

# Quality and Standards Handbook



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## INTRODUCTION

This document is concerned with the processes in place for apprenticeship programmes. In relation to academic awards which form part of an Apprenticeship it should be read in conjunction with the University's Handbook for Quality and Standards and Academic Regulations.

### Introduction

These guidelines are intended to supplement the programme approval guidelines where teams are developing a new higher, degree or other apprenticeship programme. They provide an overview of additional points to think about when designing a new apprenticeship programme, including steps that must be taken to ensure compliance with Education and Skills Funding Agency (ESFA) funding rules. It is also recommended that you consult the Quality Assurance Agency (QAA) Characteristics Statement for Higher Education in Apprenticeships (July 2019). The University (or partner institution where relevant) is subject to both Ofsted inspection and ESFA audit in relation to apprenticeship provision, and so it is important that you have a clear understanding of what it required to demonstrate compliance with the funding rules (<https://www.gov.uk/guidance/apprenticeship-funding-rules#the-latest-rules-2021-to-2022>).

### Apprenticeship standards and assessment plans

New apprenticeship programmes may be developed from scratch, or may be based on an existing programme adapted to meet the requirements of the relevant apprenticeship standard and assessment plan. When developing a new apprenticeship programme using existing provision, national guidance emphasises that it is important to avoid just rebranding the existing programme with some minor amendments to make it fit into the apprenticeship model. You should use the relevant apprenticeship standard as a framework for building a fit-for-purpose programme with an emphasis on work-based learning as a central pedagogy. On- and off-the-job training should be viewed holistically, with both elements integrated so that apprentices are able to effectively acquire the knowledge, skills and behaviours outlined in the apprenticeship standard.

### Entry requirements (including English and Maths)

Documentation should outline entry requirements for the apprenticeship programme, aligned with the relevant apprenticeship standard. It is important to remember that as part of the funding rules, all apprentices should have successfully achieved Level 2 functional skills or GCSE grade A\* to C / 9 to 4 in English and Maths **before** taking their end-point assessment. Where this is not a condition of entry and where apprentices do not possess such qualifications, you should outline plans for enabling them to achieve this level in the allocated time and monitoring progress. It is important to note that English and Maths provision cannot contribute to the 20% off-the-job training requirement.

### Initial needs assessment

The initial needs assessment should be undertaken as part of the process for determining eligibility for admission to the apprenticeship programme. It enables any gaps in knowledge, skills or experience to be identified, and an individual learning plan (ILP) to be developed to address these as part of the overarching Commitment Statement. It can also serve to highlight relevant prior learning and confirm the need for English and Maths as part of the apprenticeship. Arrangements for recognition of prior learning as part of the initial needs assessment should follow the University's Recognition of Prior Learning Policy. In accordance with the funding rules, you will be required to clearly demonstrate that you have accounted for prior learning and adjusted the content, duration and price accordingly prior to the start of the apprenticeship. Suitable evidence of this includes

written assurance that the content of the apprenticeship is materially different to any prior learning and a skills gaps analysis demonstrating the new skills needed by the apprentice and how the apprenticeship will address these.

You should include information in the programme documentation about arrangements for conducting the initial needs assessment (including any involvement of employers in the process) and how this informs the individual learning plan.

The purpose of an apprenticeship is to provide new knowledge, skills and behaviours and funding is not provided to certify or refresh existing knowledge, skills and behaviours. The findings of the initial needs assessment will provide an initial baseline against which to create an individual learning plan. The University should agree with both employer and apprentice the training needs and any reasonable adjustments required. The commitment statement can then be drafted to describe how full occupational competence will be achieved. The commitment statement is subject to review.

### **Induction**

With new apprentices, the University should

- Discuss the commitment statement to ensure apprentices understand how the three-way agreement will work in practice
- Highlight review meetings as an opportunity to hold their training provider and employer to account
- Ensure they understand how off-the-job-training will be delivered and by whom
- Inform them of pastoral support available
- Check the apprenticeship agreement is signed
- Send them the occupational standard and assessment plan
- Inform them of any mandatory qualifications required
- Inform them about breaks in learning

### **Off-the-job training**

It is a core requirement of the funding rules that all apprentices must spend at least 20% of their paid hours (minus statutory leave entitlement<sup>1</sup>) in off-the-job training over the duration of the apprenticeship programme. Off-the-job training is defined in the funding rules as: Training received by the apprentice, during the apprentice's paid hours, for the purpose of achieving their apprenticeship. It is not training delivered for the sole purpose of enabling the apprentice to perform the work for which they have been employed ...Off-the-job training must be directly relevant to the apprenticeship framework or standard, teaching new knowledge, skills and behaviours required to reach competence in the particular occupation. It can include training that is delivered at the apprentice's normal place of work. For example, an apprentice who is paid to work 39 hours per week would be required to undertake at least 362 hours of off-the-job training per year, calculated as follows: 39 hours per week x 46.4 weeks of the year x 0.2 (for the 20%) = 362 hours per year. In your documentation (and subsequently in the Commitment Statement for individual apprentices), you should outline arrangements for quantifying and delivering the 20% off-the-job training, and for monitoring that this requirement has been met across the full duration of the programme. As an example, it is not sufficient to say that the apprentice attends University one day per week in order to meet the requirement, as this does not take account of non-teaching periods (for example University holidays and inter-semester breaks).

It is also important to express off-the-job training requirements in terms of hours rather than days, based on the individual apprentice's paid hours of work. In addition to standard programme delivery

(as outlined in the study hours breakdown within module specifications), additional off-the-job training may also be achieved through relevant practical training, shadowing or mentoring (excluding training delivered for the sole purpose of enabling the apprentice to perform their job); work-based projects; industry visits; attendance at conferences, workshops or competitions; additional allocated time within the working week to complete assignments or engage in online learning; and/or learning support.

What constitutes off-the-job training may be subject to change. You should consult the Apprenticeships team for the current list of what off-the-job training can and cannot include. Details of how the 20% off-the-job training requirement will be met should be included in the Commitment Statement for individual apprentices, and progress in this regard should be considered at every progress review meeting. It is important to retain evidence to demonstrate achievement of the off-the-job training requirement, although the ESFA is not prescriptive about the type of evidence gathered for this. While tracking can be difficult, it is vital: apprentices should be encouraged to be vigilant in documenting this. Your documentation should outline the approach you will use for this. It is helpful to involve the apprentice's line manager in the initial review meeting, and to use this as an opportunity to go through the commitment statement to confirm responsibilities. It is important to ensure that employers are fully committed to these meetings as they are a key part of the process for ensuring that learning has taken place.

### **Delivery models**

There are a variety of delivery models that can be used for apprenticeship provision, which can be adapted to suit employer needs. For example delivery may be via: • day release, with the apprentice attending the University for one day per week across the full programme • block release, with the apprentice attending the University for concentrated periods staggered across the academic year (for example one week in five) • a blended learning approach involving a combination of face-to-face and distance learning (in accordance with the funding rules, off-the-job training cannot be delivered solely via distance learning).

Delivery must take place within the apprentice's normal working hours, and where this is not possible (for example when evening delivery is used), the apprentice should be given time off work in lieu of this. Where different modes of delivery are being used for different employers as part of a single apprenticeship programme, your documentation should outline the typical mode of delivery and any required variations to meet the needs of individual employers. Any subsequent changes in this regard should be considered through the University's procedure for the approval of changes to existing programmes.

### **Support in the workplace**

Apprenticeships are more likely to be successful when the employer is proactively involved in supporting the apprentice, but in reality this can sometimes be hard to achieve. Your documentation should outline the mechanisms that will be used to encourage active employer engagement in the design and delivery of the apprenticeship programme and in supporting individual apprentices. This may include employer webinars or induction sessions to provide an introduction to the apprenticeship programme, which emphasise the importance of their active engagement in supporting the apprentice in the workplace (including providing access to appropriate experiences to reinforce their learning and to feed into their assessed work). Active employer participation in progress reviews is also key.

Your documentation should outline arrangements for providing apprentices with support in the workplace, for example through the appointment of a mentor. It is also helpful to outline any arrangements you have in place to brief, train and support mentors, so that you can work effectively together to support the apprentice's progression and attainment. As highlighted in the QAA Characteristics Statement for apprenticeships, "workplace mentors should have a clear understanding of the fundamentals of mentoring and coaching, supporting the transfer of tacit knowledge and understanding how to facilitate the learning process within the employer organisation".

### **Formal progress reviews (yearly)**

Progress reviews are an important aspect of apprenticeship provision, and your documentation should outline arrangements for these. These regular points of interaction are vital in terms of monitoring the progress of individual apprentices and ensuring that the University is notified of any changes in circumstance (for example in paid hours or line manager). If a face-to-face meeting is not possible, these reviews can be undertaken virtually (for example via MS Teams), via phone or via email.

Formal progress reviews should take place at least yearly, and are managed and undertaken by the academic team. These review meetings should involve the apprentice, an academic team representative and an employer representative.

It is helpful to involve the apprentice's line manager in the progress review meeting, and to use this as an opportunity to go through the commitment statement to confirm responsibilities. It is important to ensure that employers are fully committed to these meetings as they are a key part of the process for ensuring that learning has taken place.

During the programme, where it becomes clear through these regular progress reviews that the original volume of planned off-the-job training hours, that were agreed at the beginning of the programme, will not be delivered, this must be discussed and agreed with the employer and apprentice and documented on a new version of the commitment statement (the apprenticeships team can assist with this), as the commitment statement must be kept up to date with any material changes (e.g. as a result of changes agreed at a progress review).

The summary statement must align with changes made in the commitment statement. The statement serves only as a summary of these changes and is not a substitute for the commitment statement being updated, where necessary, on an ongoing basis (e.g. as a result of progress reviews).

Details of progress reviews (involving the main provider, employer, apprentice), including the frequency and format, should discuss progress to date against the commitment statement and the immediate next steps required.

A progress review of what the learner has done compared to the training plan in their commitment statement. It usually involves the learner, provider and employer.

- ✓ check progress against the relevant apprenticeship standard and commitment statement, including ensuring that the apprentice is on target to meet the 20% off-the-job training requirement (including confirmation that this is taking place within the working week)
- ✓ review attendance and highlight any issues

- ✓ discuss and evidence the apprentice's learning (through both on- and off-the-job training), and review performance against knowledge, skills and behaviours (the review is focused on the training, not the academic qualification)
- ✓ review the apprentice's continuing support needs, including triggering an assessment where appropriate
- ✓ review the support being offered by the University and the employer
- ✓ discuss personal and career development
- ✓ celebrate successes and achievements
- ✓ agree future targets and objectives
- ✓ identify improvements/changes that could be made
- ✓ discuss preparation for end-point assessment
- ✓ raise awareness and discuss safeguarding, British Values and Prevent
- ✓ identify any revisions required to the individual learning plan and commitment statement, for example because of any changes in circumstance.

It is a requirement that a formal record of these meetings is maintained, and returned to the Apprenticeships team for the evidence pack for each apprentice. A template is available from the University's Apprenticeships team.

### **Tripartite reviews (yearly)**

In addition to progress reviews, formal tripartite reviews should take place at least yearly, and are managed and undertaken by the Apprenticeships team. These review meetings should involve the apprentice, an Apprenticeships team representative and an employer representative. Again, these meetings can take place virtually if this is agreeable with all parties.

The tripartite reviews provide an opportunity to:

- ✓ check progress against the relevant apprenticeship standard and commitment statement, including ensuring that the apprentice is on target to meet the 20% off-the-job training requirement (including confirmation that this is taking place within the working week)
- ✓ discuss and evidence the apprentice's learning (through both on- and off-the-job training), and review performance specifically regarding functional skills
- ✓ review the support being offered by the University and the employer
- ✓ discuss personal and career development
- ✓ celebrate successes and achievements
- ✓ agree future targets and objectives
- ✓ identify improvements/changes that could be made
- ✓ identify any revisions required to the individual learning plan and commitment statement, for example because of any changes in circumstance.

It is vital that a formal record of these meetings is maintained. A template is available from the University's Apprenticeships team.

### **End-point assessment (EPA)**

All apprentices will be required to successfully complete an end-point assessment to test their full competence, in accordance with the relevant apprenticeship standard and assessment plan. The apprenticeship standard relevant to a particular apprenticeship programme will specify if this will be delivered by the University or not. In both cases, arrangements for EPA will be considered as part of the course validation process. It is important that you demonstrate how preparation for EPA is built into the design of the programme. Where EPA requires the involvement of an independent training

provider (as listed on the Register of Apprenticeship End-Point Assessment Organisations), your course documentation should outline arrangements in this regard.

While the University can provide information to employers about possible End-Point Assessment Organisations, the selection of the organisation is ultimately the responsibility of the employer (however, the University or College should lead the relationship with the EPA organisation once selected).

Where EPA will be delivered by the University, the assessment must be undertaken by someone who has not been involved in the teaching of the apprenticeship, in accordance with the management of potential Conflicts of Interest for Apprenticeship End Point Assessment. It is important to remember that an apprentice can only take the EPA once they have satisfied the gateway requirements set out in the assessment plan (including attainment of English and Maths at Level 2), and both you and the employer are content that they have acquired the necessary knowledge, skills and behaviours. Where relevant, your documentation should also refer to any professional recognition that students will be eligible for upon successful completion of the apprenticeship programme. Where EPA is not integrated, confirmation should be provided regarding whether recognition is dependent upon successful completion of EPA in addition to the requirements for the University award.

The wording and form of assessments should be done in line with the style and grading criteria of the EPA to help apprentices understand what to expect from their final assessments. There should be a gateway discussion with the employer and EPAO.

### **Progression opportunities**

Opportunities for progression from the apprenticeship programme should be clearly articulated at the outset. This may include, for example, progression to a higher level apprenticeship, undertaking a higher academic or professional qualification, gaining professional status, or potential career development. Apprentices should be provided with regular advice and guidance on progression opportunities and career development, both as part of their apprenticeship programme and through access to wider University careers advice and guidance. Further advice and guidance If you would like further advice and guidance on developing an apprenticeship programme, you can contact: the Apprenticeships team.

### **Further information**

Apprenticeship standards

<https://www.instituteforapprenticeships.org/apprenticeship-standards/>

ESFA apprenticeship funding rules for training providers

<https://www.gov.uk/education/apprenticeships-funding>

QAA Characteristics Statement for Higher Education in Apprenticeships (July 2019)

<https://www.qaa.ac.uk/docs/qaa/quality-code/characteristics-statementapprenticeships.pdf>

Apprenticeship off-the-job training: policy background and examples (September 2019)

<https://www.gov.uk/government/publications/apprenticeships-off-the-job-training>

Institute for Apprenticeships and Technical Education

<https://www.instituteforapprenticeships.org/quality/what-is-a-quality-apprenticeship/>



## RECRUITMENT, SELECTION AND ADMISSION OF STUDENTS

The approach to recruitment and selection of apprentices is agreed at the beginning of the collaboration between the University and employer(s) and are designed to be fair and clear to all stakeholders. It is the joint responsibility of the University and employers to ensure these processes are implemented consistently and monitored routinely.

The processes for recruitment and entry for apprenticeships are different from standard student recruitment and admission. The University sets out the minimum entry criteria requirements for the apprenticeship taking account of those specified within the relevant Apprenticeship Standard.

Apprentices are employees, and therefore are recruited by the employer. They may be new employees, or existing employees where the potential for significant new learning from an apprenticeship can be demonstrated. When apprentices are new employees, the employer's recruitment and selection processes apply, which in some cases may involve the University taking part in these processes. Alternatively, dual admission processes may be undertaken separately but concurrently.

The specific arrangements for recruitment and selection for the apprenticeship should be set out in the course documentation; how this works in practice should be agreed with each employer in advance.

Employers advertise for their apprentices and applications are made to the employer (in the first instance). Appropriate information exchange needs to happen between employers and the University to enable timely and accurate decision-making to enable an offer to be made by the employer.

Academic decisions on applications should be made at department level but processed through central admissions. Entry criteria need to take into account expectations and baseline criteria in the relevant apprenticeship standard and should be set in conjunction with employers. The University, as the higher education provider, is accountable for accurately recording and assessing applicant academic qualifications and eligibility. University staff should work with employers through the recruitment and selection process, and at the end point of the admissions process the University must perform a detailed needs analysis of the apprentice in order to create an individual learner plan for them. This should include any additional skills support needed (including maths and English) or additional qualifications that they may need to meet the requirements of a particular standard. This should also include application of any relevant APEL, which should be agreed and documented at this stage as per standard University processes. The initial assessment outcomes should be recorded on the commitment statement along with any additional required support for English and maths.

## THE EVIDENCE PACK

### Evidence pack requirements

- Record that the employer was offered the option of the free recruit an apprentice service (for new recruits into the business)
- Identification and recognition of relevant prior learning
- Relevant diagnostic testing (where required)

- Identification of any learning support needs
- A copy of the apprenticeship agreement between the apprentice and employer
- Confirmation from the employer that the apprentice is receiving a wage in line with the national minimum wage requirements
- Evidence that following the initial assessment the individual requires an apprenticeship practical period with a minimum of 12 months with at least 20% off-the-job training
- That where the apprentice works part-time (fewer than 30 hours per week) or is on a zero hours contract, that the minimum duration has been extended as required
- How the planned off-the-job hours training have been calculated
- That planned hours have been documented on the apprenticeship agreement, commitment statement and ILR
- Evidence that delivery has taken place and is directly relevant to the apprenticeship, is teaching new knowledge, skills and behaviours, that the activity is taking place in normal working hours, and that the activity is not English and Maths up to Level 2
- Evidence that actual hours have been documented on the ILR
- A statement on file to summarise any difference in the volume of planned hours
- Information on content delivered (i.e. the student programme handbook) and distance travelled by the apprentice
- A copy of the current commitment statement, including evidence of progress reviews (planned and actual, including the outcomes or actions of the reviews)
- Confirmation of date of birth
- Confirmation of identity documents or immigration permission to verify residency eligibility
- Where learning support funding has been claimed, evidence that an assessment to identify the reasonable adjustments that the apprentice requires has been carried (the SARA form), documented evidence of monthly progress reviews throughout the apprenticeship to ensure that reasonable adjustments are necessary in respect of the content of training, English and maths tuition and/or end point assessment at different points during the apprenticeship.

#### **Evidence required for the initial assessment**

The initial assessment process should meet the needs of programmes. The process for recognising prior learning and experience will be submitted when applying to join the Register of Apprenticeship Training Providers.

It must compare the individual's existing knowledge, skills, and behaviours with those required in the standard to achieve occupational competence. It should produce an individual training plan (the commitment statement) that accounts for relevant prior learning and experience. The initial assessment should be composed of the following stages:

- A self-assessment for the apprentice to assess themselves against the knowledge, skills, and behaviour requirements of the standard.
- A professional discussion with the individual about their previous learning, work experience, and current competence in relation to the knowledge, skills, and behaviours in the standard. This will also identify their career aspirations and explore the compatibility of apprenticeship with their job role.

- Mapping of knowledge, skills, and behaviours where the provider assesses the evidence, they have gathered about apprentice's prior learning and experience against the level required to achieve occupational competence.
- A separate diagnostic assessment (where applicable) for English and maths, which is funded separately. This should identify relevant prior qualifications or equivalents, and any Functional Skills Qualifications or exemptions required.

For apprenticeships, accreditation of prior experiential learning could also lead to credits being awarded for modules.

The process should conclude with a meeting between the provider, apprentice, and their employer to agree their individual training plan, produced after the initial assessment, which recognises their current competence and plans for further progress reviews throughout the programme. This may naturally form part of the apprenticeship induction process and inform the commitment statement, showing the planned end date based on the remaining content.

It may also be necessary to revisit the Initial Assessment after the apprenticeship starts if the apprentice is working at a level above or below expectations. Employer and apprentice feedback is vital as it may be necessary to further adapt the training plan based on new evidence or consider an alternative standard.

This must confirm that:

- The individual requires significant new knowledge, skills and behaviours to be occupationally competent in their job role;
- The training programme aligns with an approved apprenticeship standard, at the most appropriate level;
- The identification and recognition of prior learning has taken place, and that the content, duration and price has been appropriately reduced;
- The required training meets the funding rules relating to the minimum duration of the practical period and the minimum threshold of off-the-job training;
- The provider and employer are satisfied that the apprenticeship is the most appropriate training programme for the individual;
- The provider is satisfied that the employer is providing the apprentice with the appropriate support and supervision to carry out their job role and their apprenticeship.
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### **Recognition of prior learning**

The evidence pack must include:

- Evidence that prior learning and experience has been recognised and have assessed current competence against the knowledge, skills and behaviours required to achieve the Standard
- Evidence that content, duration and price has been adjusted accordingly
- Assessment, where relevant, of work experience, prior education, training and associated qualifications
- Any previous apprenticeship taken

## LEARNING, TEACHING AND APPRENTICE DEVELOPMENT

The “on-programme” phase is the period from commencement on the relevant Apprenticeship up until the EPA Gateway is met. A minimum of 20% of the apprentice’s time is to be spent on “off the job” training. This can be a combination of off-the-job activities with the employer or the University and may be supported by online learning opportunities. Training should prepare apprentices for the EPA by developing the knowledge, skills and behaviours and should also include completion of any qualifications including any level 2 English and Maths prescribed by the standard.

Course teams are expected to demonstrate how apprentices make “sustained and substantial progress from their starting points” in all aspects of their apprenticeship enabling them to develop excellent skills, knowledge and behaviours to high industry standards. The ILP should be reviewed regularly and progress reviews should demonstrate and document that progress is monitored, learners are challenged (even where they are already high achievers) and where appropriate learners who fall behind are able to catch up and progress appropriately.

Development of reflective practice as a means of supporting the development professional competence is key to apprenticeships; this includes approaches such as learning logs and professional development portfolios for formative and/or summative assessment of learning. Apprentices need to develop the ability to identify learning opportunities within the context of their work in negotiation with employers and University tutors. Tutors should therefore, within all their teaching sessions, continually relate the academic aspects of the course to practice and to highlight and promote opportunities to relate to the development of skills relevant to their role and vocational area.

In addition to the standard requirement for each learner to have an allocated Academic Advisor, each apprentice should have a named work-based mentor in place and should also have in place arrangements to oversee these ongoing relationships with employers and monitoring of learners in the workplace.

The requirement for tripartite and progress review meetings between employer, University staff member and apprentice would be two per year (one of each, and including at least one onsite). The agreed arrangements for meetings should be recorded in the Commitment Statement.

### TRIPARTITE AND PROGRESS REVIEWS

The three-way relationship between the University, employer and the apprentice is an integral part component in the success of an apprenticeship. Regular, planned and ongoing dialogue between all parties will ensure that apprentices are making good progress and that the apprenticeship training is meeting the needs of employers.

#### Requirements

- Each apprentice is allocated an academic mentor appointed by the University and a workplace mentor appointed by the employer. These mentors support the progress and achievement of the apprentice and support identification of appropriate workplace activity to facilitate work-integrated learning opportunities
- Apprentices should be visited by their academic mentor in the workplace in order to optimise their learning opportunities. The following minimum contact arrangement apply:

- At least one contact is undertaken in each academic year
- In most cases contacts should be conducted face-to-face at the apprentice's place of work
- Contacts are carefully timed in order to support progression
- Contacts include a meeting between academic tutors or members of the Apprenticeship Team and workplace mentors and the apprentice
- Written notes are produced by the academic mentor following each contact
- A Commitment Statement is produced for every apprentice and is duly signed by the University nominee, apprentice and employer, setting out how they will support the successful achievement of the apprenticeship. The workplace visits should be used to ensure that the commitment statement continues to be up-to-date and accurate throughout the apprenticeship
- The Commitment Statement must set out the Apprenticeship Standard being followed, planned content, a schedule for learning/training and details of the EPA
- The Commitment Statement should include the following as a minimum:
  - Details of the apprenticeship, including start and end dates for learning, End-Point Assessment and key milestones for mandatory or other qualification achievements
  - A list of all organisations delivering the training
  - Roles and responsibilities for the University, employer and apprentice and arrangements for how the three parties will work together operationally
  - Attendance and study time requirements
  - Employer commitment for apprenticeship access to study in the working day
  - The process for resolving any queries or complaints regarding the apprenticeship
  - Data sharing requirements

Attendance monitoring and absence reporting should be undertaken in accordance with the University's attendance monitoring procedures. The apprentice's employer should be notified in the event of any concerns regarding attendance, and attendance issues should be considered as part of both informal and formal progress reviews. Any University concerns about the engagement of individual apprentices should be raised and discussed with the employer in similar ways.

### **Support for apprentices**

Departments are expected to put in place provision to fully support apprentice students and work with employers to ensure apprentices have all the necessary assistance for success in the work-based elements of their programme. In this regard, academic mentors should:

- Meet students during an induction/orientation event at the beginning of the programme
- Maintain regular contact with each apprentice
- Maintain regular contact with the employer to discuss issues across the cohort and, where necessary, individual students
- Maintain adequate records (all meetings with employers and apprentices must be documented)
- Ensure the apprentice's learning log is kept current and working with the apprentice to address any issues highlighted
- Prepare and agree progress reports as required
- Monitoring apprentice progress and identify at risk individuals
- Ensure accuracy of apprentice records

- Visit apprentices in their workplace
- Assist apprentices with their personal, professional and career development in the context of the apprenticeship by:
  1. Developing a learning plan
  2. Directing apprentices to appropriate study skills advice
  3. Encouraging and assisting with reflection on progress to date
  4. Encouraging apprentices to keep their learning plan up-to-date
  5. Review progress toward development of a portfolio (if needed for the EPA)

## ASSESSMENT

Standard regulations and processes apply in relation to all assessments as per the University's Academic Regulations.

The format, timing and volume of assessment across modules needs to be carefully considered in the context of the 20% off-the-job time available to apprentices. The nature and format of assessment will be heavily influenced by the Apprenticeship Standard and Assessment Plan and may include gateway independent assessments.

Progress and assessment must be discussed at reviews with employers and apprentices. The University and the employer should work together to agree competence and preparedness for the end-point assessment.

### **GATEWAY REQUIREMENTS AND END POINT ASSESSMENT**

Assessment across the training focuses on the knowledge, skills and behaviours within the selected subject/pathway culminating in a comprehensive synoptic end-point assessment. Prior to undertaking the end point assessment, apprentices must meet the gateway requirements set out in the relevant apprenticeship standard.

Apprenticeship Standards require an independently assessed, synoptic end-point assessment, the details of which are set out in the relevant Apprenticeship Standard's Assessment Plan. Successful completion of the end-point assessment leads to the awarding of the apprenticeship.

The end-point assessment may be undertaken in two ways:

- a) Non-integrated – which are conducted by a separate, independent End Point Assessment Organisation (EPAO), contracted by the University, and selected by the employer. The end-point assessor cannot be the University.
- b) Integrated. The University conducts the end-point assessment as an integrated aspect of the training programme. For this purpose, the University has to be listed on the Register of End Point Assessment Organisation.

The End-Point Assessment tests that apprentices can fully demonstrate the knowledge, skills and behaviours specified in the Apprenticeship Standard. It must include at least two forms of assessment, which are specified in the Assessment Plan for the Apprenticeship Standard.

Before taking their EPA, all apprentices have to meet the Gateway requirements. These along with satisfactory evidence re requirements set out in the Assessment Plan that must be met by the

apprentice prior to undertaking end-point assessment of the Apprenticeship Standard. They will include the completion of English and Maths qualifications (where applicable) and completion of any on-programme mandatory qualifications (where applicable) along with satisfactory evidence (as determined by the employer, in consultation with the University) that the apprentice has achieved the necessary knowledge, skills and behaviours set out in the standard. The employer and University sign-off the successful completion of the Gateway requirements.

For non-integrated apprenticeships the following apply:

- a) An apprentice must have passed all their modules in order to be forward for the end-point assessment. This is determined by the University.
- b) Successful completion of the degree does not constitute completion of the apprenticeship. The apprenticeship is not achieved until both the degree and end-point assessment have been achieved.

The University is responsible for providing continued support to the apprentice until the end-point assessment has been successfully completed.

For integrated apprenticeships, successful completion of all the modules also constitutes successful completion of the apprenticeship. In such cases the final capstone module of the degree may constitute end-point assessment. Where this is the case, the assessment of the capstone module will need to meet the requirements of the apprenticeship Assessment Plan.

For all apprenticeships, the alignment of the course assessment strategy with the apprenticeship Assessment Plan is essential. The course assessment strategy should include a range of both formative and summative assessments which support both achievement of the course/module learning outcomes and prepare apprentices for EPA.

## **QUALITY MONITORING, REVIEW AND IMPROVEMENT PLANNING**

Apprenticeships are included in the standard quality monitoring and review processes that apply to all other courses, and the same overarching principles of monitoring, review and reporting apply.

However, the quality monitoring, review and quality improvement planning for apprenticeship programmes take account of the nature, structure and milestones associated with apprenticeships and they also take account of the substantial contribution of employers to apprenticeships.

Ultimate responsibility for monitoring and review of programmes rests with the University but where, as in the case of apprenticeships, the learning and training environment is multi-location, with other organisations involved in the design, delivery and assessment of a programme, the University will need to ensure that the review and improvement processes allow for the input of all relevant parties. For this reason, as well as the review of apprenticeship programmes at the time of annual monitoring (November), an interim review needs to take place in June, at a time when the results of the ESFA Employer and ESFA Learner Satisfaction Survey are available.

Reviews of apprenticeship programmes will be supported by analysis of learner, employer and staff views and perceptions, gathered via questionnaires, surveys and review meetings. Students should regularly complete course and module evaluations, bespoke to the apprenticeships. These should contribute to interim, annual and periodic course review.

All apprenticeship courses are included in the Department for Education National Achievement Rates Tables. These table detail the qualification achievement rates nationally. Course monitoring and review should take into account these measures for benchmarking purposes.

## **EXTERNAL EXAMINERS**

The University's normal external examining arrangements apply for the degree aspects of apprenticeships. In the nomination of external examiners, course teams are required to consider both academic and practice-based experience. The expectation is that when appointing external examiners for apprenticeships, the University ensures that examiners are suitably qualified to undertake the role, which might mean, for example, having an appropriate level of practice-based experience. The required balance of subject and practice expertise might be achieved through the appointment of two external examiners, one a subject expert and the other with practice expertise.

For integrated apprenticeships, the external examiner will be involved in the oversight of the end-point assessment. In these cases, the specific requirements for external examining are set out in the apprenticeship assessment plan, and must be adhered to in the assessment process.

For non-integrated apprenticeships, the external examiner will not play a direct role in the end-point assessment process. They will, however, be involved in the awarding of the degree.

## **APPRENTICESHIP INTERIM REVIEW AND QUALITY IMPROVEMENT PLANNING**

As indicated above, apprenticeship programmes are included in the University's annual monitoring process in November, as for any other course, as set out in section C (Annual Monitoring) of the Quality and Standards Handbook.

However, in addition, apprenticeship programmes should be subject to an interim review in June, primarily focused on the outcomes of processes designed to elicit feedback from employers and students (primarily the ESFA Employer Survey, ESFA Learner Satisfaction Survey, but also from any completed module reviews, employer and student complaints, and issues raised in individual student review meetings). This review process should provide an opportunity for a prompt and well considered review of issues in need of improvement, leading to a quality improvement plan designed to address those issues. It is intended that this process will support a systematic, rather than purely ad hoc / informal, approach to quality improvement, to provide a working document which is clear, unambiguous and comprehensive, and which directs action and facilitates monitoring of progress.

The results of this interim process will then feed into the annual monitoring process in November.

This monitoring form should be completed by the Programme Coordinator and submitted to the Head of Department for approval and sign-off.

This document is intended to be reflective as well as indicate future plans. Programme Coordinators should highlight examples of good practice which can be shared with other departments engaged in delivering Apprenticeship programmes, key issues that have arisen and actions taken in response to these issues.

Departments are asked to complete one form per programme.



The Apprentice Annual Monitoring and Quality Improvement Planning pro-forma can be found in Appendix 1.

## ACADEMIC REGULATIONS

The University provides clear policy and process for both employers and apprentices with regard to mitigating circumstances, breaks in learning, academic irregularities, appeals and complaints.

All mitigating circumstances claims, academic irregularities, complaints and appeals will follow standard University regulations.

In addition to the standard complaints procedure for apprentices, The University has clear procedure for managing employer complaints.

Subject to approval, an apprentice may vary their rate of study to suit their individual needs and circumstances. Acceptable circumstances for breaks in learning are categorised in the ESFA Apprenticeship Technical Funding Guide. A break in learning will alter the expected end date of the apprenticeship. Therefore, all breaks in learning have to be recorded within the ILR. Accurate and timely reporting of breaks in learning is a requirement of funding.

There may be changes in circumstances, specific to the nature of apprenticeships, not identified in the above, with responsibilities for the course team, employer and University. These may include:

- *Redundancy*
- *New role*
- *Change of employer*
- *Apprentice withdrawal*

In case where an apprentice withdraws from their apprenticeship for any reason, it is the responsibility of employer or apprentice to notify the Apprenticeships team for the purpose of updating the monthly ILR return. This notification is in addition to the standard University withdrawals procedure.

**APPENDIX 1 -  
APPRENTICESHIP INTERIM REVIEW AND QUALITY IMPROVEMENT PLANNING**

<b>Programme details</b>	
Programme title	
Programme Coordinator	
Department	

<b>Feedback from Students</b>
<i>Please report on comments or feedback from students about the programme, including the ESFA Learner Satisfaction Survey, and module evaluations.</i>

<b>Feedback from Employers</b>
<i>Please report on comments or feedback from employers about the programme (including the ESFA Employer Survey), student progress/development and the partnership with the University.</i>

<b>Programme Delivery</b>	
Identify any areas of good practice with regards to delivery of the programme	
Summarise areas in need of improvement, based on the preceding analysis of employer and student feedback	

<b>Action Plan</b>					
Please provide a composite list of significant actions completed or in progress: <ul style="list-style-type: none"> <li>• From the previous annual monitoring report and/or periodic review report</li> <li>• ESFA Employer Survey</li> <li>• ESFA Learner Satisfaction Survey</li> <li>• From student module evaluations</li> </ul>					
<b>Source e.g. ESFA Learner Satisfaction Survey</b>	<b>No</b>	<b>Action</b>	<b>Timeline (please be specific, rather than 'on-going', for example)</b>	<b>Role responsible for action</b>	<b>Evaluation of progress</b>
	1				
	2				
	3				

<b>Programme Leader Sign Off</b>	
<b>Any further comments</b>  <b>Signed:</b>  <b>Date:</b>	

<b>Head of Department Sign Off</b>	
<b>Any further comments</b>  <b>Signed:</b>  <b>Date:</b>	

**APPENDIX 2 -  
OFSTED: SUCCESSFUL TRAINING OF APPRENTICES**

## The successful training of apprentices: key steps

An overview of work-based learning, derived from the findings of Ofsted's survey, *Learning from the best*

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For details of successful apprentice training in practice see the full report *Learning from the best* (090225), Ofsted, 2010; [www.ofsted.gov.uk/publications/090225](http://www.ofsted.gov.uk/publications/090225).

**Selection and recruitment:** directly by the employer/ training provider; preset entry requirements may be used to screen entrants; this may involve selection interviews, work tasters and trial periods. Progression from school link/Young Apprenticeship courses for 14–16-year-olds is increasingly common.



**Initial assessment:** ascertains level of the apprentice on entry, identifies her/his potential to succeed with or without support, and the suitable level of programme and support needs. The assessment examines the job role to link to NVQ requirements, previous experience and qualifications; this may include occupational aptitude testing.



**Induction by the employer and the training provider:** the individual programme covers: employment rights and responsibilities; content and delivery of the training programme; health and safety; equality and diversity; safeguarding; assessment; internal verification; and appeals; often more than an initial block of induction. Further inductions are carried out between qualification levels or on changing job roles.



**Appropriate programme chosen – individual learning plan drawn up:** an individual learning plan (ILP) sets out how the apprenticeship framework will be achieved for each apprentice. It sets target dates for each NVQ unit, key skills, technical certificates and achievement of the overall framework. The ILP helps to determine timely success: it includes delivery and assessment methods, support, and additional qualifications/training opportunities. This is a 'live' document; it is used and updated continually throughout training so that everyone involved in training the apprentice understands their role.



**On-the-job training and assessment:** working for the employer generates assessment evidence; formal and informal training; placements within and outside the company to obtain experience and assessment evidence; mentoring by colleagues; attendance at trade shows; visits, participation in competitions, and manufacturer training. May include learning support visits. Work-based assessment may involve staff from the provider and/or employer as assessors; extra evidence by witness testimonies and work products.



**Off-the-job training and assessment:** includes teaching of theory, key skills and sometimes practical training, with assessment and preparation for external testing. May include industry visits, competitions, and manufacturer training. May also include regular day release, block release, special training days/workshops or may all be delivered on employer premises. May include learning support individually or in groups. Internal verification helps assure quality of assessment, both on- and off-the-job.



**Reviews of each apprentice's progress and targets set:** reviews establish clear links between on- and off-the-job training; they involve the apprentice, training provider and employer, and set and review targets against the ILP, updating it as necessary. Targets are set and broken down into achievable 'steps' in an action plan that may require action by the employer and training provider to support the apprentice. Targets keep apprentices on track to achieve, with action taken to tackle issues, provide assessment opportunities and review support arrangements. Target-setting occurs regularly, between weekly and monthly. At the 12-weekly contractual monitoring reviews, the focus is still on progress but also on the welfare of the apprentice, monitoring her or his health and safety and equality of opportunity. The reviews should include the apprentice, employer and provider's staff and be carried out in private in the workplace. Before the apprentice completes the ILP, opportunities for any further higher-level training and/or advances in employment are considered.

**APPENDIX 3 -  
TRIPARTITE REVIEW FORM**

**Tripartite Review Form**

(Apprentice, Employer and University apprenticeships team)

<b>Total Working Hours</b>		<b>Total OTJ Hours (20%)</b>	
----------------------------	--	------------------------------	--

<b>Apprenticeship Title:</b>				
<b>Apprentice Name:</b>				
<b>ULN:</b>				
<b>Student Number:</b>				
<b>Employer:</b>				
<b>Employer Representative:</b>				
<b>University Representative:</b>				
<b>Programme Start Date:</b>		<b>Visit date</b>		<b>Next visit due date</b>
<b>Purpose of the visit:</b>	<input type="checkbox"/> Tripartite	<input type="checkbox"/> Gateway	<input type="checkbox"/> End of Programme	

<b>REVIEW OF ACTIONS FROM PREVIOUS MEETING</b>		
<b>MILESTONE TARGETS AND ACTIONS</b>	<b>How target has been achieved</b>	<b>Status</b>

<b>REVIEW OF PROGRESS OF ELEMENTS OF APPRENTICESHIP STANDARD</b>		<b>Planned End Date</b>
<b>Area for review</b>	<b>Comments and actions</b>	
<b>English Functional Skills Progress (if applicable)</b>	Complete <input type="checkbox"/> On schedule <input type="checkbox"/> Action plan <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	
<b>Maths Functional Skills Progress (if applicable)</b>	Complete <input type="checkbox"/> On schedule <input type="checkbox"/> Action plan <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	

<b>Attendance &amp; timekeeping</b>	<b>In Work</b>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>
	<b>In University</b>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>
<b>Progress with Qualification</b>	Complete <input type="checkbox"/> On schedule <input checked="" type="checkbox"/> Action plan <input type="checkbox"/>			
<b>Progress with any required additional qualification</b>	Complete <input type="checkbox"/> On schedule <input type="checkbox"/> Action plan <input type="checkbox"/> N/A <input checked="" type="checkbox"/>			
<b>Off the Job since the last review (minimum of 20% based on working hours)</b>				
<b>University Sessions</b>	Hours to date:	Description		
<b>University Work, i.e. assignments, reflection</b>	Hours to date:	Description		
<b>Mentoring/Shadowing</b>	Hours to date:	Description		
<b>Internal Training</b>	Hours to date:	Description		
<b>External Training</b>	Hours to date:	Description		
<b>Other (please specify)</b>	Hours to date:	Description		

<b>Behaviours</b>					
Please rate your ability and competence in each area from 1 (no ability/confidence) to 5 (very confident and fully competent)					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Demonstrate that you have mastered basic business disciplines, ethics and courtesies					
Timeliness and focus when faced with distractions					
Able to complete tasks to a deadline and high quality					
Flexible					
Able to perform under pressure					
Thorough approach to work					
Logical thinker with a creative approach to problem solving					

<b>ACTION PLAN</b>		
<b>SMART MILESTONE TARGETS AND ACTIONS</b>	<b>How will target be achieved</b>	<b>By when</b>

**APPRENTICE FEEDBACK ON PROGRESS AND OVERALL SATISFACTION**

**EMPLOYER FEEDBACK ON APPRENTICE’S PROGRESSION AND OVERALL PROGRAMME SATISFACTION**

**UNIVERSITY REPRESENTATIVE COMMENTS**

**RECORD ANY HEALTH AND SAFETY, ETHICS OR CONFIDENTIALITY ISSUES BELOW:**

**SAFEGUARDING AND PREVENT – Are there any safeguarding or prevent issues that have not been dealt with in the workplace?** Please indicate yes or no in each review meeting. If yes record comments and then take action in line with safeguarding policy

<b>Outcomes:</b>			
<input type="checkbox"/> Referrals to other Services:	<input type="checkbox"/> Yes	Referral Purpose:	
	<input type="checkbox"/> No		
<input type="checkbox"/> Post Referral follow up summary:			<input type="checkbox"/> Referral Actioned
<b>Progress Summary:</b>	<input type="checkbox"/> Complete		<input type="checkbox"/> On track
Progress in meeting the competencies of the apprenticeship standard	<input type="checkbox"/> On Schedule	<input type="checkbox"/> Ahead	<input type="checkbox"/> Action Plan
Progress in meeting the required level (min 20%) of off the job learning	<input type="checkbox"/> On Schedule	<input type="checkbox"/> Ahead	<input type="checkbox"/> Action Plan



The undersigned confirm that this is an accurate record of the Quarterly review and of the named apprentice's progress  
 As a learner I confirm that my standard working hours are 30 or above per week. (if not, record details giving dates and reasons.)

University Representative signature	Learner signature	Employer signature
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***If Applicable:***

<b><i>This section to be completed when the Gateway for End Point Assessment achieved</i></b>	YES / NO	<i>If yes, record evidence (Note, Specific EPA requirements for the standard being worked with should be cut and pasted into this box for each review)</i>
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*The undersigned agree that the apprentice has now achieved the gateway criteria for this apprenticeship and is ready to undertake the end point assessment*

<i>University representative signature and date</i>	<i>Employer Signature and Date</i>
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**APPENDIX 4 -  
FORMAL PROGRESS REVIEW**

**FORMAL PROGRESS REVIEW**

<b>Apprenticeship Title:</b>					
<b>Apprentice Name:</b>					
<b>ULN:</b>					
<b>Student Number:</b>					
<b>Employer:</b>					
<b>Employer Representative:</b>					
<b>University Representative:</b>					
<b>Programme Start Date:</b>		<b>Visit date</b>		<b>Next visit due date</b>	

**Attendance**

	Excellent		Satisfactory		Concern
--	-----------	--	--------------	--	---------

**University comments: progress to date (attach student transcript)**

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**Apprentice comments on their progress to date**

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The ability of the apprentice to manage work and study

Apprentice comments		Employer comments
	R	

	A	
	G	

The relationship of the programme content and the apprenticeship		
Apprentice comments		Employer comments
	R	
	A	
	G	

Any noted positive impact in the workplace		
Apprentice comments		Employer comments
	R	
	A	
	G	

Any requirement to review the details of the commitment statement		
Apprentice comments		Employer comments
	R	
	A	
	G	

#### Explanation for RAG

Red: The quality or level of progress is significantly below the described skill, knowledge or behavioural area. This could impact on the ability of the apprentice to achieve milestones in their learning agreement and ultimately prevent completion of the Apprenticeship (End Point Assessment for Standards). The employer and or provider will need to spend more time and effort supporting development of this area, be it knowledge, skills or behaviours as well as opportunities to demonstrate technical competencies. The apprentice will need to respond to existing or new support in order to address the gap in progress. An action plan should be agreed and factored into the learning agreement.

Amber: This means that the apprentice, the employer and provider need to monitor the situation as it might result in a lower quality of learning, or a known, but manageable delay in meeting learning milestones agreed in the apprentice's learning agreement. Any problems with the apprentice's experiences in work, or understanding in the educational setting can be resolved relatively quickly

through good communication and some redirection of effort. In these cases, a greater quality of outcome should be achievable.

Green: The apprentice and their support network do not need to have any concern about the rate and direction of progress with regards to the knowledge, skill or behaviour in question. If this is a technical competence then the necessary experiences and learning are taking place in line with anticipated timescales in the learning agreement. The apprentice should feel appropriately confident about achieving the necessary learning to meet this aspect of the Apprenticeship Standard as required by the Apprenticeship (Specification / Gateway Programme / End Point Assessment).

## APPENDIX 5 - COMMITMENT STATEMENT

### COMMITMENT STATEMENT

#### Apprentice Details

Name: Xxxxxx                      Email: Xxxxxx  
Position: Xxxxxx                Telephone: Xxxxxx  
Company: Xxxxxx                NI Number: Xxxxxx  
Address 1: Xxxxxx               Date of Birth: Xxxxxx  
Address 2: Xxxxxx               Care Leaver: Yes/No  
Town/Postcode: Xxxxxx        Learning Support: Yes/No

Signature:

#### Employer Details (Manager of Apprentice)

Name: Xxxxxx                      Email: Xxxxxx  
Position: Xxxxxx                Telephone: Xxxxxx  
Company: Xxxxxx  
Address 1: Xxxxxx  
Address 2: Xxxxxx  
Town/Postcode: Xxxxxx

Signature:

#### Main Provider Details

Name: Xxxxxx                      Email: Xxxxxx  
Position: Xxxxxx                Telephone: Xxxxxx  
Company: Xxxxxx  
Address 1: Xxxxxx  
Address 2: Xxxxxx  
Town/Postcode: Xxxxxx

Signature:

#### End Point Assessment Organisation

Name: Xxxxxx                      Email: Xxxxxx  
Position: Xxxxxx                Telephone: Xxxxxx  
Company: Xxxxxx  
Address 1: Xxxxxx  
Address 2: Xxxxxx  
Town/Postcode: Xxxxxx

Signature:

#### Delivery Subcontractor 1

Name: Xxxxxx                      Email: Xxxxxx  
Position: Xxxxxx                Telephone: Xxxxxx  
Company: Xxxxxx  
Address 1: Xxxxxx  
Address 2: Xxxxxx

#### Delivery Subcontractor 2

Name: Xxxxxx                      Email: Xxxxxx  
Position: Xxxxxx                Telephone: Xxxxxx  
Company: Xxxxxx  
Address 1: Xxxxxx  
Address 2: Xxxxxx

Town/Postcode: Xxxxxx

Town/Postcode: Xxxxxx

Signature:

Signature:

### KEY UNIVERSITY AND APPRENTICESHIP POLICIES

Policy/Process	Guidance	First Point of Contact	Document or Policy Link
Absence and Attendance	<p>In the event that you are not able to attend the University or join a planned face to face or online live session you must inform the University as soon as possible after first contacting your employer. If you are unable to attend any of the modules listed on your timetable you should contact <b>your programme administrator</b> without delay. They will support you in creating an action plan to ensure you are able to cover any work that has been missed and ensure you remain on track with your 20% hours. Lecture notes will be uploaded to Moodle for you to review in your own time.</p> <p>You must also keep your log or journal, detailing the hours that you spend in the off the job learning elements within this apprenticeship up to date – noting absences and time spent on rescheduled learning.</p>	<p>Programme Administrator: Business School Admin Team <a href="mailto:Business-school@chi.ac.uk">Business-school@chi.ac.uk</a></p>	
Data Protection	<p>The data that the University is required to provide, through your Individualised Learner Record is used by the Education &amp; Skills Funding Agency and the End Point Assessment Organisation who will need to share data to enable apprentice certificates to be printed. The ESFA will continue to share data with relevant organisations to enable them to fulfil their inspection and regulation functions.</p> <p>You can view the ESFA Privacy Notice that explains how your data is used as part of the delivery of apprenticeships. This also explains and how the data protection legislation sits alongside this Commitment Statement.</p> <p>Your personal information, including your results and information about your academic progress and conduct, will be shared between the University and your employer and with other regulatory or professional bodies necessary for the</p>		<p><a href="#">ESFA Privacy Notice</a></p> <p><a href="#">University Privacy Notice</a></p>

	<p>delivery of your apprenticeship and your well-being but only where the law allows this sharing to take place, in compliance with the Data Protection Legislation.</p> <p>You should ensure that any changes to your personal information, including your name, address and contact details are notified to the University and your employer as soon as possible.</p>		
Safeguarding and Prevent	You can view the University's Safeguarding and Prevent Policy via the link on the right of this table. If you have any concerns can contact Student Support and Wellbeing. (See column right for details)	Student Support and Wellbeing <a href="mailto:wellbeing@chi.ac.uk">wellbeing@chi.ac.uk</a>	<a href="#">Safeguarding and Prevent Policy</a>
Equality and Diversity	You can view the University's Equality and Diversity policies via the link on the right of this table. If you have any concerns	Student Support and Wellbeing <a href="mailto:wellbeing@chi.ac.uk">wellbeing@chi.ac.uk</a>	<a href="#">University Equality and Diversity Policy</a>
Bullying and Harassment	You can view details of our policy for Addressing Bullying and Harassment of Students policy via the link on the right of this table. If you have any concerns regarding bullying and harassment in the workplace you should discuss this with your line manager or HR representative.	Student Support and Wellbeing <a href="mailto:wellbeing@chi.ac.uk">wellbeing@chi.ac.uk</a>	<a href="#">Addressing Bullying and Harassment of Students Policy</a>
Health and Safety	You can view details of our Health and Safety Policy via the link to the right of this table. If you have any concerns you must contact the University's Environmental Health and Safety Manager (see column right for details)	Kevin Hickman Acting Health, Safety and Environment Manager <a href="mailto:K.Hickman@chi.ac.uk">K.Hickman@chi.ac.uk</a> 01243 816488	<a href="#">University Health and Safety Policy</a>
Raising Concerns	If you have concerns or queries about your apprenticeship delivered by the University you should discuss these with the <b>Apprenticeship Manager</b> in the first instance	Holly Hart Apprenticeships Manager <a href="mailto:Apprenticeships@chi.ac.uk">Apprenticeships@chi.ac.uk</a> 01243 812159	
Complaints	<p>In the event that either apprentice or employer have concerns or complaints regarding this apprenticeship that cannot be resolved, you can take further steps using the university complaints process.</p> <p>You may also escalate a complaint to the Education &amp; Skills Funding Agency's apprenticeship helpline</p>	ESFA Helpdesk: 08000 150 600 <a href="mailto:helpdesk@manage-apprenticeships.service.gov.uk">helpdesk@manage-apprenticeships.service.gov.uk</a>	<a href="#">University Complaints Process</a> <a href="#">Complaints procedure for Employers of Apprentices</a>  <a href="#">ESFA Complaints Policy</a>

Apprentices can also make a complaint about the University to the Office of the Independent Adjudicators. You must check their guidance about the scope of their complaints process.

[Office of the Independent Adjudicator  
Complaints Process](#)

**a. The apprentice agrees to:**

- b. Work with my employer and academic mentor to ensure that the individual learning plan set out in Annex A is achieved. This includes, where needed, working with my employer and the University to update the Individual Learning Plan in Annex A and identify additional learning activities needed to support my learning objectives or achieve the 20% learning minimum.
- c. Manage my own learning, and with support from my employer and academic mentor, work to meet the targets and timelines needed to complete the apprenticeship by the planned end date, including undertaking the end point assessment
- d. Contribute to reviews with my employer and academic mentor to track progress and success in meeting apprenticeship milestones, and agree any changes needed to the learning plan to address performance or support enhanced learning opportunities
- e. Manage and track attendance and participation to meet the off the job learning requirements for this apprenticeship programme set out in Annex A, within my working time paid hours. This also means that I will immediately inform my employer and the University if I am absent for any element of planned off the job learning (see 1.4 above for the process), and ensure that this learning is rescheduled.
- f. Inform the University and my employer if personal circumstances change that will affect completion of the apprenticeship or will change the planned end date
- g. Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with my employer and academic mentor, working with both to implement any action needed
- h. Raise any queries or complaints regarding the apprenticeship through the university process, and to the ESFA where needed as set out in section 1.
- i. Agree with the employer and University when learning is complete, and I am ready to undertake the End-point Assessment
- j. Participate in course feedback and apprenticeship evaluation to support the continuous improvement of the programme for current and future apprentices.
- k. Take opportunities that arise to support other current and future apprentices to benefit from their apprenticeship

**a. The employer (and apprentice's line manager) agree to:**

- b. Provide a working environment that meets current health and safety legislation to enable my apprentice to work and learn safely for the duration of the apprenticeship
- c. Work with my apprentice and the University to deliver the individual learning plan set out in Annex A, providing them with access to the on the job knowledge, skills and experience, resources and opportunities needed to achieve this apprenticeship. This includes, where needed, working with them and the University to update the Individual Learning Plan in Annex A and identify additional learning activities needed to support their learning objectives or to achieve the 20% learning minimum.
- d. Support the University to comply with funding rules and collate evidence to confirm ongoing apprentice and apprenticeship eligibility for funding
- e. Ensure that my apprentice has time to complete the off the job learning elements which are required for their apprenticeship within their paid hours. This also means that I will check that the University is aware when my apprentice is absent for any element of their planned off the job learning (see 1.4 above for the process) and ensure that they are able to take the time within their paid hours after their return to complete the rescheduled off the job learning.
- f. Support my apprentice to manage their own learning, and provide appropriate support and supervision in their typical working day to meet the requirements of this apprenticeship



- g. Enable the line manager and/or academic mentor to support and guide my apprentice to carry out their day to day role and to meet the targets and timelines needed to complete the apprenticeship by the planned end date
- h. Contribute to reviews with my apprentice and the University, providing evidence and feedback on progress at work and success in meeting apprenticeship milestones, evidence of their off the job learning, and agree any changes needed to the learning plan supporting my apprentice to address performance or access enhanced learning opportunities
- i. Support my apprentice to track attendance and participation to meet the off the job learning requirements for this apprenticeship programme
- j. Inform the University promptly if there are organisational or apprentice circumstance changes that will affect completion of the apprenticeship or change the planned end date
- k. Make timely and accurate entries in the employer apprenticeship service account, or for non-levy employers, make timely contribution payments to ensure that provider payments are triggered
- l. Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with the University and apprentice, working to implement any action needed
- m. Seek to resolve any queries or complaints regarding the apprenticeship through the university process, and to the ESFA where needed as set out in section 1.
- n. Agree with my apprentice and University when learning is complete, and they are ready to undertake the End-point Assessment
- o. Participate in course feedback, impact assessment and evaluation to support the continuous improvement of the programme for apprentices and employers
- p. Take opportunities to promote and publicise the successful completion of this apprenticeship and the benefits of the apprenticeship programme

**The University agrees to:**

- Provide a learning environment that meets current health and safety legislation to enable the apprentice to learn safely for the duration of the apprenticeship
- Work with the apprentice and employer to comply with the apprenticeship funding rules, providing an evidence pack that confirms eligibility for funding
- Provide an induction programme and support information for apprentice and employer to explain the Individual Learning Plan set out at Annex A and key university and apprenticeship policies.
- Work with the employer and their apprentice to maintain a current and accurate Commitment Statement and Individual Learning Plan based on the needs of the apprentice.
- Work with the apprentice and their employer to deliver the individual learning plan set out in Annex A, providing the apprentice with access to the off the job knowledge, skills and experience, resources and opportunities needed to achieve this apprenticeship. This includes, where needed, working with the apprentice and the employer to update the Individual Learning Plan in Annex A and identify additional learning activities needed to support the apprentice's learning objectives or achieve the 20% minimum.
- Support the apprentice to manage their own learning, by ensuring sufficient resources, support, access to materials in their typical working day to meet the off the job requirements of this apprenticeship, including undertaking the End-point Assessment. This also means that when the apprentice is absent during a planned off the job learning element (see 1.4 above for the process), the University will work with the employer and apprentice to reschedule this learning and ensure that the apprentice can complete the of the job learning set out in Annex A
- Enable the line manager and/or workplace mentor to support and guide this apprentice, to carry out their day to day role and to meet the targets and timelines needed to complete the apprenticeship by the planned end date by providing a summary of off the job and on the job learning needed, contained at Annex A
- Manage and oversee the delivery led by the subcontractors identified in section 1
- Lead reviews with the apprentice and employer, providing evidence and feedback on progress to track success in meeting apprenticeship milestones, and agree any changes needed to the learning plan to support the apprentice to address performance or access enhanced learning opportunities

- Track attendance and participation to meet the off the job learning requirements for this apprenticeship programme and inform the employer where the apprentice is absent from planned sessions
- Use apprentice and employer data only for the purposes and in accordance with the University and ESFA Privacy Statements
- Inform the employer if there are changes that will affect completion of the apprenticeship or change the planned end date
- Make timely and accurate entries into the ILR to ensure that employer apprenticeship service accounts are accurate and payments are triggered promptly
- Proactively identify any issues or barriers to successful completion of this apprenticeship arising from the University, employer or apprentice and raise these quickly with the employer or apprentice, working to implement any action needed
- Seek to resolve any queries or complaints regarding the apprenticeship through the university process, supporting the apprentice or employer to escalate to the ESFA where needed as set out in section 1.
- Agree with the apprentice and employer when learning is complete, and the apprentice is ready to undertake the End-point Assessment
- Provide certification required as part of the apprenticeship
- Enable employer and apprentice participation in course feedback, impact assessment and evaluation to support the continuous improvement of the programme for apprentices and employers and take action on this feedback
- Take opportunities to promote and publicise impact and success for employer, apprentice and the wider apprenticeship programme

#### ANNEX A: INDIVIDUAL LEARNING PLAN

Your Apprenticeship Individual Learning Plan sets out the individual elements and modules within your apprenticeship that have been designed to meet your particular learning objectives and meet the knowledge and skills gaps identified in your Initial Needs Assessment. As part of your apprenticeship, you and your employer agree to set aside time to learn away from your usual work tasks in your working time to undertake the learning and practice needed to demonstrate competency in the occupation supported by the apprenticeship standard that you are following.

The number of hours off the job learning that have been already scheduled for you are set out in section 1. Your Individual Learning Plan below highlights when, and in which modules, this planned off the job learning will take place, and how many hours you might expect to spend on each element. This will enable you to plan for this time in advance and to track whether your off the job learning time is on schedule. During your apprenticeship we may also need to agree additional off the job activity to support your learning, or to ensure that at least 20% of your working time is taken in learning and practice. This will be discussed and agreed with you and your employer as part of your bi-annual review meetings.

Reviews between the University, yourself and your employer will take place throughout the apprenticeship to discuss progress against this learning plan, review impact, confirm success and identify any actions needed to ensure the success of the apprenticeship. You must track and provide evidence that your off the job learning is on schedule, and raise any barriers to achieving this learning in your paid time as set out in this plan, or opportunities to further your learning as part of this review.

#### Prior Learning and Exemptions (from Initial Needs Assessment)

Reason for Exemption (Eg achievement of CMI Diploma)	Impact/Action (eg not attending Level X/ XX module)	Learning Hours Reduction	Off the Job Reduction
None recorded			

**OCCUPATIONAL KNOWLEDGE, SKILLS AND EXPERIENCE**

<b>Module Name</b>	<b>Delivery Method</b>	<b>Delivery Organisation</b>	<b>Total Hours</b>	<b>No. Off the Job Hours</b>	<b>Funding Source</b>
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
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	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy

	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials, Seminars, Interactive Workshops	University of Chichester			Levy
	Tutorials	University of Chichester			University
Gateway Assessment	Tripartite discussion	All parties			Levy

#### ENGLISH AND MATHS

Module Name	Delivery Method	Delivery Organisation	Total Hours	Funding Source
English	No support required – at present			ESFA
Maths	No support required – at present			

#### ADDITIONAL LEARNING SUPPORT

<b>Referred to Student Support</b>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If yes, the action plan is detailed in the Student Additional Requirements Agreement		

# The degree apprenticeship life-cycle

