

# Apprenticeship programme planning form

## Guidance notes **2023/24**

This guide is intended to support faculty staff in completing section 4-8 of the Apprenticeship Programme Planning Form (APPF) for all new Apprenticeships proposals. The guidance provides key information around the level of information the faculty need to obtain and consider when assessing the viability of the proposed Apprenticeship. The APPF is the basis around which any new apprenticeship is structured and therefore, it is imperative that the document is utilised correctly. A correctly completed APPF will enable the faculty to make a well-founded decision as to whether an apprenticeship programme proposal should proceed to validation or whether, after careful consideration, the proposal was deemed not to be a viable option and the decision to proceed no further is to be taken.

The guide is to be read in conjunction with other related documents including the Guide to Apprenticeship Validation. For more information and access to additional resources, go to the [DAQ webpages](#).

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## Section 4: Programme Rationale

### Programme overview and outcomes

Please provide a brief outline of the apprenticeship standard from the [Institute for Apprenticeships and Technical Education](#) (IfATE) website.

- Include the level of the apprenticeship and details regarding the government funding band and imbedded qualifications within the standard. You should reference the apprenticeship standard and the assessment plan.
- Please detail the intended outcomes of the programme and information on similar programmes at other institutions. Explain any unique selling points to the programme, indicating the relevant QAA benchmark(s) which the programme will align to.
- Present a brief programme outline containing modules and credits per level.
- Summarise how the delivery will incorporate work-based learning, and how blended learning/apprenticeship management systems will support this.
- For revalidated programmes, please explain clearly what you are planning to change, how this differs from the previous programme, and why this change is needed.
- Please use full programme and module titles, with codes, throughout the form.

### Current and Future Market

Your Faculty Marketing and Recruitment Manager will provide initial assistance with specific market research requirements, helping you to gain information from the Management Information team and MarComms.

- Please outline the characteristics of potential apprentices e.g. areas of industry/employment that will be the target focus, the average level of work-based experience required for the apprenticeship, if the programme is predominantly 16-19 year old learners, the size of the target market (locally/nationally), and the percentage of apprenticeship levy/non-levy employers.
- Please highlight any sectors of the market we cannot cater for.
- Proposed intake of apprentices– how might the recruitment to this programme affect the intake to other DMU programmes in this subject area? Is recruitment for the apprenticeship to be aligned to traditional intake periods, will there be multiple intakes per year?
- Please outline the current and future relevance of the programme, highlighting demand-led factors within the political, social and economic arena. How will this programme contribute to current and future skills needs and does/will it have industry 'buy in'? Have employers been consulted on the funding band of the apprenticeship, the duration and delivery model, and the qualifications imbedded? What prospects will successful learners have once the apprenticeship has been completed?

You will need to demonstrate how your programme will differ from the competition and whether this will create a competitive entry point for DMU. In addition, you will need to highlight why the proposed programme will be attractive to apprentices against what is already available in the market. Finally, will the proposed programme create any internal competition with existing DMU programmes? Does it align/compete with pre-existing DMU apprenticeships on offer?

## Section 5: End Point Assessment

The assessment plan for each apprenticeship standard is found on the [Institute for Apprenticeships and Technical Education](#) website. Each standard's assessment plan details the specific requirement for the End Point Assessment (EPA). It will cover the required assessment methods (a minimum of two) and how the EPA must be conducted. The assessment plan will also include details on any required independent, external assessors, Academics from other HEIs as well as industry practitioners are regulatory requirements.

### Types of End-Point Assessment

#### Non-Integrated EPA

Where a standard's EPA is non-integrated, then a 3rd party organisation will need to be contracted to deliver it. The organisation must be a End Point Assessment Organisations (EPAO) who can be found on the ESFA's [Register of End Point Assessment Organisations](#) (RoEPAO). For non-integrated please outline how you will work with employers to identify and contract with the EPA Organisation. DMU will be required to submit the EPAO ID and price of EPA to the ESFA. When apprentices have successfully undertaken the EPA, DMU will be able to draw down the final completion payment.

#### Integrated EPA

For an integrated EPA, DMU will be required to deliver the EPA, as an End Point Assessment Organisation. The team delivering EPA must be completely independent from those involved in delivery of the on-programme learning delivery. DMU will have to evidence sufficient internal governance and monitoring to assure separation. A rationale behind integrated EPAs should be included, as they generate income, but increase risk.

The programme team will be required to apply for the RoEPAO for each integrated standard. The Degree Apprenticeships Unit (DAU) should be consulted to support the faculty in making this application. Applications and EPA costings should be drafted alongside the validation documentation for submission prior to when the apprenticeship programme starts.

Please note, not all IfATE standards include "integrated" in the title of the standard/assessment plan. It is important to review the assessment plan in detail to locate whether it is integrated or not.

#### Fully Integrated EPA

For an integrated aligned EPA, DMU will be required to deliver the aligned EPA through a final

EPA assessment board whilst continuing to meet the requirements of an End Point Assessment Organisation. The EPA Assessment Board must have an External Examiner who is completely independent from those involved in delivery of the on-programme learning delivery. DMU will have to evidence sufficient internal governance and monitoring to assure separation.

The programme team will be required to apply for the RoEPAO for each integrated aligned standard. The DAU should be consulted to support the faculty in making this application. Applications and EPA costings should be drafted alongside the validation documentation for submission prior to when the apprenticeship programme starts.

For further information or questions relating to the EPA, please contact Claire Richardson in the Department of Academic Quality (DAQ).

## Section 6: Co-delivery and Subcontracting

If any element of the apprenticeship delivery will be provided by another organisation, please detail the activity/percentage. This includes employers who may be supporting PSRB placement activity. If teaching is linked to an apprenticeship standard and forms part of a DMU award and it is to be externally delivered, please include evidence of the initial communication with Educational Partnerships and the DAU.

If an apprenticeship subcontractor relationship will be established within the programme, please summarise. Include any initial communications with the DAU. This should reference the ESFA subcontractor register, the subcontracting funding cap and subcontractor due diligence. Please note, the delivery of functional skills L2 English and Maths (required for all apprentices) will constitute subcontracting, the delivery of the EPA in non-integrated by a separate organisation will not.

## Section 7: Potential Issues and Risks

Please comment on any potential issues or risks involved in establishing the course which may arise from the timescales and resources. You need to include and detail the apprenticeship specific areas of increased risk, due to government regulations and the ESFA funding rules. For information, support and guidance, please refer to the DAU.

### ESFA Compliance

Please include details of how your programme/faculty will ensure compliance of the monthly ILR data returns to the ESFA. Identify the nominated individual/team responsible, and their current engagement with the Strategic Planning Service (SPS) and DAU. Detail the staff/operational resources required for your programme to ensure ESFA compliance. This can include officer roles and dedicated administration.

### Recognition of Prior Learning (RPL)

As the ESFA funding rules state that no duplicated learning can be funded using the apprenticeship levy, accredited prior learning evidenced through qualifications must be accounted for as well as experiential recognised learning within job roles/previous employment. Please include details of how you intend to capture both of these during the

eligibility on-boarding process and any possible effect on demand. Further information can be found at the [RPL webpages](#).

### Hard close Eligibility, learner packs

For apprenticeship intakes, include how you will ensure all eligibility will be compliant at a set 'Hard Close' date for all learner evidence packs prior to induction. Include details on the pre-existing eligibility documents and processes and nominate the individuals/teams allocated.

### Due Diligence

Please include details on the nominated individual to ensure a 'Hard Close' date on employer due diligence. Include any initial communication between the programme team, (DAU/Educational Partnership). Please reference to the proposed methods of due diligence, whether on-site visits/document submission.

### Minimum 6 hours per week Off the Job

"Off the Job" learning must constitute at least 6 hours per week of apprentice's contracted hours for programme duration. Please evidence any initial scoping of ESFA guidance eligible tasks relevant to the standard and the proposed model of delivery/support. Contact DAU for advice and support.

### Potential Issues

Where modules are shared with other faculties, outline how this has been formally agreed.

- What (if any) information is missing from the proposal at this point?
- What would be the indicators that the programme can no longer run?
- What would the minimum intake numbers be for this proposal, and will the programme still run if this number is not reached?

## Section 8: Financial Viability Approval

The Apprenticeship Programme Lead/designated nominee must complete an Apprenticeship Costing and Viability form with assistance from the Faculty Finance Partner and Director of Faculty Operations. A financial viability assessment must be presented (with this form), to the Faculty Executive Committee/Faculty Leadership Board for approval.

An example template for calculating financial viability can be accessed from the DAQ web pages; this is provided for demonstration purposes and requires modification to meet faculty-specific requirements. Please note if your apprenticeship is to be accessed by internal staff you will need to complete two versions of the template. One version needs to be completed on an "at cost" basis as we cannot make profit when delivering to our own staff.