

JBM Guidance for Degree Apprenticeships (England)

Introduction

This document provides guidance for Higher Education Providers (HEPs) in England who are developing degree apprenticeship (DA) programmes based on [Institute for Apprenticeships and Technical Education \(IfATE\) standards](#).

While this document addresses all forms of civil engineering related DA standards, JBM has also produced a supplementary guidance for a new version of the civil engineer degree standard to be introduced in March 2025. In this updated version, the degree and apprenticeship will be combined into an 'integrated' model, with the integrated apprenticeship replacing the non-integrated apprenticeship from 1 March 2025.

Background

A degree apprenticeship (DA) standard in England is a description of an occupation, and it contains an occupational profile with description of the 'knowledge, skills, and behaviours' (KSBs) needed for someone to be competent in the occupation's duties. Occupational standards are developed by employers for occupations that meet IfATE's current [occupation criteria](#). The End Point Assessment (EPA) plan is the mechanism by which apprentices' occupational competence must be assessed and is the overarching document that all assessment organisations must follow in full.

The DA may be either **Non-Integrated**, meaning the degree is assessed and awarded separately from the apprenticeship, or **Integrated**, meaning the assessment and the award of the degree are combined and that the apprentice must pass all elements to receive their qualifications. The End Point Assessment is carried out by an independent organisation for Non-Integrated standards, and by the relevant HEP for Integrated standards. In either case, the content must map to the JBM and the Engineering Council (EngC) degree guidelines.

While DA programmes combining learning and work experience can in principle lead directly to professionally qualified membership with a professional engineering institution and from there to registration with Engineering Council, JBM's role is to confirm if those programmes deliver the underpinning knowledge and understanding required for registration in line with Engineering Council's Accreditation of Higher Education Programmes (AHEP) standard. Looking at the current suite of civil engineering apprenticeships published by IfATE, accreditation could be for Incorporated Engineer registration or further learning for Chartered Engineer registration.

As a registered apprenticeship training provider, you must plan for your apprentices to fully complete the programme including the end-point assessment. Your approach will differ depending on whether you are working to an Integrated or a Non-Integrated DA standard:

- An integrated degree-apprenticeship must be delivered by a Higher Education Provider that is on the [apprenticeship providers and assessment register](#) (APAR). You must act as both the training provider for the apprentices on programme and the end-point assessment organisation (EPAO) to confirm whether they have completed the apprenticeship successfully or not. The end-point assessment (EPA) must contribute to the total credit value of the degree and must be delivered in line with published EPA plan.
- For a non-integrated standard, you must work in parallel with your apprentices and their employers to ensure that by the end of their academic programme of study or shortly afterwards an application can be made by the employer for an End Point Assessment (EPA). The EPA is a vital part of an apprenticeship and should be planned for at the start of an apprenticeship programme. It is the responsibility of the employer to select the EPA Organisation (EPAO) and lead the relationship with them.

Apprenticeship providers are jointly responsible with the employer to ensure that the apprentice can sit their EPA on the planned date. This requires HEPs to monitor the apprentices' practical experience to ensure that they are competent in the knowledge (K), skills (S) and behaviours (B) as defined in the standard. This is the key difference between an apprenticeship degree and a traditional part-time degree.

Questions and Answers

The following are questions commonly asked by HEPs when seeking advice from JBM on apprenticeship degree programmes in England.

1. We run accredited bachelor degree programmes; can I advise employers that this existing degree is also accredited for the purposes of registering apprentices?

No, an individual HEP needs to seek separate accreditation for the DA programme through submission of separate documentation demonstrating that you have reviewed the programme content and its delivery against the apprenticeship standard and also to ensure that it delivers in full alignment with the ESFA's "Apprenticeship funding and performance-management rules for training providers." JBM needs to see evidence of close academic/industry liaison for the successful delivery and that you have done this to allow them to approve changes you make to your programme as a result.

2. We wish to develop an apprenticeship degree, where do I start?

You start with the relevant Apprenticeship Standard which states the knowledge (K), skills (S) and behaviours (B), that the standard has to deliver. The Standard will confirm the qualification(s) that the successful apprentice will achieve on completion of their apprenticeship.

For example, the [Civil Engineer degree \(non-integrated\)](#) and [Civil Engineering \(Site Manager\)](#) standards specify that on completion the apprentice will be awarded a Level 6 bachelor degree or equivalent Diploma in civil engineering accredited by the JBM. Similarly, the new 'integrated' version of the Civil Engineer degree standard starting in 2025 specifies a JBM accredited degree.

You should also refer to the [QAA characteristics statement](#), and overall requirements set by the Engineering Council for the Accreditation of Higher Education Programmes (AHEP) in engineering, in line with the UK Standard for Professional Engineering Competence (UK-SPEC).

There are two types of Degree Apprenticeship as defined by the IfATE these being:

2.1 Non-Integrated Degree Apprenticeship – these utilise:-

- a) An existing part time degree (EngC/PEI accredited for Level 6 Civil Engineering or Building Services Design i.e. Technician Apprenticeship Consortium (TAC) led). **On the job training** is required to develop the technical and professional skills and behaviours much more fully and in line with the Standard. The 'Provider' is responsible for recording the required total 20% **off-the-job training** (i.e. attendance at HEP/study days/exams/occupational and professional development) and is a statutory requirement for an English apprenticeship. This can include specific training provided by the employer as part of the existing staff development such as Health and Safety, Diversity and Inclusion, Commercial, Security and Sustainability. Also, specific mentoring, secondment and experience related to KSB's that cannot be delivered by the provider. The 20% off-the-job training must deliver new skills that are directly relevant to the apprenticeship, and requirement is measured over the course of an apprenticeship (as opposed to over an academic year), accounting for apprentice's employed time. This requirement applies to apprenticeships at all levels. To keep apprentices on track, and to assist employers, providers should hold regular reviews with the apprentice to assess their progress against the assessment plan to sit their EPA on the planned date.
- b) It is possible, and welcomed by employers, that some of the degree MAY be work based learning (WBL), (but is not mandated): for example, business & project management, projects/dissertations that are delivered through the workplace with both an academic set of learning outcomes (LOs), and also business benefit/professional development evidence - with assessments set and marked by the HEP.
- c) On completion of the degree PLUS the other Gateway requirements (i.e., Portfolio of PEI/Eng evidence), apprentices are then put forward for EPA, where a registered independent end point assessment organisation (EPAO) - (e.g., ICE) would evaluate every candidate through a separate assessment mechanism, this being a combination of exam/project/report/viva/professional discussion/ professional review interview.
 - i. **In the case of Civil Engineering/ Civil Engineering Site Management** both the academic requirements and professional competence requirements have been built into the apprenticeship delivery side, and every apprentice that successfully passes the EPA for the DA is IEng compliant.
 - ii. Only at the time that the apprentice/their employer pays the membership and registration fees will the apprentice become IEng registered (in effect the EPA is an enhanced Professional Review Process) i.e. the apprentice will have an accredited degree, plus a

professional competence portfolio, and have been through an enhanced Professional Review (application, assessment and professional review interview).

2.2 Integrated Degree Apprenticeship. These are different and MUST ensure that:-

- a) All 20% off-the-job training and all workplace training being contained in the degree – therefore the DA is in effect the award of the Degree and MUST contain WBL.
- b) K, S, and B are being assessed by the HEP EPA process using independent assessors.
- c) More details are provided in JBM's supplementary note on integrated degree apprenticeships in England.

More information can be found on the IfATE website: [Training / Institute for Apprenticeships and Technical Education](#)

3. What does the JBM mean by work-based learning (WBL)?

Following the recommendation of the JBM Sub-Committee (JBMSC), it was agreed to use the definition of WBL set out in the JBM's Glossary of Further Learning Terms: 'a structured way of using learning acquired through work experience.'

4. Is WBL a requirement for an Apprenticeship degree?

Yes, an apprenticeship is a work-based training programme for which Apprentices MUST be employed.

If WBL is awarded academic credit, it must be assessed and delivered at the required level and because of the difficulty of ensuring quality through WBL, the JBM consider that it is appropriate to cap the maximum number of credits that can be achieved in this way. The suggested cap is a maximum of 90 credits and spread equally across all Levels. If a HEP wishes to include more than this, it has to be justified in the DA submission.

Where credit bearing WBL is included, and if this relates to the JBM list A or B core subjects, or mathematics, fluid mechanics (hydraulics) or surveying (see [JBM Guidelines for Developing Degree Programmes.](#)) for quality and consistency purposes, the delivery and assessment of these components of the programme should be undertaken by the HEP. Apprentices may use in-house training courses, for example in surveying, to complete the practical element of a surveying module but the underpinning theory and assessment of related course work should be done by the HEP.

5. Does the title of the degree programme need to be different from our existing degree titles, we will be using our existing part-time degree programme to provide the underpinning knowledge for the degree?

- a) **If Non-Integrated**, then the DA programmes should either have 'Degree Apprenticeship' in the title or a different title for the DA programme to differentiate it from existing part-time degree programme (as per current JBM Policy). It is essential that training providers deliver a JBM accredited Civil Engineer Degree (Level 6) Apprenticeship programme as stated in the Standard, under "Qualifications"
Successful apprentices will gain a BSc or BEng Civil Engineering degree which is accredited by the Joint Board of Moderators.

It will also be helpful for the professional engineering institutions if there was some way that the apprentices on this programme could be easily identified. The ICE has advised that once your DA programme has been accredited it will be added to the ICE course records database with "apprenticeship" after the course title. Student member applications will then link to this course to allow them to be tracked through and supported by their Membership Recruitment Team (MRT).

- b) **Civil Engineer Integrated DA**– the HEP should use the title that is stated in the actual standard e.g., Digital & Technology Solutions Professional which states:
Award
BSc (Hons) / BEng (Hons) Civil Engineering

6. Local employers are asking us to offer an apprenticeship pathway for both IEng and CEng (partial) apprentices, does it have to be one or the other or can it be both?

This depends on the approved standard and the EPA requirements. Both types of accredited degree will meet the academic base for IEng registration. Which degree you offer your apprentices is a decision that you should take with the employers who are registering their apprentices with you.

7. Does the apprenticeship programme need to be a structured learning experience?

Yes, the whole Degree Apprenticeship is a structured learning programme (whether non-integrated or integrated) – containing the degree plus a negotiated technical and professional development programme. This is assessed and audited by the provider (in conjunction with the apprentice and the employer) every 12 weeks (in line with Education & Skills Funding Agency (ESFA) funding requirements) to ensure progress is being made and a development plan set for the next 12-week period. This will reflect learning at the HEP and in the workplace, and other development, e.g., attendance at professional body webinars, training courses, reading journals etc.

8. Does the HEP need to monitor the gathering of apprentices' evidence to demonstrate that they meet the competence standards required to submit an application for an EPA?

The level of monitoring will depend on the type of apprenticeship programme you have in place i.e., integrated, or non-integrated. However, it is essential that the HEP do monitor the apprentices gathering of evidence for their portfolio through IPD or a bespoke system as well as suitable standard of on-the-job learning/experience required for the EPA. These should be in the form of a regular tripartite review involving the apprentice, the HEP, and the employer. As a good practice, it is suggested to have a structured framework to monitor/assess progress is being made, and a development plan is set if deemed necessary for successful achievement of the apprenticeship.

9. Does the HEP need to provide training for those designated industrial mentors from those organisations our apprentices will work for? Is this something the professional bodies can help with?

You will need to ensure that these mentors have been trained, and the professional bodies may be able to help you with this.

10. Engagement with your preferred organisation conducting your EPA for non-integrated DA offerings

We would recommend that you engage with your preferred organisation, as soon as possible. You need to understand what additional support they can provide to help your apprentices through the full process.

ICE is registered as an End Point Assessment Organisation for the following degree apprenticeship standards:

- Civil Engineer (Degree) ST0417
- Civil Engineer Site Management (Degree) ST0042

ICE offers the option for a combined Professional Review and EPA for the non-integrated version of those standards, and therefore an apprentice who successfully completes their EPA with ICE will also have the opportunity to become a qualified Member of ICE (MICE) and to register as an Incorporated Engineer (IEng) without further assessment. Degree apprentices should ideally enrol on an ICE Training Scheme, or sign up for mentor supported training, to complete their IPD. Failing that they will need to complete a Career Appraisal prior to any application for EPA.

ICE is also looking at ways to support HEP

11. What is the funding band for the apprenticeship?

You will find a list of the current funding bands on the IfATE website.

Please contact your preferred EPA partner to find out how much they are going to charge to do the EPA, noting that up to 20% of the apprenticeship funding band can be allocated for the EPA.

12. Can I use the [Risk Based Approach \(RBA\)](#) to make an application for approval of our apprenticeship degree, is there any extra information I will need to provide?

You may use the RBA to make your submission **if you are** already offering JBM accredited degree programmes. If you are, you will need to include the following information.

The HEP must submit a report to the JBM (jbm@ice.org.uk) containing the following information for each programme under review:

- A rationale for the new programme which includes:
 - [AHEP Learning outcomes](#); JBM mapping to core subject matrix and threads.
 - Projected recruitment statistics.
 - Internal validation report.
 - Details of changes to related accredited programmes since the last JBM visit

- Programme specifications providing details of the structure of the programme.
- Commonality with other accredited programmes.
- Resource implications (including staffing and equipment).

Extra information for all Apprenticeship Degrees submissions:

- A statement confirming which apprenticeship standard(s) the award provides the underpinning knowledge, skills and behaviours for, including a reference to the need for apprentices to complete an EPA, where applicable.
- A mapping table to demonstrate how apprenticeship standards' Knowledge, Skills and Behaviours are met in the DA programme.
- A statement on the academic and industrial support provided to apprentices.
- Proposals for monitoring apprentices' academic and industrial competence as well as development needs, such as arrangements for tripartite reviews
- If academic credit is to be given for WBL, state the number of credits and how the WBL is to be assessed.
- Any tailored *Memorandum of Understanding/Agreement* in place between the apprentice, the employer and the HEP. Please provide an example
- The tripartite commitment statement between the apprentice, the employer and the HEP. Please provide an example
- Active engagement with the EPAO (end-point assessment organisation) to support employers and prepare the apprentices for their EPA
- Completed JBM Degree Apprenticeship checklist

13. What should we do if we do not already run a comparable JBM accredited programme?

If you **do not** run JBM accredited degree programmes then you will need to complete the full [submission document JBM131](#), as soon as your programme has been internally validated. Please contact the JBM secretariat (jbm@ice.org.uk) as soon as the programme has been validated to allow them to arrange a pre-accreditation visit.

14. We have our accreditation visit in the next few months; what evidence will the JBM expect to see that relates to our apprenticeship programme?

- 1) The academic degree must meet the requirements set out in the [Guidelines for Developing Degree programmes](#) and has been mapped to [AHEP learning outcomes](#). This mapping must be evidenced in apprentice's work.
- 2) Evidence of close collaboration between the HEP and the employer(s) delivering the WBL
- 3) Evidence will be required that the HEP has comprehensive quality assurance processes and procedures in relation to all WBL elements undertaken with an employer.
- 4) The apprenticeship course handbook should outline the full process, i.e. the need to gain appropriate experience in addition to their academic studies and the need to be assessed via an End Point Assessment to allow the apprenticeship to be signed off as complete.
- 5) Validation process in place to verify to an employer that they can apply for an EPA on behalf of their apprentice.
- 6) Minutes of Student Staff committee meetings that relate to apprentices
- 7) Examples of the assessment of prior learning/experience of the apprentice which the training provider needs to ensure that their training plan is appropriate and addresses their learning needs.
- 8) Evidence of mapping of the degree content to approved apprenticeship standards' KSBs.
- 9) Industrial input and influence – examples of the signed collaborative arrangements in place between the HEP and employers.
- 10) Evidence of strong, viable and visible links with sponsoring employers. As part of the accreditation process, the JBM will seek evidence that such links are in place and that employers contribute to delivering standard KSBs, holding tripartite reviews, supporting apprentice, assisting with the EPA preparation, engaging actively with the EPAO etc. The JBM actively expects provider to consider apprenticeship related matters within an established Industry Advisory Board or in a standalone IAB equivalent for the apprenticeship programme.
- 11) Support provided/available to apprentices at HEP and at their workplace
- 12) Method of initial assessment you are using to recognise the apprentice's prior learning to allow adjustments to the training content and duration, if deemed necessary. You will need to identify the staff member(s) responsible for this and how this is recorded?
- 13) Assessment for monitoring apprentices' industrial/occupational competence at workplace.
- 14) Mechanism to capture feedback from apprentices
- 15) A record of any staff development for academics who will be the academic mentor for the apprentice and similar examples of any training/support available to the apprentice's company mentors

15. What types of questions could a JBM visiting team ask us?

- 1) What is the ethos of your apprenticeship degree, what is different from the other degrees you offer and in particular your engagement with industry?
- 2) To confirm for which apprenticeship standards your award is providing the underpinning knowledge, skills and behaviours
- 3) What is the mode of delivery, how does this differ from your other programmes and if there are likely to be any issues faced by apprentices when compared with other students?
- 4) Is there any linkage between the HEP and company support/mentoring of the apprenticeship?
- 5) On an accreditation visit the JBM **must** meet apprentices across all years and some of their employers
- 6) How are you going to monitor/manage the WBL element of the course?
- 7) Have there been any apprentices admitted to latter years of the programme to ensure that the accreditation intake period aligns with the graduating cohort?
- 8) How does the HEP plan to monitor the gathering of apprentices' evidence, i.e. procedure for performance?
- 9) How is the progress reviewed- the format and frequency? For example, 20% off-the-job training recording etc.
- 10) Is there a structured learning experience provided, i.e. academic degree plus a negotiated technical & professional development programmes/workshops for meeting gateway requirements within the timeframe?

