put support mechanisms in place for apprentices who require a break in learning so they are able to complete the programme successful after the break. | * + - Lead Administrators should report apprentice changes to the Student Data Team in a timely manner, including breaks in learning or withdrawal from the programme, and update the apprentice's Commitment Statement/Training Plan and Apprentice File accordingly. |  |
| **Safeguarding and Prevent** | * + - Programme Directors must raise any Prevent and safeguarding concerns via Student Support and Wellbeing.     - Programme Directors must ensure that apprentices undertake Prevent and safeguarding training, safeguarding arrangements are understood appropriately by apprentices and training is refreshed, as necessary, throughout the degree apprenticeship lifecycle. | • Lead Administrators must raise any Prevent and safeguarding concerns via Student Support and Wellbeing. | * Central Team must raise any Prevent and safeguarding concerns via Student Support and Wellbeing. * Central Team must ensure that staff working with apprentices undertake Prevent and safeguarding training, safeguarding arrangements are understood appropriately by colleagues. |
| **Completion** | | |  |
| **Organisation of End-Point Assessment Organisation (EPAO)** | * + - Programme Directors should assist the employer with the selection of an end-point assessment organisation (EPAO) from the register of EPAOs and, with the employer’s agreement, engage with the end-point assessment organisation to negotiate the price (where not done by the employer) and put a contract in place between UCL and the EPAO, in line with the requirements set out in UCL’s Degree Apprenticeships Framework.     - For integrated degree apprenticeships, Programme Directors must develop the application to become an end-point assessment organisation in conjunction with the Central Team.     - For integrated degree apprenticeship, Programme Directors must, in conjunction with the Central Team, ensure compliance of EPA delivery with OfS regulations. | * + - Lead Administrators should save a copy of the contract with the end-point assessment organisation alongside the Apprentice Files.     - Lead Administrators should let the Student Data Team know the name of the EPAO and agreed price in a timely manner, for recording on the ILR. | * + - For integrated degree apprenticeships, Central Team to support Programme Directors to develop the application to become an end-point assessment organisation in conjunction with the Central Team.     - For integrated degree apprenticeship, Programme Directors must, in conjunction with the Central Team, ensure compliance of EPA delivery with OfS regulations. |
| **Gateway readiness** | * + - Programme Directors should convene a gateway discussion with UCL, the employer and the learner to assess the apprentice against the Knowledge, Skills and Behaviours set out in their Apprenticeship Standard to decide whether they are ready to take their assessment.     - Programme Directors must obtain a signed statement by the employer and UCL/provider that the apprentice meets the gateway requirements of the assessment plan for the Apprenticeship Standard, is ready to undertake end-point assessment and is still employed until the end-point assessment is completed.     - Once gateway readiness is established, Programme Directors should hold a meeting with the employer and EPAO at least three months before the EPA to agree: roles and responsibilities, a proposed timeline for the EPA, whether the apprentice will need any reasonable adjustments, where the EPA is going to take place and what equipment and materials the apprentice will need. | • Lead Administrator to check evidence pack to ensure learner is ready to be put through gateway. Confirm functional skills, degree programme, OTJ hours and any other evidence as determined in the assessment plan#   * Lead Administrator should maintain evidence of gateway discussion with the UCL, the employer and the learner in the evidence pack. |  |
| **End-Point Assessment** |  | * Lead Administrators should liaise with the EPAO to provide the necessary evidence for assessment as agreed between the Programme Director and EPAO. |  |
| **Completion Evidence** |  | * Lead Administrators should obtain evidence of payments made to the end-point assessment organisation (EPAO) for conducting end-point assessment, to include alongside the Apprentice Files. * Lead Administrators should ensure that evidence of completion is saved in the Apprentice File for each apprentice, including the EPAO outcome, the gateway readiness signed statement and the total off-the-job training hours on completion (Note: where this differs from the planned hours, a statement signed by the employer and apprentice should be obtained, please refer to ESFA Provider Funding Rules for more information). * Lead Administrators should inform the Student Data Team of the total, actual off-the-job training hours delivered on completion and the EPAO outcome, for recording on the ILR and make sure that all ILR data is correct for apprentices who have completed their apprenticeship to avoid any errors in respect of certification. * For Integrated Degree Apprenticeships the Lead Administrators should inform the Central Team of the EPAO outcome, for recording on the Apprenticeship Assessment Service to request a completion certificate for the learner. | * Central Team should hold evidence of payments made to the end-point assessment organisation (EPAO) for conducting end-point assessment. * Central Team to report completion of EPA to the Apprenticeship Assessment Service. |