1 3
2 GLOSSARY.....4

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1. UCL aims to use its world class academic excellence to tackle real world problems at a grand scale, often in collaboration with partners in public and private sector industries. The range of activity resulting from this is broad and typically includes a combination of research, education and knowledge transfer in order to disrupt the status quo and bring about lasting change. Degree apprenticeships represent a valuable means through which to apply our existing strengths in research and education to address skills gaps and broader workforce development challenges as an enabler for such lasting change.

2. expertise in academic departments and supports the application of that existing expertise in new ways. Each degree apprenticeship will use this expertise to address a clear strategic need identified with employers and other industry partners and should usually focus on occupations requiring the higher-level skills and competences that UCL is particularly well-placed to deliver.

3. s strategic intent is best suited to the more focused, specialist nature of level 7 provision. This will enable apprentices to benefit from the synergies with our wider postgraduate taught student community, many of whom are already established in their careers and embarking on professional development. By defining the scope of our provision in this way, UCL is able to develop a policy and support infrastructure that is fit for purpose.

4. Successful completion of an apprenticeship at UCL must always lead to a credit-bearing qualification as set out in Chapter 7, Part A of the Academic Manual, but there are fundamental differences in the design, delivery, management, regulation

   UCL is regulated as a single Apprenticeship Training Provider and is required to operate as such with a coherent framework for managing its apprenticeship provision.
   Where an academic department proposes to deliver an apprenticeship, it recognises and agrees to operate wholly within this framework comprising unified policies, processes, systems and ways of working, in order to secure egulatory obligations.
   UCL is early in its development as an Apprenticeship Training Provider and the development of its framework for managing apprenticeships will be iterative, which in turn will require academic departments and professional services to iteratively review and ensure the continued alignment of their practice.

5. The regulations and policy of UCL as set out in the Academic Manual shall apply in full to

2 Glossary[1]

Term	Definition

	employer. The ILP will include objectives for the apprentice as well as information on their off-the-job-learning and opportunities for feedback.
Individual Needs Assessment (INA)	The INA summarises the starting point of the apprenticeship and Includes a skills scan, any RPL documentation, functional skills assessment and

to each degree apprenticeship programme and ensuring that they are able to fulfil their responsibilities in line with the guidance set out in Annex 11.6.

3. Heads of Department must seek assurance that the Department is able to deliver each degree apprenticeship programme in accordance with the applicable Apprenticeship Standard(s), the approved programme proposal and the applicable UCL regulations. There must be mechanisms within the Department for the ongoing monitoring of its compliance with the relevant requirements related to degree apprenticeship delivery, and risks to

   reporting to the Faculty and Degree Apprenticeships Panel.

3.3 Faculty Roles and Responsibilities

1. Faculty Tutors or their equivalents in each Faculty that delivers degree apprenticeships must ensure that degree apprenticeships are included in the standard

4 Quality Assurance of Degree Apprenticeships

4.1 Overview

1. Manual, and specifically in Chapters 7 and 9, apply to degree apprenticeships alongside the specific provisions set out here.

2. In addition to the regulatory requirements and external reference points that govern our approach to assuring the academic standards and quality of our higher education qualifications, apprenticeships and UCL as an Apprenticeships Training Provider are subject to additional regulatory requirements as set out by the Department for Education, Education and Skills Funding Agency, and the Institute for Apprenticeships and Technical Education. Furthermore, Ofsted inspect the quality of apprenticeship training at all levels against the criteria set out in their Education Inspection Framework, and the Office for Students inspect the quality of End Point Assessment provision on behalf of the Department for Education.
procedures for degree apprenticeships, as set out below, are designed to fulfil these various requirements and ensure that apprentices benefit from a high-quality learning experience and successful outcomes.

4.2 Approval and amendment

1. In the first instance, anyone wishing to propose a new degree apprenticeship programme should liaise with their Head of Department, Faculty Tutor or their equivalent, Dean of Faculty, and the Degree Apprenticeships Manager to secure initial endorsement and support for the proposal. The proposer must have commitment from the employer(s) they wish to work with and have identified the Apprenticeship Standard they are proposing to deliver.
2. Once the initial proposal has Department and Faculty management endorsement, the proposer must complete a Feasibility Assessment (Annex 11.1) to be reviewed and approved by the DAP.
3. Following approval from the DAP for the Feasibility Assessment, the proposer can begin the programme approval process in line with Chapter 7, Part B of the Academic Manual, overseen by PMAP.
4. Degree apprenticeship programmes should be designed in collaboration with the employers committed to enrolling apprentices on the programme.
5. The programme approval process, documentation and timelines for degree apprenticeships is the same as for any other degree programmes at UCL with the addition of the following steps:
    The proposer must submit a completed Degree Apprenticeship Annex for Programme Approval with the other programme proposal paperwork. The Annex will include a mapping of the programme to the applicable Apprenticeship Standard.
    In line with the guidance provided in the Degree Apprenticeship Annex for Programme Approval, the proposer must identify an Apprenticeship External Scrutineer for the proposal. The Apprenticeship External Scrutineer should provide a brief statement assessing how robustly the proposed programme aligns to the applicable Apprenticeship Standard and any other applicable external competency frameworks.
    The Apprenticeship External Scrutineer should also comment on the other responses in the Degree Apprenticeship Annex to confirm that the proposed processes for managing the degree apprenticeship are in line with sector best practice and the standard expectations of the relevant government bodies.
6. Amendments proposed to degree apprenticeship programmes are also subject to the applicable provisions in Chapter 7, Part B of the Academic Manual.

7. Following the approval of a degree apprenticeship programme and before any applicant is permitted to begin their application to the programme, there must be a signed contract in place with their employer.

   a. 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.

   b. Draft contracts must be submitted for review by Education Services before they are signed by either party.

   c. A finalised contract will be recommended by Education Services to the appropriate authorised signatories for Employer Contracts for degree apprenticeships, as set out below within the Council-approved delegated authorisation limits:

Value of the agreement	**Signatory**
Estimated value of the Employer Contract over its full term over £2m and up to £10m	Provost
Estimated value of the Employer Contract over its full term over £250k and up to £2m	Vice-President (Operations); or Director of Finance and Business Affairs

Estimated v

2. UCL departments work with employers in the design and delivery of degree apprenticeships, including setting clear expectations of the apprentices to develop their knowledge, skills and behaviours (KSBs). Throughout the delivery of the degree apprenticeship, UCL departments will collaborate with and support the employer to ensure apprentices stay on track and develop KSBs to achieve well on the degree apprenticeship programme and beyond. The template for an Employer Handbook can be found in Annex 11.7.
3. The employer voice is heard in all quality assurance processes relating to degree apprenticeships at UCL to capture continuous improvement. Employer feedback also informs institutional governance of degree apprenticeships to provide oversight of the employ

6 Apprentice Support and Success

1. Every apprentice will benefit from an integrated package of support that identifies their specific needs, adapts their apprenticeship training and programme to those needs, and supports them to fulfil their potential in achieving a successfulal in achieving a successfulal in achieving a successful

a. A contract must be in place with the end-point assessment organisation in good time before the first apprentices are due to pass through the Gateway.

b. Academic departments are responsible for procuring the services of and leading -point assessment organisation within the requirements of relevant UCL policies, including those on procurement and data protection.

c. Academic Services and Legal Services must be consulted on the draft contract.

6.5 Apprentice File