



UNIVERSITY OF
CAMBRIDGE

Master of Studies (MSt) in Architecture (Degree Apprenticeship)



Institute of Continuing Education

Employer Handbook



www.ice.cam.ac.uk/apprenticeships

University of Cambridge

Master of Studies (MSt) in Architecture

(Degree Apprenticeship)

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Updated March 2024*

*This handbook was revised in March 2024 and the information presented is correct as of that date.

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1 Introduction

Thank you for selecting the University of Cambridge’s MSt Architecture Apprenticeship. We look forward to working with you and hope you will find the programme meets your needs. We have designed the programme to be an enjoyable and fulfilling learning experience for your apprentices, which provides up-to-date knowledge, skills and behaviours (KSBs) relevant to the work of the architectural profession today.

The MSt Architecture Apprenticeship is offered within the Department of Architecture in the Faculty of Architecture and History of Art, School of Arts and Humanities.

This handbook is designed to provide information for employers about the MSt Architecture Apprenticeship and how it is delivered and managed. Apprentices are provided with a Course Handbook, and they also have access to our online Handbook, where the most up-to-date versions of general information is made available electronically.

The University of Cambridge policies and procedures are available on the Education Quality and Policy Office website: <https://www.educationalpolicy.admin.cam.ac.uk/>.

Useful contacts

Below is a list of people who are involved in delivering and supporting the course, along with their contact details:

Job Title / Name	Email	Phone
Head of Department of Architecture Flora Samuel	fbs22@cam.ac.uk	01223 332970
Course Leader Timothy Brittain-Catlin	tjb43@cam.ac.uk	01223 746262 / 07855 005942
Apprenticeships Administration Team	Apprenticeships@ice.cam.ac.uk	01223 760443

2 Programme Structure

2.1 Overview

Apprenticeships in England are governed by the rules and standards of the Education and Skills Funding Agency (ESFA) and the Institute for Apprenticeships and Technical Education (IfATE). The principle behind all apprenticeships is to encourage employees to reach the highest possible level of educational and training attainment in the most affordable way. While they are studying, they are also playing a useful role in their workplace.

Off-the-job training is a key element in all apprenticeships. The national regulations require off-the-job training to occupy no less than 20% of an employee's normal working hours over a year. Our course here at Cambridge assumes that this amounts to approximately 47 days a year, and we explain in **Section 5** below how this is achieved.

Our apprenticeship course lasts approximately four years, depending on when the apprentice is ready to sit the End Point Assessment which equates to RIBA Part III. The first three years of the course result in the award of the MSt Architecture Apprenticeship, which equates to Part II.

Each of these three academic years runs from September to June. In years 1-3, teaching is concentrated around three residential sessions which take place outside regular term time. Approximate timing for the residential sessions is as follows:

- Session 1 of each academic year will normally run at the start of September;
- Session 2 of each academic year will normally run towards the end of December;
- Session 3 of each academic year will normally run during March or April, depending on when Easter falls;
- learning events will also take place during the summer of each academic year.

The exact dates will be published in advance of each apprentice taking up their place on the course.

Apprentices complete 240 credits in total, through taught modules and assessed work-based learning; the final project that forms part of the MSt is an Individual Design Project design project. Our Mapping of Knowledge and Skills Criteria document indicates to the employer which areas of professional experience are related to the various assessment stages. Throughout the whole course, the apprentice will be required to maintain their RIBA PEDR. The cost of the PEDR is not included within the fees for this course.

2.2 Benefits for the Employer

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence. The University's core values are as follows:

- **Freedom of thought and expression**

- **Freedom from discrimination**
- **The encouragement of a questioning spirit**

By partnering with the University of Cambridge to offer degree apprenticeships, you could:

- Reduce your graduate recruitment costs and develop your talent from within. The apprenticeship system allows you to attract and retain high calibre, committed Architectural Assistants.
- Benefit from high-quality courses that have been designed with employers – you may be able to input into course designs yourself.
- Draw down Apprenticeship Levy funds and invest in high-quality business solutions which plug your skills gaps.
- Gain access to additional funding.
- Profile your organisation as an employer of choice.

2.3 Professional Recognition

The national regulations require apprenticeships to be assessed to an approved standard. In the case of Architecture, this standard has been agreed with the IfATE's Architecture standard trailblazer group which includes representatives of the UK's top 20 architectural practices.

By the end of the course and completion of the End Point Assessment, successful apprentices will have acquired all the skills, knowledge and behaviours necessary to act as an architect, to complete RIBA/ARB Part II and RIBA/ARB Part III, and to become fully registered.

The RIBA and ARB validate / prescribe a course only once the final results are complete, but our Apprenticeship has been devised in close consultation with them at all stages of development.

The Cambridge course is defined as 'Apprenticeship Standard – Architect (Degree) Level 7'. The IfATE webpage for this level can be seen here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/architect-integrated-degree-v1-1>. This page also summarises the End Point Assessment criteria.



3 Recruitment, Admission and Induction of Apprentices

3.1 Recruitment and Selection Process

Apprentices must be paid employees of your organisation: they may either be existing employees or new employees whom you recruit specifically to undertake the apprenticeship course. If you plan to recruit new employees, please advertise vacancies for apprentices by the March before the commencement of the course, so that there is sufficient time for the University to complete the selection and admissions process as of the following September.

3.2 Entry Requirements

RIBA / ARB Part I, or Part I exemption (level 6), + 1 year in practice as an Architectural Assistant plus GCSE or equivalent in Maths and English (C [level 4] and above), in compliance with Apprenticeship Funding Rules.

Language requirements

For those candidates who are not native speakers, the following levels of English are required:

- IELTS Academic: Overall score of 7.5 (a minimum of 7.0 in each individual component)
- TOEFL Internet: Overall score of 110 (a minimum of 25 in each individual component)
- CAE: Grade A or B (with at least 193 in each individual element) plus a Language Centre assessment
- CPE: Grade A, B, or C (with at least 200 in each individual element)

Nationality/Residency requirements

The employer must be based in England and all apprentices must be UK or EEA citizens, or have lived in the UK or EEA for the past three consecutive years, to qualify for an apprenticeship under the Government's rule.

For more information please refer to the [Apprenticeship Funding Rules for Employers-Providers](#).

3.3 Admissions

Recognition of Prior Learning (RPL)

During the application process, applicants will be asked to complete an Initial Assessment form which will recognise previous skills and knowledge that map directly to the Architecture Apprenticeship Standard. Applicants will also be asked to declare that they have not already received training on the areas covered by the course. This document will be used to explore in detail the level of skills and knowledge obtained and how these map against the current course deliverables.



Some apprentices may be able to use previous study at a similar level, or experience gained through work or other settings, against certain units on this course. It is a mandatory requirement that all prior qualifications that meet the entry requirements of the apprenticeship programme are uploaded during the application process.

Apprentices are advised to contact the Course Leader or Apprenticeships team if they wish to explore this further. They will be required to submit evidence to support their application for recognition of prior learning such as previous qualifications, references, etc.

Apprenticeship Contracts and Agreements

All apprenticeship schemes require a set of agreed documents that conform to national templates in addition to the University's own standard application requirements:

1. The employee and the employer - Apprenticeship Agreement

Prior to the applicant being enrolled onto the course, they must obtain a signed Apprenticeship Agreement from their employer. This template is provided by the University and will need to be signed by both the employer and apprentice. Once done, this document needs to be returned to the Apprenticeships team.

2. The employee, the employer and the training provider (the University) – Training Plan

Once your employee's Apprenticeship Agreement has been received, you will be invited to agree and sign the Training Plan document. This is a tripartite agreement between the apprentice, the employer and the University outlining each party's obligations with regard to the apprenticeship course. This will be held within the e-portfolio by the University in accordance with the requirements of the Education and Skills Funding Agency (ESFA).

Important Information about the Training Plan

An Apprenticeship Training Plan is a document that outlines the training and development activities that will be undertaken by an apprentice during their apprenticeship. It is typically developed by the employer, the apprentice and the training provider during the onboarding and normally before any learning takes place.

The Training Plan is reviewed and updated regularly throughout the apprenticeship to ensure that it remains relevant and effective.

The content of the Training Plan typically includes the following:

- Employer and training provider commitments, as well as what the learner can expect
- Start and end dates of the apprenticeship programme
- Learner commitments and expectations throughout the apprenticeships and employment eligibility verification
- Schedule for learning, with information about the course, delivery and evaluation

Each learner will be provided with a Training Plan. It is all the stakeholders' responsibility to make sure that apprentices follow the Training Plan during their studies.

The employer will provide enough offsite days/hours to meet the OTJ hours mentioned in the Training Plan. We (the training provider) strongly recommend that the employer calculates all those offsite days/hours at the beginning of the course.

3. The employer and the training provider (the University) - Apprenticeship Training Services Agreement

This agreement is between the Employer and the University. This document will encompass the course structure, the responsibilities of each stakeholder, reference to relevant University processes and terms and conditions. The agreement will need to be signed and returned to the Apprenticeships team prior to the apprentice enrolling onto the course.

3.4 Eligibility

Eligibility of Employer

The employer will need to confirm their eligibility before committing an apprentice onto the apprenticeship programme. This will be in accordance with the entry requirements set out [on our website](#).

Confirmation of eligibility will be captured within the [Apprenticeship Training Services Agreement](#).

Eligibility of Employee

- **Apprenticeship Requirements**

During the application phase of the apprenticeship programme, the applicant will need to complete the necessary online form which will confirm the applicant's eligibility.

- **University Requirements**

The applicant must meet both the apprenticeship and University entry requirements prior to enrolment on to the apprenticeship programme. All entry requirements can be found on the website. For any questions related to the University application process, please contact: apprenticeship@ice.cam.ac.uk.

3.5 Funding Arrangements

Course fees for the apprenticeship course are published on [the University website](#). The maximum funding band set by the Government for this apprenticeship is £21,000. The maximum funding band caps the maximum amount that Levy-paying employers can use towards an individual apprenticeship from their employer account.

The Cambridge course offers more than a standard apprenticeship. Its intensive residential model offers a genuine university experience including access to Cambridge libraries and online resources, with dedicated expert tutors and lectures, and full and exclusive use of the Department or Architecture's workshop, including materials. The course therefore will cost employers £6,000 per annum above the Government's funding for the three years of the MSt (Part II) course.



Apprenticeships will be funded by the Apprenticeship Levy or Government co-funding. The fee for the apprenticeship can be discussed with our Apprenticeships team and includes the End Point Assessment (EPA), which may be delivered by the University or by a registered End Point Assessment Organisation approved by the IfATE. Funding is normally released from the Apprenticeship Levy to the University on a monthly basis for the duration of the apprenticeship. A schedule of payments will be agreed between the employer and the University for any additional payments to be made by the employer (for example co-funding payments).

The Department for Education publishes advice on apprenticeship funding for employers who do not pay the Apprenticeship Levy.

Employers will need to create an account on the **Digital Apprenticeship Service (DAS)** in order to use their Levy pot (Levy-paying employers) or reserve funding (non-Levy paying employers) and they should link with the University of Cambridge by following these steps:

1. Go to your Digital Apprenticeship Service account:
<https://manage-apprenticeships.service.gov.uk/>.
2. If you are adding the University of Cambridge for the first time, go to 'Your Organisations and Agreements' section and select 'Add organisation'.
3. The University of Cambridge UK Provider Reference Number is **10007788**.
4. Before being able to add your first apprentice, you will firstly need someone in your organisation to authorise the ESFA Agreement. You will also need to make a note of the University's UKPRN: **10007788**.
5. In the 'Apprentices' section, you can begin adding your apprentices, which will be passed to the University for review and approval.
6. You can ask the University to add the apprentices on your behalf, which you can select in the 'add an apprentice' form. If you do this, you will still have to approve any apprentices added by the University before any funding is released.

Detailed YouTube films are available through the following links. These provides walkthroughs of how to set up and manage your Digital Account:

How to register and use the apprenticeship service as an employer:

<https://www.gov.uk/guidance/manage-apprenticeship-funds>

[Registering an account on the Apprenticeship Service](#)

[Adding an apprentice to an account](#)

The University will apply for additional payments from the Government for eligible apprentices aged 19-24 with an Education, Health and Care Plan (EHCP) and will arrange to make the payments back to the employer.

Please refer to the [Apprenticeship Technical Funding Guide](#).

4 Academic Advisers and Employment Mentors

4.1 Academic Advisers

Apprentices will be allocated an Academic Adviser until they go through the Apprenticeship Gateway. They have three roles:

1. To act as your supervisor as apprentices individualise their portfolio and prepare it for the annual 31st May submission. Apprentices should have a one-hour online supervision with your supervisor at least in every month where there is neither a residential session nor a quarterly review.
2. To be the Professional Studies Adviser for your PEDR, which must be kept up to date at all times.
3. To be the 'skills coach' - that is, the person who attends your quarterly reviews and advises the employment mentor on the apprentice's progress through the apprenticeship Knowledge and Skills that are listed for each module in this course guide.

All apprentices are required to send their supervisor a monthly record of their offsite days by 7th of the following month on a form called the Off the Job Training Log. We'll introduce apprentices to this form and how to use it.

The Academic Adviser is the first point of contact for any questions you may have regarding progress and the academic aspects of the course.

The RIBA publishes information on the PSA role.

All apprentices will be expected to complete regular PEDR sheets and you, the employer, or apprentice will bear the cost of these as these payments are made directly to RIBA. The RIBA Professional Experience and Development Record (PEDR) is the formal record of an apprentice's practical experience. They log the time spent on different projects and the stages of work in which the apprentice has been involved. They attempt to elicit reflection by the apprentice on the nature and quality of that experience and are signed by the apprentice's Employment Mentor and the Academic Adviser on a three-monthly basis. This is an essential part of monitoring and validating the depth and breadth of the apprentice's experience.

You should consult the ARB's statutory requirements at the following link to confirm your individual eligibility.

Apprentices must ensure that the PEDR has been kept up to date and regularly countersigned.

Every apprentice must complete their PEDR every quarter together with a simple mapping diagram to indicate which KSBs were covered, at least to some extent, during the period. Once the PEDR is signed by all parties and completed, it must be sent as a pdf to apprenticeships@ice.cam.ac.uk. The PEDR and mapping document must be named as follows:

SURNAME_PEDR 01 (where 01 is the sequential number, starting from your first post-Part 1 quarter)

SURNAME_PEDR MAP 01

The most recent PEDR will form the basis of the discussion of the apprentice's progress at the quarterly review.

The PEDR is assessed in September together with the written examinations.

4.2 Employer Mentors

You are asked to nominate an Employment Mentor for each apprentice. This individual should preferably not be the apprentice's line or task manager. The Employment Mentor should meet the apprentice regularly to discuss progress in their apprenticeship and should be empowered to act on behalf of the apprentice if required. [RIBA publishes advice for mentors.](#)



5 The Course Structure

Important Information about the Off-The-Job Training

Off-the-job training - which includes offsite days - is established in the Training Plan. To be eligible for government funding the apprentice must spend time off from their normal working hours, over the planned duration of the apprenticeship practical period, on off-the-job training. The total number of off-the-job hours to be completed by the apprentice during the practical period is indicated in the Training Plan. It is the responsibility of the employer to have a conversation with their apprentice at onboarding to identify the required offsite days/hours according to the Training Plan. Apprentices will be expected to record all off-the-job activity that they undertake in their off-the-job log, including any additional hours they are given by the practice. Off-the-job training is any activity that meets the following definition according to Gov.uk:

- It is training which is received by the apprentice within their practical period, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the apprenticeship they are undertaking. By normal working hours we mean the hours for which the apprentice would normally be paid, excluding overtime.
- It is not on-the-job training, which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship.

The teaching of theory, practical training, learning support, time spent writing assessments, and revision *can* all be included as off-the-job training.

Initial assessments and onboarding activities, training unrelated to the apprenticeship standard, progress reviews, examinations, English/Maths training (where this is required) and training which takes place outside of the apprentice's normal working hours cannot be included as off-the-job activity.

When recording the off-the-job hours they have completed, apprentices need to be aware that for each day of off-the-job noted, the maximum hours they can record are their contracted daily hours. For example, if an apprentice is contracted to work 7.5 hours a day, then they cannot record having done more than this many off-the-job hours in any given day – even if they have indeed done more. This is because, as mentioned above, off-the-job hours (and offsite days) take place *during the apprentice's normal working hours*. In the example, the apprentice will record a maximum of 7.5 off-the-job hours per day.

By the time they reach gateway in their third year, apprentices will need to have at least met the minimum threshold of off-the-job hours that has been outlined for them in the Training Plan created at the onboarding stage. The employer is responsible for providing their apprentice with enough offsite/off-the-job hours throughout the apprenticeship to achieve this.

5.1 Off-the-Job Training and Teaching

The regulations specify a training period of about 20% of your Apprentice's contracted working time. This is usually the equivalent of approximately 47 days per year. The exact total number of days will be specified in your Apprentice's Individual Training Plan at the onboarding stage.



The special element of the Cambridge course is that your apprentices will be able to enjoy the university atmosphere over an additional full weekend during residential sessions.

Most of the regular residential sessions start on a Sunday night and conclude a fortnight later. Thus, three residential sessions occupy together 30 working days each year. The remaining 12 days per year will be split between training projects carried out off site, organised group visits, and London-based events. The quarterly meetings between your Employment Mentor, apprentice and their Academic Adviser are not included in the total number of days.

The study day may include some timetabled activities that always happen at a specific time each week (virtual workshops) as well as activities that can happen at any time (e.g. e-learning).

5.2 Coursework Due Dates

Apprentices are asked to submit various items of coursework, in the form of designed or written assignments, by dates which will be communicated to apprentices and employers each term. This work will generally be assessed at the end of each module-related residential session. Submission dates can be amended only by advance agreement if there is a pressing reason to do so.

Coursework will be submitted through the VLE, further guidance on how to do it will be provided to apprentices during their first residential.

Extensions to submission deadlines can only be granted where there are extenuating circumstances (you can find out more about [extensions here](#)).

5.3 Module and Credit Structure

The course follows an existing and well-established underpinning model – our MSt degree. This will provide the taught part of the course in the form of several two-week long residential courses spread over three years, a structure which is in use with the Architecture Department's successful MSt in Building History. The End Point Assessment for the apprenticeship follows the completion of this second phase. This End Point Assessment equates to the RIBA's Part III and is required to follow the Standard adopted by the IfATE. Its standards and components are described in detail in the Appendices below.

The course is designed to work alongside the existing courses in the Department of Architecture. Courses will be taught by dedicated staff recruited for the purpose and will be timed so that apprentices can use facilities in the Department of Architecture during the vacations when they are under-utilised. The aim of the University and Department is to create a model which through its integration with industry allows for the exciting possibility of creating an innovative and ground-breaking new type of architecture course, placing both employers and the University at the forefront of this important new development in architectural education.

Apprentices need to plan to undertake about 200 hours (including scheduled classes, work-based learning and independent study) for each module, and about 400 hours for their Individual Design

Project. This includes training delivered at the University, away from the workplace, or in the workplace but not as part of their normal working duties. Training must be directly relevant to the apprenticeship standard, and the hours above will include the teaching of theory, practical teaching, learning support or time writing assignments. They cannot include time spent undertaking Level 2 English and/or maths training, progress reviews, on-programme assessments, or training which takes place outside the apprentice's paid working hours.

Teaching takes place through lectures, seminars, workshop activities, online learning, work-based learning, and off-campus trips supported by a comprehensive programme of tutorial support. Learning materials and module information is available to apprentices via the University's Virtual Learning Environment (VLE). Our approach to learning and teaching will encourage apprentices to become self-motivated, independent learners capable of directing their own study, whilst maintaining the academic rigour and quality expected of postgraduate study.

Our Course Handbook, which is published in advance of the start of every academic year, gives details of the content, aims and assessment methods used during the course.

5.4 Residential Sessions

Three times each year the apprentices attend the University for a residential session lasting up to fourteen days in total (including weekends) containing activities such as the following:

- Induction and guidance sessions
- Introductory sessions for each unit including lectures and tutorials
- Meeting the Academic Adviser
- Additional guidance sessions
- Time may also be allocated to allow the apprentices to get to know one another

If you have requests for scheduling of residentials, please contact the Programme Administrator as early as possible. Accommodation (without meals) is included within the fee for the course. The cost of apprentices' travel, accommodation and meals during residentials should be covered according to the employer's usual policy for staff training expenses. All the modules in the apprenticeship are mandatory and apprentices will need to pass all of them over the course of a year in order to proceed to the next stage.

5.5 Module Summary

The units that apprentices will study each year are presented below:

Module title	Level Credits	Duration including off-site learning	Delivery point
Year 1			
1. Introduction to Architecture Research and Writing	7	14 Days	Essay due before the start of the second residential session

Module title	Level Credits	Duration including off-site learning	Delivery point
2. Working in Teams Master Class	7	14 Days	At the end of the residential session
3. Architectural Computing Modelling (Digital Fabrication Master Class)	7	14 Days	At the end of the residential session
Year 2			
4. Façade Design Master Class	7	12 Days	At the end of the residential session
5. Urban Design Master Class	7	11 Days	At the end of the residential session
6. Sustainable Building Master Class	7	11 Days	At the end of the residential session
Final project proposal	7	8 Days	At the conclusion of the second academic year
Year 3			
7. Advanced Studies in Management Practice and Law	7	14 Days	At the end of the residential session
8. Individual Design Project	7	28 Days	At the conclusion of the third academic year
Year 4 – End Point Assessment			
Professional Interview	7		
Case Study Report	7		

6 Course Learning Outcomes and Assessment

6.1 Overview

Our expectations of what apprentices will gain from studying this course are presented in terms of learning outcomes. These are statements defining specific knowledge, skills and behaviours which apprentices will need to demonstrate to successfully complete the course. These learning outcomes are coordinated with the IfATE's Level 7 Occupational Standard agreed by the Architecture taskforce, which themselves have been mapped against the RIBA and ARB criteria for Part II and Part III.

These standards are defined by the IfATE and are listed in Appendix Two below. Updated versions are available here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/architect-integrated-degree-v1-1>

6.2 Work-Based Learning

Apprentices will maintain their Practical Experience Development Record in accordance with the [RIBA's own requirements](#).

Assessment for this work-based learning is incorporated into the End Point Assessment.

6.3 End Point Assessment (EPA)

The award of the MSt follows the successful completion of the first three years of study. To arrive at the subsequent End Point Assessment within six months of going through gateway, an apprentice must also have met all the IfATE's requirements and completed a PEDR. The assessment consists of two components, each one supported by a submission made by the apprentice, as follows:

Assessment Method	Area Assessed	Assessed by	Grading
Professional Interview supported by Career Appraisal	Components of knowledge, skills and behaviours from across the standard	Apprentice Assessment Organisation ('the 'EPAO')	Fail/Pass/Merit
Case Study Report supported by Design Challenge	Components of knowledge, skills and behaviours from across the standard	Apprentice Assessment Organisation ('the 'EPAO')	Fail/Pass/Merit

Table 1 - End Point Assessment Methods Overview



A summary of the EPA timeline is as follows:

- The Apprentice, Employer, and EPAO will need to agree the 'Design Challenge' within 4 weeks of the EPA start date. The 'Design Challenge' must be work undertaken after the EPA start date.
- The Case Study Report must be submitted within 22 weeks of the Gateway.
- The Career Appraisal must be submitted to the EPAO within 22 weeks of the Gateway.
- The Professional Interview takes place in March/April .
- Apprentices will complete the EPA within 6 months of going through the Gateway.

For a description of the End Point Assessment components from the IfATE website, see **Appendix One** below.

For a description of Assessment Methods, see the Mapping of Criteria document based on the IfATE website included as **Appendix Two** below.

Important Information about Gateway

Gateway takes place before an EPA can start. The employer and training provider will review their apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standard and are ready to take the assessment. Only apprentices who complete gateway successfully can start the EPA.

Employers have the final say on whether an apprentice should be put forward for EPA, and they work with the provider to decide whether the apprentice has demonstrated the knowledge, skills and behaviours required to be competent in their job role. To provide an apprentice with the best chance of success, it is important that they do not pass through gateway until all parties agree that they are ready to take their EPA.

Employer role and responsibilities

To enter gateway, apprentices must be shown to have met all the training requirements outlined in the Training Plan. Employers are responsible for confirming, via letter, that their apprentice is ready to enter gateway. This letter will address the following:

- The apprentice has completed all their KSBs, and all other apprenticeship requirements and criteria (e.g. Functional Skills) have been met.
- The apprentice has been given all the off-the-job hours they have required according to the training plan.

The employers also need to provide any other documents which are required by the EPAO.

The employers can get advice from the training provider, however they are responsible for providing the document. Once this information has been sent to the training provider and is deemed compliant, the apprentice will officially be put into gateway.

To get the latest updates for apprenticeship regulations, we strongly encourage all stakeholders to visit the most recent set of apprenticeship funding rules as outlined by the ESFA:

<https://www.gov.uk/guidance/apprenticeship-funding-rules>



7 Other Information

7.1 Withdrawal from the Course

We understand that circumstances can change and that there may be a need to withdraw an apprentice from the course for a variety of reasons. If you find yourself in this situation, please contact the Course Leader as soon as possible to discuss this.

7.2 Liaising with Employers

The Course Leader and Apprenticeships Team will liaise with employers via the employer mentors and/ or another contact point you provide. If your contact details change, please notify the Course Leader and Apprenticeships Team immediately so that our records can be updated.

7.3 Higher Degree Apprenticeship Committee (HDAC)

The Higher Degree Apprenticeship Committee is a sub-committee of the Institute of Continuing Education's Academic Policy and Operations Committee for the Institute of Continuing Education. Its remit covers all aspects of (Levy – funded) apprenticeship courses delivered by the University of Cambridge across Levels 4, 5, 6 and 7.

. Terms of reference include:

- To meet at least six times annually
- To review programme content and delivery
- To consider feedback from apprentices, employers and academics
- To report annually to the University and to employers

Membership of the committee will include:

- a) A member of the University wider apprenticeship community independent of the apprenticeship programme (Chair)
- b) Deputy Director of Academic Centres Division (Apprenticeships and Technical Education)
- c) Director of Continuing Education or nominee
- d) Director of Academic Programmes
- e) One ex - officio member of the Strategic Committee
- f) An employer representative who will attend meetings on behalf of employers with apprentices in the MSt Architecture Apprenticeship
- g) An apprentice representative who will attend meetings on behalf of the apprentices (to be elected by the apprentices)
- h) the Course Leader
- i) academics teaching on the MSt Architecture Apprenticeship course,
- j) ICE Lead for Safeguarding



- k) The Head of any School/Department/Institute or nominee responsible for, or involved in the delivery of, Apprenticeship programmes
- l) A member of the Education and Quality Policy Office
- m) A Senior Tutor, or delegate, from a college at which Apprentices are members
- n) A representative from the administrative teams involved in Apprenticeship delivery.

7.4 Questions or Concerns

If you have any questions or concerns about the course, please do not hesitate to contact the Course Leader or the University's Apprenticeships Administration team:

apprenticeships@ice.cam.ac.uk

Institute of Continuing Education

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Madingley Hall

Cambridge

CB23 8AQ

Employers should refer to the Education and Skills Funding Agency's 'Apprenticeship Funding: Rules and Guidance for Employers', which is available at:

<https://www.gov.uk/guidance/apprenticeship-funding-rules>

Appendices

Appendix One and Two have been reproduced from the IfATE's End Point Assessment Plan for Architect Apprenticeship (Level 7) and are correct at time of publication. They may be updated during the course for the Apprenticeship and Employers are advised to check the website:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/architect-integrated-degree-v1-1>

Appendix One

Preparing for the Part III-level End Point Assessment

The text below is reproduced from the End Point Assessment Plan for Architect Apprenticeship (Level 7). This is supplied here for general information.

Professional Interview

Apprentices will be required to prepare a Career Appraisal based on their academic and practical experience undertaken prior to the gateway. This will record how their experience demonstrates that each of the relevant, knowledge, skills and behaviours (KSB) being assessed by this method have been achieved. Following completion and submission of the Career Appraisal, the apprentice will be required to attend a Professional interview with two independent assessors. The Interview will test the apprentice's ability to evaluate, communicate and reflect on how the KSB have been met and applied through their experience, and their ability to learn from their experience. The KSB attributed to this method are set out in Appendix A. The purpose of the interview is so that the Assessors can assure themselves that the apprentice has the competence to work as an Architect. The number of independent assessors (two) is common practice.

The **Career Appraisal** should refer to the candidate's academic and practical experience to demonstrate how each of the KSB allocated to this assessment method have been met and applied. The document should include sections on:

- Candidate's introduction to the profession
- Academic experience- Part 1, Part 2 and Part 3
- Practice Experience
- Current role and project work
- Self-evaluation analysis
- Career strengths & weaknesses
- Any specialist career interest
- Career professional development strategy including future professional development goals

The document should be provided as narrative text, illustrated with drawings, photographs, graphics and visuals, along with descriptive annotations as required. All sections must include at least one illustration e.g. drawings, visuals etc. The KSB should be covered in the section(s) that illustrate how they have been met and applied.

The **Career Appraisal** must:

- Be submitted to their EPAO within 22 weeks of the EPA commencement.
- Be accompanied by confirmation from the Employer that the evidence submitted is the apprentice's own work.
- Be a maximum of 4000 words (+/-10%). The word limit excludes any illustrations or attachments. Be submitted in digital format (pdf) in advance of the interview.

As the experience included within the Career Appraisal is completed prior to the Gateway, only the Professional Interview will be marked for the End-Point Assessment.

The **Professional Interview** requirements are outlined as follows:

- Is based on the Career Appraisal and should demonstrate clearly how the apprentice has met the required KSB attributed to this assessment method in Appendix A.
- Takes place within the final 2 weeks of the EPA and will take 1 hour (+/-10%).
- The questions posed by the panel will be based on the Career Appraisal, which will have been reviewed in advance by the Independent Assessor and Industry Expert, and will offer an opportunity for the panel to clarify any points not made clear in the Career Appraisal on how the apprentice has met the KSB attributed to this assessment method. The panel will also need to explore the level of the apprentice's occupational competence as the appraisal itself is not graded.
- The apprentice is required to bring two hard copies of the Career Appraisal and make them available at the start of the Interview.
- The panel will comprise of two people including an Independent Assessor and an Industry Expert, who have no previous experience of the apprentice, and will be appointed by the End Point Assessment Organisation.
- Is held at the HEI in a designated space, in a quiet room free from distractions and influence.
- There is no requirement for the Professional Interview to be recorded.
- The findings of the Professional Interview will be recorded by the assessors in a report which includes a matrix and comments against each knowledge, skills and behaviour. This will confirm if and how the apprentice has demonstrated that they have met the required KSB that are being assessed by this method (see Appendix A).
- The Professional Interview may be undertaken remotely to ensure affordability and feasibility of the EPA. If undertaken remotely using electronic conferencing facilities (for example Skype), the Apprentice must submit the two hard copies in advance of the Interview to be received by the EPAO at least 24 hours prior to the presentation. The Apprentice must have available either a laptop, computer or conference call facility suitable for electronic conferencing (including a webcam) which is hard wired to the internet (not WIFI). The conference call should be undertaken in a quiet room free from noise, distraction and external influence. The EPAO will set up the conference call and forward log-in details in advance of the presentation to both the apprentice and the assessors at least 24 hours before the call.
- The apprentice's identity must be verified.

The questions asked by the panel in the Professional interview will vary depending on the review of the previously submitted Career Appraisal but the following outline is provided as guidance:

- Clarify the evidence in the Career Appraisal and verify that the apprentice was the author of the Career Appraisal submitted.



- Confirm and validate understanding of the behaviours.
- Explore the practical application of knowledge, skills and behaviours including the use of software, etc.

The Professional Interview will be marked according to the grading standards set out in Appendix B of this Assessment Plan and awarded a mark of Merit, Pass or Fail.

Case Study Report supported by Design Challenge

Apprentices will be required to undertake a 'Design Challenge' in their workplace after the EPA Gateway. The completion of this work will involve the practical application of creative problem solving and professional management through a Design Challenge to demonstrate each of the relevant knowledge, skills and behaviours (KSBs) being assessed by this method. The Case Study Report will test the apprentice's ability to explain how the KSBs have been met through the Design Challenge.

The Design Challenge must be undertaken after the EPA start date.

The subject of the Design Challenge must be agreed within 4 weeks of the EPA start date by the Apprentice, Employer, and EPAO.

The overall requirements for the '**Design Challenge**' are that it should:

- Be of a scale and complexity that will enable the practical application of the KSBs attributed to be demonstrated.
- Be achievable within the limited timescale of the EPA, whilst not able to be completed significantly under time.
- Enable the use of a variety of techniques - for example, hand-drawn sketches, CAD, BIM, 3D physical models.
- Allow the apprentice to demonstrate integration of the various disciplines that are incorporated within a building design (such as structural coordination or accessibility).
- Allow the apprentice to demonstrate management of national and/or local planning processes and assessment of the impact of development on the local context and environment.
- Enable the apprentice to analyse, prioritise, and respond to a brief and other client requirements.
- Allow the apprentice to demonstrate competence in the evaluation, selection and integration of suitable materials and technologies.
- Allow for the demonstration of the application of legal, contractual, and regulatory compliance and financial control.
- Allow the apprentice to demonstrate application of creative problem solving and professional management in practice.
- Enable the apprentice to analyse and respond to a project management and contract scenario.



- Allow the apprentice to demonstrate competence in dealing professionally with project challenges and complexities.

The **Case Study Report** should include the following:

1. Introduction – outline details of the practice the apprentice works in and their role.
2. Definition of the task - outline the 'Design Challenge' and its physical and contractual context and constraints.
3. Description of the process/es utilised to manage and deliver the 'Design Challenge' such as design options explored or design workshops held. Identify which colleagues or specialist consultants contributed to the design development and what their role was.
4. Describe how all the relevant KSBs attributed to this method are met and demonstrated.
5. Examples of work undertaken during the 'Design Challenge' including text, annotated sketches, diagrams, drawings or digital models, notes, specifications, schedules, visualisations, photographs, physical models. All sections must include at least one illustration.
6. Conclusion - reflective appraisal of process and result explaining how the output met the 'Design Challenge' brief.

The **Case Study Report** must

- be a maximum of 10,000 words +/-10% tolerance – excluding any of the attached examples of work
- be submitted in electronic format (PDF) to the EPAO within 22 weeks of the EPA start date
- be accompanied by confirmation from the Employer that the report submitted is the apprentice's own work

The assessment and marking of the Case Study Report must be carried out by two people, an Independent Assessor and an Industry Expert, appointed by the End-point assessment organisation, who have no previous experience of the apprentice.



Appendix Two

Mapping of Knowledge and Skills Criteria to the MSt Architecture Apprenticeship

IATE Standard EPA criteria	Knowledge	Skills	Taught MSt Programme	Work acquired Skills
	The graduate will have an understanding of...	The graduate will be able to...		
1. Design	K1	S1	Taught MSt Programme	Work acquired Skills
	- A range of advanced processes and techniques (e.g. digital fabrication) to generate, review and speculate on design proposals with multiple constraints, showing evidence of original thinking	- Generate architectural design proposals - Evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critique and explain design proposals - Produce drawings and 3D models using relevant software including Computer-Aided Design (CAD)	Modules: 2, 4, 6, 8 K1 is taught in the Master Classes.	Apprentices are expected to acquire experience as Post Part I architectural assistants on RIBA job stages 1-4. Apprentices are expected to acquire basic CAD skills on the job and be well practised at operating a range of computer packages. They are expected to gain experience of design in an office environment.
Assessment method			K1 and S1 are assessed through design projects at completion of M2, 4, 6, 8	Quarterly visits and PEDR* EPA PEDR is also assessed within the taught programme at the conclusion of Year 2.
2. History and Theory	K2	S2	Taught MSt Programme	Work acquired Skills
	- History of architecture and its	- Apply understanding of	Modules: 1, 2, 5, 6, 8	These elements are expected to be

	<p>impact on architectural practice</p> <ul style="list-style-type: none"> - The cultural, social and intellectual histories, theories and technologies that influence the design of buildings 	<p>current architectural debate to produce innovative solutions</p> <ul style="list-style-type: none"> - Produce clear, logically argued and original written work relating to architectural culture, theory and design 	<p>Apprentices are expected to attend the relevant lectures and undertake considerable self-study. Design Master Classes.</p>	<p>studied outside the work environment.</p>
Assessment method			<p>K2 and S2 are assessed by essay at the conclusion of M1.</p> <p>S2 is also assessed through design projects in M2, M5, M6, M8.</p>	<p>Not assessed in the work environment</p>
3. Fine Arts	<p>K3</p> <ul style="list-style-type: none"> - How the theories, practices and technologies of the arts influence architectural design and their creative application in design projects 	<p>S3</p> <ul style="list-style-type: none"> - Apply fine art theories in a creative way that acknowledges their conceptualisation and representation 	<p>Taught MSt Programme</p> <p>Modules 1, 2, 5, 6, 8</p> <p>K3 is taught in M1. Apprentices are expected to attend the relevant lectures and undertake considerable self-study.</p> <p>S3 will be taught through M2, 5, 6, 8 in the projects produced for the Master Classes and Design Master Classes.</p>	<p>Work acquired Skills</p> <p>These elements are expected to be studied outside the work environment.</p>

Assessment method			K3 is assessed by essay in M1 S3 is assessed through design projects in M2, M5, M6, M8.	Not assessed in the work environment
4.Urban Design and Planning	K4	S4	Taught MSt Programme	Work acquired Skills
	- Urban design and town planning strategies and regulations - Process of obtaining planning permission (e.g. drawings, reports, application)	- Comply with relevant town planning policy throughout design and construction phases to obtain planning permission (e.g. submitting planning application)	Modules 1, 5, 6, 7	Apprentices are expected to acquire experience as Post Part I architectural assistants on RIBA job stage 3 including preparing planning applications and the associated documentation for one or more projects involved in the practice.
Assessment method			K4 and S4 will be assessed through essay in M1 and through design projects in M5, 6. Processes will be assessed by examination in M7	Quarterly visits and PEDR EPA PEDR is also assessed within the taught programme at the conclusion of Year 2.
5.People and Environment	K5	S5	Taught MSt Programme	Work acquired Skills
	- The in-depth relationships between users and buildings, between buildings and their environment, and the need to relate	- Identify end user needs, local and the social context in which the project is developed - Lead design development in	Modules 1, 2, 4, 5, 6, 8 The latest research relating to K5 will be taught in lectures during	Apprentices are expected to acquire experience as Post Part I architectural assistants on RIBA job stage 1



	buildings and the spaces between them to diverse user needs and scale	respect of environmental context and sustainability	Modules 1 and the Master Classes Modules 2-6.	Apprentices will be expected to apply what they have learned in the projects they work on and to observe how these aspects appear in projects they are involved in.
Assessment method			K5 is assessed by essay in M1 S5 is assessed through design projects in M2, 4, 5, 6, 8	Quarterly visits and PEDR EPA PEDR is also assessed within the taught programme at the conclusion of Year 2.
6. Role of the Architect	K6	S6	Taught MSt Programme	Work acquired Skills
	<ul style="list-style-type: none"> - The range of services offered by Architects - The potential impact of building projects on existing and proposed communities and the related planning legislation - The context of the Architect and the construction industry, including the Architect's role in the processes of procurement and building production -The role of the Architect within the design team and 	<ul style="list-style-type: none"> - Lead projects or parts of projects, taking into consideration business priorities and practice management - Deliver services in a responsible manner, prioritising the interests of the client and other stakeholders - Problem-solve and use professional judgment to take initiative and make appropriate decisions in situations with multiple constraints 	<p>Modules 1, 2, 4, 5, 6, 7</p> <p>K6 will be taught in M1 & 7, although aspects will occur in M2, 4, 5, 6.</p> <p>S6 will be taught in M2, 4, 5, 6</p>	Apprentices are expected to acquire appropriate experience as Post Part I architectural assistants at all RIBA job stages
Assessment method			K6 is assessed by essay in M1 and by examination in M7 S5 is assessed through design projects in M2, 4, 5, 6	Quarterly visits and PEDR EPA PEDR is also assessed within the taught programme at the conclusion of Year 2.

	construction industry			
7. Brief Analysis	K7	S7	Taught MSt Programme	Work acquired Skills
	- The client and design team briefing process, forms and terms of appointment - Methods of investigation and preparation of briefs for the design projects (e.g. review of relevant precedent)	- Critically review precedents relevant to the function, organisation and technological strategy of a design proposals - Prepare and develop a project brief (e.g. by referring to RIBA Plan of Work)	Modules 2,4,5,6,7 K7 is assessed through design projects in M2, 4, 5, 6, 7 S7 is also assessed by examination in M7	Apprentices are expected to acquire experience as Post Part I architectural assistants on RIBA job stage 1 Quarterly visits and PEDR EPA PEDR is also assessed within the taught programme at the conclusion of Year 2.
Assessment method				
8. Structure, construction and engineering	K8	S8	Taught MSt Programme	Work acquired Skills
	- Structural, constructional and engineering considerations within building design, such as physical properties and characteristics of building materials, components and systems	- Integrate knowledge of structural principles and construction techniques with building design	Modules 1, 2, 3, 4, 5, 6, 8 K8 will be taught in Modules 1-6 and 8 in lectures and self-reading. K8 is assessed by essay in M1 K8 and S8 are assessed through design projects in M3, 4, 5, 6, 8	Apprentices are expected to acquire experience as Post Part I architectural assistants on RIBA job stages 3, 4 Quarterly visits and PEDR EPA PEDR is also assessed within the taught programme at the conclusion of Year 2.
Assessment method				

9. Technologies	K9	S9	Taught MSt Programme	Work acquired Skills
	<ul style="list-style-type: none"> - Principles, systems and strategies for environmental comfort and building services including sustainability principles - Alternative construction materials, processes and techniques that apply to design and construction, including the impact of materials on the environment - The role of Building Information Modelling (BIM), computational design and other relevant technologies used in the design process 	<ul style="list-style-type: none"> - Evaluate materials, processes and techniques that apply to architectural designs with multiple constraints and building construction, and how to integrate these into practicable design proposals - Apply various technological methods to building design to provide conditions of comfort and protection against the environment 	<p>Modules 1, 2, 3, 4, 5, 6</p> <p>K9 will be taught in Modules 1-6 in lectures and self-reading.</p>	<p>Apprentices are expected to acquire experience as Post Part I architectural assistants on RIBA job stages 2, 3</p>
Assessment method			<p>K9 is assessed by essay in M1 and through design projects in M2, 3, 4, 5, 6</p> <p>S9 is assessed through design projects in M2, 3, 4, 5, 6</p>	<p>Quarterly visits and PEDR EPA</p> <p>PEDR is also assessed within the taught programme at the conclusion of Year 2.</p>
10. Finance and Regulations	K10	S10	Taught MSt Programme	Work acquired Skills
	<ul style="list-style-type: none"> - Process of controlling building cost - Approved Documents for building regulations 	<ul style="list-style-type: none"> - Meet the client's brief within the constraints of the imposed budget limitations and building regulations 	<p>Modules 4, 6, 7, 8</p>	<p>Apprentices are expected to acquire experience as Post Part I architectural assistants on RIBA job stages 1-3 and 6-7</p>
Assessment method			<p>K10 and S10 are assessed in M7 by written examination and in M4, 6, 8</p>	<p>Quarterly visits and PEDR EPA</p>



			through design projects	PEDR is also assessed within the taught programme at the conclusion of Year 2.
11. Industry Context and Project Delivery	K11	S11	Taught MSt Programme	Work acquired Skills
	- Industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning	- Interact with statutory authorities (e.g. planning or building control), private bodies (e.g. developers) or individuals to competently deliver projects in a wide variety of sectors and within diverse legislative frameworks	Module 7 (primarily) Modules 5, 6	Apprentices are expected to acquire experience as Post Part I architectural assistants on RIBA job stages 2 and 3
Assessment method			M7 by written examination and EPA M5, 6 through design projects	Quarterly visits and PEDR EPA PEDR is also assessed within the taught programme at the conclusion of Year 2.
12. Professionalism	K12	S12	Taught MSt Programme	Work acquired Skills
	- The nature of professionalism and the responsibilities of Architects to clients, building users, constructors, professionals and the wider society	- Act professionally when working independently and as part of a team, including communicating clearly with all stakeholders	Modules 2, 4, 5, 6, 7	Apprentices are expected to acquire experience as Post Part I architectural assistants on RIBA job stages 0 and 1
Assessment method			M7 by written examination and EPA M4-6 through design projects	Quarterly visits and PEDR EPA PEDR is also assessed within the taught programme at the conclusion of Year 2.

13.Clients, users and delivery of services	K13	S13	Taught MSt Programme	Work acquired Skills
	- The obligations of Architects to clients, stakeholders, warranties and third-parties	- Offer impartial advice on construction related issues, relevant legislation and risks - Identify and describe client and end user requirements, priorities and objectives	Modules 2, 4, 5, 6, 7	Apprentices are expected to acquire experience as Post Part I architectural assistants on RIBA job stages 0 and 1
Assessment method	- Client needs, appropriate communication methods, programming, coordination and competent delivery		M7 by written examination and EPA M4-6 through design projects	Quarterly visits and PEDR EPA PEDR is also assessed within the taught programme at the conclusion of Year 2.
14.Legal framework and processes	K14	S14	Taught MSt Programme	Work acquired Skills
	- The statutory legal context within which an Architect must operate and what is required to ensure compliance with legal requirements or standards	- Work with an understanding of the relevant statutory and legal requirements during project development so that the risk of harm to those who build, use and maintain buildings is reduced	Module 7	Apprentices are expected to acquire experience as Post Part I architectural assistants on RIBA job stages 0-4
Assessment method			M7 by written examination and EPA	Quarterly visits and PEDR EPA PEDR is also assessed within the taught programme at the conclusion of Year 2.
15.Practice and management	K15	S15	Taught MSt Programme	Work acquired Skills
	- Business priorities, required management processes and risks	- Engage in business development and administration	Module 7	Apprentices are expected to engage with the development and



	of running an architecture practice	including contributing to business strategy development, evaluating resources, planning, implementing and recording projects tasks - Supervise the work of junior staff including Architectural Assistants		administration of their practice
Assessment method			M7 by written examination and EPA	Quarterly visits and PEDR EPA Case Study PEDR is also assessed within the taught programme at the conclusion of Year 2.
16. Building procurement	K16	S16	Taught MSt Programme	Work acquired Skills
	- UK construction and contract law, and construction procurement processes - The relationship between Architects and other built environment professionals	- Coordinate and engage in design team interaction - Resolve construction related challenges and disputes, where appropriate	Module 7 (primarily) Modules 2, 4, 5, 6	Apprentices are expected to acquire experience as Post Part I architectural assistants on RIBA job stages 4-6
Assessment method	- Contractual relationships and the obligations of an Architect acting as a contract administrator	- Undertake construction inspection responsibilities, including completing site visits and commenting on contractors and sub-contractors work in relation to architectural drawings	M7 by written examination and EPA M4-6 through design projects	Quarterly visits and PEDR EPA Case Study PEDR is also assessed within the taught programme at the conclusion of Year 2.

University of Cambridge Apprenticeships

The University of Cambridge offers higher level Apprenticeships which provide access to postgraduate level courses to those in employment. Our Apprenticeship courses enable employers and their staff to benefit from access to world-leading training leading to prestigious University of Cambridge postgraduate awards while gaining knowledge and skills that are in demand and immediately usable in the workplace environment.

University of Cambridge Apprenticeships are managed by its dedicated flexible learning body – the Institute of Continuing Education (ICE). ICE has long pioneered alternative routes to quality professional studies for employed adults and for those interested in continuing education for personal interest and enrichment. ICE is the gateway to a University of Cambridge education and experience for those who wish to study on a part-time basis while maintaining professional and/or personal commitments.

We welcome approaches and discussions with employers and individuals who are interested in our programmes and working together with us to develop new models – including further apprenticeship courses. If you would like to explore options with us please get in touch by contacting apprenticeships@ice.cam.ac.uk.

If you would like to find out more about the Institute of Continuing Education, our wider programme of part-time and online courses, please consult our [website](#).

For more information about the Institute's base at historic Madingley Hall – also available for hire and as a venue for your organisation's training and corporate events – please consult the [Madingley Hall](#) website.

