

JBM Guidance for Civil Engineer Integrated Degree Apprenticeship (England) - from March 2025

Introduction

This guidance builds upon the [JBM guidance for Degree Apprenticeships in England](#) and should be read alongside it.

This document provides guidance for Higher Education Providers (HEPs) who are developing a Civil Engineer Integrated Degree Apprenticeship programme in England and seeking the Joint Board of Moderators (JBM) accreditation.

Background

A revised version of Civil Engineer Degree Apprenticeship has been approved by the [Institute for Apprenticeships and Technical Education \(IfATE\)](#) for new starts from 1st March 2025. It follows an 'integrated' model where the award of the degree and the apprenticeship is combined, in contrast to earlier civil engineering degree apprenticeship standards where the degree was assessed and awarded separately from the apprenticeship.

The new IfATE standard makes clear that the Civil Engineer Integrated Degree Apprenticeship programme must meet the Engineering Council (EngC) and JBM accreditation requirements for Incorporated Engineer (IEng).

Note that the degree apprenticeship standard 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.

An integrated degree-apprenticeship must be delivered by an HEP that is on the [apprenticeship providers and assessment register](#) (APAR). Also, the HEP must act as both the training provider for the apprentices on the 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](#). The EPA should then be completed within an EPA period lasting typically 8 months.

Questions and Answers

The following are the most common questions HEPs are asking the JBM about an integrated-degree apprenticeship.

Accreditation standards

1. Does an integrated degree apprenticeship programme need JBM accreditation?

Yes. Both the occupational standard and assessment plan state that "The qualification required is: Civil Engineering degree accredited by the Engineering Council" and JBM is the body licensed by Engineering Council to accredit civil engineering programmes.

2. Do all JBM requirements apply if they are not stated explicitly in the apprenticeship standard?

Yes, the assessment plan states that the programme must include a Civil Engineering degree accredited by the Engineering Council. JBM accreditation requirements apply equally to all degree programmes whether apprenticeships or not. Please refer [here](#) to JBM's Guidelines for Developing Degree Programmes for more detail.

3. Apprenticeships combine academic learning and practical experience, so will JBM be accrediting both?

JBM will accredit the academic learning from the programme. On an apprenticeship programme, that learning will come from both formal study and work-based learning (WBL). With that in mind, HEPs should refer to [JBM's Guidelines for Developing Degree Programmes](#) and demonstrate how their apprentices meet the learning outcomes, JBM threads, and core subjects, across the programme.

4. Will the JBM accredit the Initial Professional Development (IPD) element of an integrated degree apprenticeship?

No – the JBM will not accredit the IPD element of an integrated degree apprenticeship.

For those unfamiliar with Engineering Council registration processes, a common pathway to professional recognition is a three-stage process of demonstrating underpinning knowledge and understanding through the award of an accredited engineering degree, gaining experience and competence through a period of initial professional development (IPD) for example on an accredited company training scheme, followed by a formal peer review assessment of competence and professional commitment with a professional engineering institution (PEI) at a professional review.

In principle, Engineering Council's Approval and Accreditation of Qualifications and Apprenticeships (AAQA) standard allows for the degree and the IPD element of an integrated degree apprenticeship to be accredited together. In practice, JBM's expertise lies in accrediting academic programmes while JBM Member Institutions have experience in assessing IPD and professional competence.

5. Will JBM offer accreditation against Engineering Council's UK-SPEC competence standards as well?

No. As noted above when considering the Initial Professional Development (IPD) element of an integrated degree apprenticeship, JBM will accredit only the academic learning from the programme.

Please see the registration FAQs below for more details on apprentices registering with Engineering Council.

Accreditation processes

6. Is there a straightforward way to achieve accreditation for an integrated degree apprenticeship if we already run other JBM accredited programmes?

Yes, you may be able to use JBM's [Risk Based Approach](#) (RBA) if you are already offering JBM accredited degree programmes and degree apprenticeships.

You will then need to include the following information for each programme under review when you submit a report to the JBM (jbm@ice.org.uk):

- A rationale for the new programme which includes:
 - [AHEP4 Learning outcomes](#): JBM mapping to core subject matrix and threads as well as other specific requirements.
 - Programme mapping to the Standards' Knowledge, Skills and Behaviour in full prior to EPA
 - Projected recruitment statistics.
 - Internal validation report, or equivalent relevant approval document.
 - Details of changes to related accredited programmes since the last JBM visit.
- Commonality with other accredited programmes.
- Resource implications (including staffing and equipment).

In addition, for Apprenticeship Degrees submissions, you will need to provide:

- 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.
- 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 work-based learning (WBL), state the number of credits and how the WBL is to be assessed.
- Any tailored Training Service 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 Professional Engineering Institutions to support employers and prepare the apprentices for their professional registration through EPA.
- Programme specifications providing details of the structure of the programme (provide learner journey plan, including total academic credit and the EPA element, noting that the EPA has to be between 30 - 45 credits of total credit value and must be delivered in line with the EPA plan.)
 - EPA is graded (both assessment methods / overall grade)
 - HEPs still award a degree classification (i.e., 1st, 2:1, 2:2 etc.), based on academic modules that include final year project, following successful completion of the EPA.
- Completed JBM Degree Apprenticeship checklist.

7. 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](#) 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.

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

Please see the type of evidence you will be asked to provide below:

- 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.
- Evidence of close collaboration between the HEP and the employer(s) delivering the work-based learning (WBL).
- Evidence will be required that the HEP has comprehensive quality assurance processes and procedures in relation to all WBL elements undertaken with an employer.
- The apprenticeship course handbook should outline the full process, i.e. the need to gain appropriate experience additional 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.
- Validation process in place to verify to an employer that they can apply for an EPA on behalf of their apprentice.
- Minutes of Student Staff committee meetings that relate to apprentices.
- 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.
- Evidence of mapping of the degree content to approved apprenticeship standards' KSB prior to EPA.
- Industrial input and influence – examples of the signed collaborative arrangements in place between the HEPs and employers.
- 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 apprentices, assisting with the EPA preparation, engaging actively with the Professional Engineering Institution etc. The JBM actively expects the provider to consider apprenticeship related matters within an established Industry Advisory Board or in a standalone IAB equivalent for the apprenticeship programme.
- Support provided/ available to apprentices at HEP and at their workplace.
- 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?
- Assessment for monitoring apprentices' industrial/occupational competence at workplace.
- Mechanism to capture feedback from apprentices.

- 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.

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

The list below provides an indication of the type and scope of questions you should expect to answer:

- 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) Can you demonstrate your evidence base and guidance materials that support apprentices in preparing for and achieving EPA in a timely manner.

Course structure and assessments

10. Will JBM accreditation be based on the degree apprenticeship programme up to the EPA, or will it include the EPA as well.

JBM will consider the whole degree apprenticeship programme including the EPA.

In part, this comes from the formalities of the assessment standard where the EPA has to be passed for the award of the degree (please refer to [Institute of Apprenticeship and Technical Education's webpage](#) for further information), and in part to avoid HEPs needing to duplicate assessments particularly for project work.

11. Does the apprenticeship programme need to have a separate technical project in the final year for the EPA as well as an integrated design project for the degree element of the programme?

No, JBM has no wish to impose unnecessary duplication.

JBM Degree Guidelines state that, in the final year of the programme, emphasis should be placed amongst other requirements upon an **integrated design project** for the built environment using relevant IT. The EPA Plan also specifies a **technical project** as part of the end point assessment, to be started after the apprentice completes their formal training and has passed the EPA gateway.

JBM will accept a technical project completed for the EPA in lieu of a final year integrated design project provided the programme covers **JBM's design thread** requirements in full.

12. If the EPA is integrated with the degree, how many credits must be allocated to the EPA?

Given that an undergraduate year for a full-time student normally consists of 30 weeks of formal education equating to 120 credits, and the indicative time for the EPA technical project is 300 hours or circa 10 weeks, JBM would expect the EPA to be allocated a minimum of 30 credits and no more than 45 credits **unless there is a clear and compelling rationale for operating outside this credit range.**

Engineering Council Registration

13. Would registration be affected if the academic learning element of a degree apprenticeship were not accredited?

Yes.

Firstly, please understand that the programme must be accredited with Engineering Council, to be compliant with the apprenticeship standard.

In addition, for Engineering Council, apprentices need the programme to be accredited if they are to demonstrate they have the required underpinning knowledge and understanding for registration.

14. Would registration be affected if the professional development element of a degree apprenticeship were not accredited?

No, not necessarily.

Accredited professional development programmes are a support mechanism to aid a trainee's progression to registration, whether apprentices or not. They are not a formal registration requirement.

However, in some cases, PEI accreditation of the professional development element of the programme may be appropriate as a risk reduction measure e.g. if the HEP is working with employers unfamiliar with Engineering Council standards. HEPs should speak to their preferred PEI to understand the practicalities for their apprentices.

15. Can an apprentice who passes their EPA register with the Engineering Council?

Yes, in principle.

Registration can only take place through a PEI and therefore HEPs should speak to their preferred PEI about how to link professional registration with the EPA.

16. Can PEIs supply independent assessors to training providers?

In principle, yes. HEPs should speak to the relevant PEI(s).

Please note that, in relation to internal quality assurance, the EPA Plan requires HEPs to appoint independent assessors who :

- have relevant experience of the occupation to at least occupational level 6 gained in the last 2 years or significant experience of the occupation or sector
- have professional body membership with a relevant Engineering Council professional engineering institution (PEI) at IEng or CEng level.
- are active, trained and recognised by an Engineering Council licenced professional engineering institution as a professional reviewer (at IEng and above); and
- are professionally active and maintain their CPD annually.

Please liaise with your chosen PEI for further information.

With acknowledgements to JBM's DA Task and Finish Group

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