

New Degree Apprenticeships policy

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Key project aims:

- To ensure that the Institute's policies and processes better recognise the role that degrees and graduate status play in the labour market; and
- To ensure that any degree apprenticeship is a distinctive product that secures the best of an apprenticeship and the best of higher education.

Key changes:

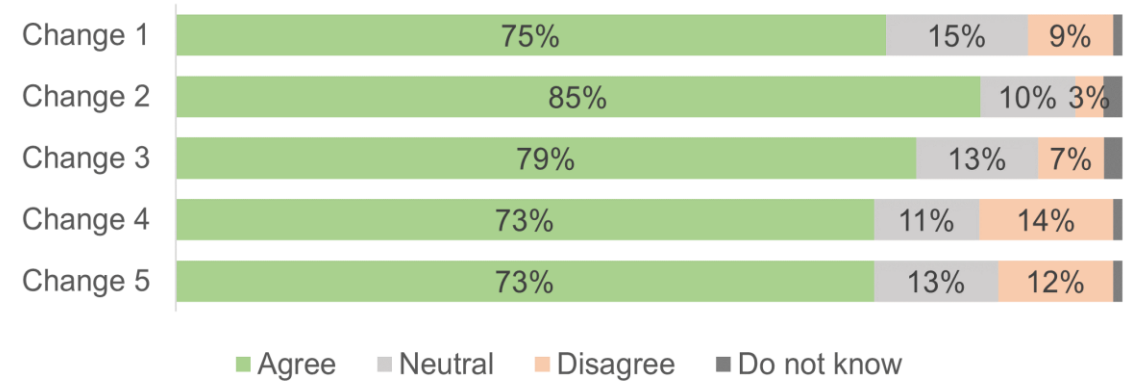
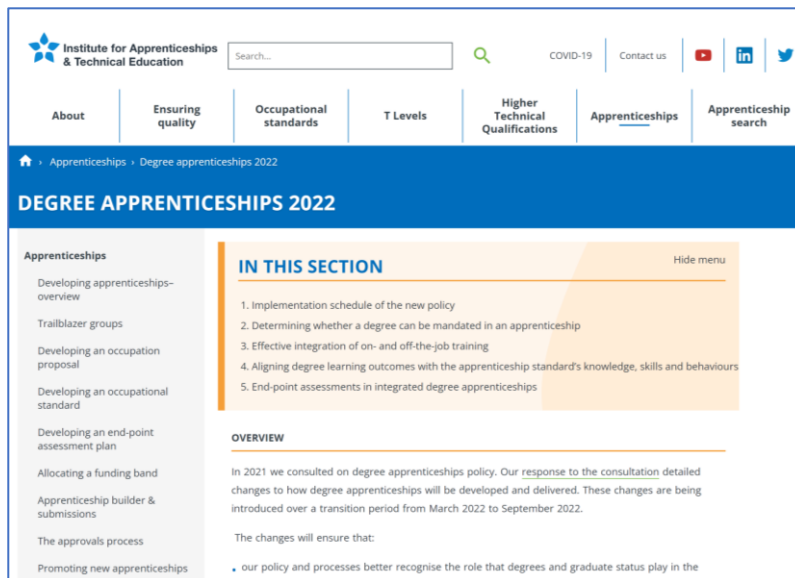
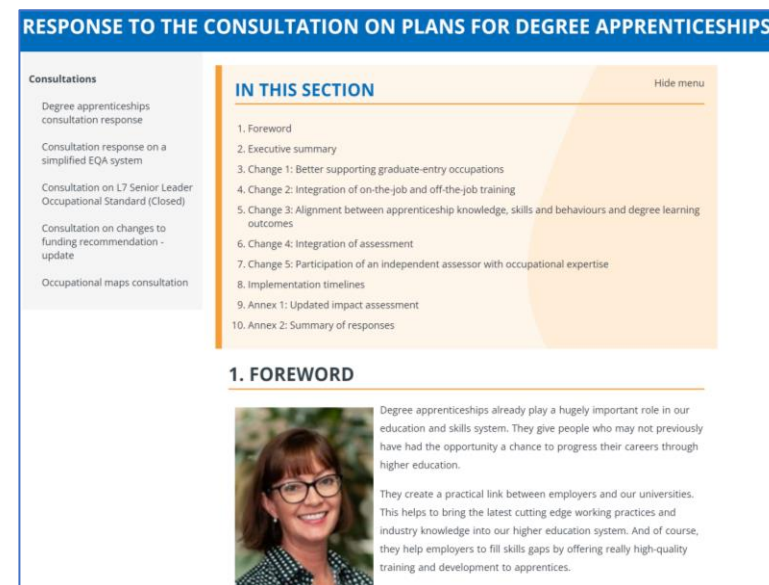
1. Better enabling of degree apprenticeships for 'graduate occupations'.
2. Improved integration of on- and off-the-job training.
3. Full alignment between occupational standard and degree.
4. Integration of end-point assessment with degree.
5. Assessment by occupational experts.

Policy development objectives & process

- Policy development informed by our Degree Apprenticeships Stakeholder Reference Group throughout process
- Consultation ran from 17 July to 16 September 2021; 208 organisations responded to the consultation with broad but not unanimous support for the proposals

Policy went live on 16 March 2022 via a 6 month transition period. New [web guidance](#) published.

Overview of consultation response to changes

[Consultation response](#) published in December 2021 confirming plan to implement reforms.

Key changes:

Policy change	Detail
Better enabling of degree apprenticeships for 'graduate occupations'.	<ul style="list-style-type: none">• Decisions relating to mandating degrees to be based on whether an occupation is a “degree/master’s level entry” occupation.• Standard data sources used to determine this.• Trailblazer opportunity to input additional evidence.• Important not to go beyond current labour market norms.
Improved integration of on- and off-the-job training.	<ul style="list-style-type: none">• More about applying existing best practice in all cases than introducing a new approach.• Plan to publish best practice examples.• Ofsted/OfS delivery oversight.
Full alignment between occupational standard and degree.	<ul style="list-style-type: none">• Will require Higher Education Providers (HEPs) to develop bespoke/adjust existing – degrees so that the degree learning outcomes align with KSBs.• Will now require HEPs to be involved in the development phase to aid this process.• Additional guidance published on “graduate attributes”.• OfS/Ofsted delivery oversight.
Integration of end-point assessment with degree.	<ul style="list-style-type: none">• This makes a pre-existing approach mandatory.• Different means of integration for different scenarios (i.e. no one size fits all).• EPAOs (i.e. HEPs) will need to recruit and train assessors from the occupation to ensure assessment by occupational experts.• For degree apprenticeships where the PB has a regulatory role controlling access to the occupation, EPA must be integrated with the PB’s assessment procedures rather than the degree itself.

Implementation

- The new policy has been implemented via a transition period during which Trailblazers are free to apply either the existing or new degree apprenticeships policy. Specifically, we:
 - are allowing submissions of new and revised apprenticeships based on the new policy from the 16 March 2022 submissions deadline (i.e. cycle 40) as envisaged in the original consultation; but
 - will not require all submissions relating to degree apprenticeships to be based on the new policy until the 7 September 2022 submissions deadline (i.e. cycle 43).
- This does **not** mean that all existing degree apprenticeships need to be compliant with the new policy by September 2022. Instead, they will need to become compliant as and when revisions to them are submitted from September onwards.
- Guidance on the new policy is available on our website [here](#).

External industry experts

The great strength of EPA is that it is an independent judgement of an apprentice's occupational competence by assessors who are experts in, and respected by, the occupation.

One independent assessor must be drawn from the occupation and be outside of the EPAO.

The EPAO is free to make arrangements with other organisations (such as **other EPAOs and professional bodies**) to facilitate the recruiting of suitable industry and independent assessors.

Within degree apprenticeships HEIs will be likely to have contacts with **employers skilled in the occupation** who are employing an apprentice. With suitable training this may provide a source of independent occupational experts (noting that the industry expert cannot be sourced from the apprentice's own employer and would need to focus on apprentices of other employers).

Any Questions?

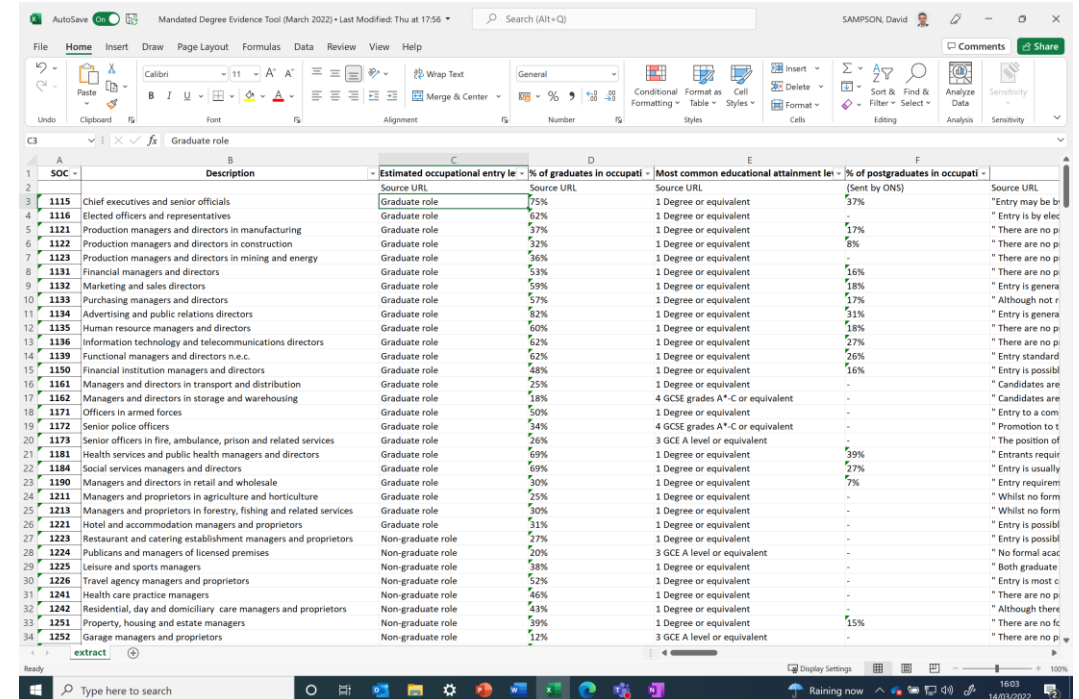
Appendix (further detail on the changes)



Change 1: Better enabling of degree apprenticeships for ‘graduate occupations’

- Decisions on mandating degrees now based on whether an occupation is a “degree level entry” / “master’s entry level” occupation as evidenced by:
 - Estimated occupation entry level (source: Universities of Warwick and West of England via the Office for National Statistics (ONS)).
 - Percentage of graduates in occupation (source: ONS Annual Population Survey).
 - Most common educational attainment level (source: ONS Annual Population Survey).
 - Percentage of postgraduates in occupation (source: additional data requested from ONS from the 2019 Annual Population Survey).
 - Typical career entry requirements (source: ONS).

- These evidence sources are brought together via the [mandated degree evidence tool](#) in our web guidance based on SOC codes.
- Content to consider **additional evidence** supplied by/via the Trailblazer, subject to certain quality criteria.
- Decisions need to be **evidence-based and focused on current market norms**. Important not to risk restricting access to an occupation by mandating a degree in an apprenticeship when it is not the market norm.
- General principle that the evidence should be worked through with the Trailblazer before proposal submission to avoid surprises and wasted effort, and then formalised at the **proposal rather than standard submission stage**.



A	B	C	D	E	F
SOC	Description	Estimated occupational entry level	% of graduates in occupation	Most common educational attainment level	% of postgraduates in occupation
1115	Chief executives and senior officials	Graduate role	75%	1 Degree or equivalent	37%
1116	Elected officers and representatives	Graduate role	62%	1 Degree or equivalent	-
1121	Production managers and directors in manufacturing	Graduate role	57%	1 Degree or equivalent	17%
1122	Production managers and directors in construction	Graduate role	52%	1 Degree or equivalent	8%
1123	Production managers and directors in mining and energy	Graduate role	36%	1 Degree or equivalent	-
1131	Financial managers and directors	Graduate role	53%	1 Degree or equivalent	16%
1132	Marketing and sales directors	Graduate role	59%	1 Degree or equivalent	18%
1133	Purchasing managers and directors	Graduate role	57%	1 Degree or equivalent	17%
1134	Advertising and public relations directors	Graduate role	82%	1 Degree or equivalent	31%
1135	Human resource managers and directors	Graduate role	60%	1 Degree or equivalent	18%
1136	Information technology and telecommunications directors	Graduate role	52%	1 Degree or equivalent	27%
1139	Functional managers and directors n.e.c.	Graduate role	52%	1 Degree or equivalent	26%
1150	Financial institution managers and directors	Graduate role	48%	1 Degree or equivalent	16%
1161	Managers and directors in transport and distribution	Graduate role	25%	1 Degree or equivalent	-
1162	Managers and directors in storage and warehousing	Graduate role	18%	4 GCSE grades A*-C or equivalent	-
1171	Officers in armed forces	Graduate role	50%	1 Degree or equivalent	-
1172	Senior police officers	Graduate role	34%	4 GCSE grades A*-C or equivalent	-
1173	Senior officers in fire, ambulance, prison and related services	Graduate role	26%	3 GCE A level or equivalent	-
1181	Health services and public health managers and directors	Graduate role	59%	1 Degree or equivalent	59%
1184	Social services managers and directors	Graduate role	59%	1 Degree or equivalent	27%
1190	Managers and directors in retail and wholesale	Graduate role	30%	1 Degree or equivalent	7%
1211	Managers and proprietors in agriculture and horticulture	Graduate role	25%	1 Degree or equivalent	-
1213	Managers and proprietors in forestry, fishing and related services	Graduate role	30%	1 Degree or equivalent	-
1221	Hotel and accommodation managers and proprietors	Graduate role	31%	1 Degree or equivalent	-
1223	Restaurant and catering establishment managers and proprietors	Non-graduate role	27%	1 Degree or equivalent	-
1224	Publicans and managers of licensed premises	Non-graduate role	20%	3 GCE A level or equivalent	-
1225	Leisure and sports managers	Non-graduate role	48%	1 Degree or equivalent	-
1226	Travel agency managers and proprietors	Non-graduate role	52%	1 Degree or equivalent	-
1241	Health care practice managers	Non-graduate role	46%	1 Degree or equivalent	-
1242	Residential, day and domiciliary care managers and proprietors	Non-graduate role	43%	1 Degree or equivalent	-
1251	Property, housing and estate managers	Non-graduate role	39%	1 Degree or equivalent	15%
1252	Garage managers and proprietors	Non-graduate role	12%	3 GCE A level or equivalent	-

Change 2: Improved integration of on- and off-the-job training

- Ensuring off-the-job training is fully integrated with on-the-job training is about **applying existing best practice in all cases** rather than introducing a new approach.
- Although primarily a delivery stage issue, as far as possible, it will help if employers and Higher Education Providers (HEPs) involved in the development of the occupational standard “**design in**” **ease of integration**.
- We are in the process of developing **best practice examples of effective integration** to add to our web guidance. We welcome any support employers and HEPs can provide in developing these.
- **Important to ensure this happens in practice** – the effectiveness of integration is already covered in Ofsted’s evaluation schedule used to determine grades as a result of an inspection. It may also be possible to identify any concerns through the Office for Students’ risk-based monitoring of providers.

Change 3: Full alignment between occupational standard and degree

- This is a key change as it will **require HEPs to develop bespoke degrees** with the degree learning outcomes aligning with the occupational standard's KSBs.
- As such, this requirement traverses both the **development and delivery stages** of apprenticeships.
- Degree apprenticeships work best when all elements of learning contribute to the award of the degree qualification, the achievement of the apprenticeship and the realisation of employers' expectations of a competent individual.
- To facilitate this we:
 - **will require the involvement of HEPs in the apprenticeship development phase** to ensure that delivery practicalities are addressed at an early stage.
 - have developed guidance covering "**graduate attributes**" and the application of our existing "**transferability**" criterion to ensure that the apprenticeship's KSBs fully reflect occupational competence.
 - will develop best practice examples of ensuring full alignment. We welcome any support employers and HEPs can provide in developing these.
- Recognise that adding mandated degrees to existing L6/7 apprenticeships will require a **significant notice period** before any new version replaces an old version for new starts.
- **Important to ensure alignment happens in practice:** OfS's recently revised condition of registration B1.3.e covers scenarios where a course designed to lead to occupational competence doesn't fulfil this requirement, and Ofsted's existing remit includes commenting on the quality of off-the-job training in terms of how it impacts on the progress and skills development of the apprentice.

Change 4: Integration of end-point assessment with degree

1. Degree apprenticeships with integrated EPA already exist, so this is not a complete change. Non-integrated degree apprenticeships will be phased out as the apprenticeships are updated.
2. Degree apprenticeships that contain specified degrees (as a gateway requirement), and fully integrate the EPA with a professional body's assessment of competence processes (e.g. RICS and RTPI), also already exist. These will be retained as a discrete category of degree apprenticeships.

To facilitate this we:

- Have revised the requirements for degree apprenticeships to:
 - clarify how EPAs could be integrated depending on how the occupation is regulated
 - clarify how professional bodies may be involved in integrated EPA.
 - clarify how EPAOs can build EPA into their programmes to separate assessment from teaching/training.

Ongoing work will include:

- Working with OfS and QAA to develop the process for external quality assurance (EQA) of integrated degree apprenticeships
- Working with ESFA to manage any consequences of the wider use of integrated EPAs on the EPAO market.

Change 5: Assessment by occupational experts

1. This is a key change which will require EPAOs to amend how they set up and operate integrated degree EPAs.
2. EPAOs will need to recruit and train assessors from the occupation to play a key role in delivering and grading the EPA (and hence the degree).

To facilitate this going forwards we will:

- Establish best practice for utilising industry based assessors in EPA (including training)
- Build requirements for industry/occupation-based assessors into assessment plans
- Explore how to facilitate the sourcing of industry based assessors (including with professional bodies, EPAOs and with other mechanisms)
- Work with OfS and QAA to amend the delivery of EQA as necessary