



UNIVERSITY OF
CHICHESTER

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180 YEARS
OF HIGHER
EDUCATION

ACADEMIC QUALITY AND STANDARDS SERVICE

2022-23

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.

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, and approved by an academic member of staff. 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 training plan. 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 training plan can then be drafted to describe how full occupational competence will be achieved. The training plan is subject to review.

Induction

With new apprentices, the University should

- Discuss the training plan 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

Off-the-job training is defined as any activity that is not part of an apprentice's day-to-day role which supports their apprenticeship training.

Off-the-job training is a statutory requirement for an English apprenticeship. It's training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing. By normal working hours, we mean paid hours excluding overtime.

To be eligible for government funding all full-time apprentices (those that work 30 hours per week or more) must spend a minimum of 6 hours per week on off-the-job training over the planned duration of the practical period (i.e. 20% of 30 hours) over the planned duration. When calculating the required amount of off-the-job training, the apprentice's statutory leave entitlement must be deducted. Employees who work a 5-day week receive at least 28 days paid leave (20 days annual leave plus 8 bank holidays); this is the statutory leave entitlement and is the equivalent of 5.6 weeks of holiday.

Therefore, for a full-time apprentice following a 12 month apprenticeship, off-the-job training is delivered over 46.4 weeks (52 weeks minus 5.6 weeks of statutory leave). This provides, as a minimum, 278 hours of off-the-job training (46.4 weeks x 6 hours). This formula must be adapted for longer duration apprenticeships (the example given above is for a 12 month apprenticeship standard).

The number of planned off-the-job training hours, for the full apprenticeship, must be clearly documented on the apprenticeship agreement and the training plan (these must be separate documents). If off-the-job training must, by exception, take place outside of the apprentice's normal working hours (e.g. in an evening or at a weekend, for an apprentice that normally works Monday to Friday 9am until 5pm), the apprentice must agree to this arrangement and the employer must compensate them for this time (e.g. through time off in lieu or by paying them for this time). The majority of the programme must not be delivered in this way.

“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.”

Ref: [Apprenticeship funding rules and guidance for employers](#), May 2022, page 18

Planning off-the-job training

Off-the-job training must:

- Be relevant to the apprenticeship programme.
- Be separate from the normal day-to-day job role and working environment.
- Focus on developing new knowledge, skills, and behaviours.
- Take place during normal paid working hours

Examples of off-the-job training

The training can consist of a range of varied activities, which will help develop the apprentice as an employee. Here are just a few examples:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan.
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Writing reflective journals
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning through Lifetime's Learning system and/or an in-house system
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship
- The teaching of theory e.g. lectures, workshops, role playing, simulation exercises, online learning.
- Learning support and time spent writing assessments/assignments.

Off-the-job learning does not include:

- English and maths (up to level 2).
- Progress reviews or on-programme assessment needed for an apprenticeship framework or standard.

Learning activities which take place outside the apprentice's paid working hours.

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 (four times a year)

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 every 12 weeks, and are managed and undertaken by the academic team, with support from the apprenticeships 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 training plan 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 training plan (the apprenticeships team can assist with this), as the training plan 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 training plan. The statement serves only as a summary of these changes and is not a substitute for the training plan 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 training plan and the immediate next steps required.

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

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 training plan 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, training plan 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 training plan, 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 training plan) 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 training plan, 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.
-

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.

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 Training plan.

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 Training Plan 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 training plan continues to be up-to-date and accurate throughout the apprenticeship
- The Training Plan must set out the Apprenticeship Standard being followed, planned content, a schedule for learning/training and details of the EPA
- The Training Plan template is included as an appendix.

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**

Programme details	
Programme title	
Programme Coordinator	
Department	

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

Feedback from Employers
<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>

Programme Delivery	
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	

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

Programme Leader Sign Off	
Any further comments Signed: Date:	

Head of Department Sign Off	
Any further comments Signed: Date:	

**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*

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.

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**

**APPENDIX 4 -
FORMAL PROGRESS REVIEW**

FORMAL PROGRESS REVIEW

Apprenticeship Title:	
Apprentice Name:	
ULN:	
Student Number:	
Employer:	
Employer Representative:	
University Representative:	

APPENDIX 5 - TRAINING PLAN

This Training Plan summarises the training schedule, roles and responsibilities and funding that support the successful completion of this apprenticeship. This document also provides evidence of the eligibility of this apprenticeship for funding set out in the Apprenticeship Funding Rules which govern the delivery of each apprenticeship.

1. The content of this document forms the basis of the mandatory 12 week progress reviews between all three signatory parties to track progress against the knowledge, skills and behaviours gained during the apprenticeship, the recorded evidence of off the job learning by the apprentice, and agree the ongoing support and commitment required from by all three signatories
2. Any material changes to the apprenticeship, particularly dates or employer contacts, or changes agreed at a progress review must be agreed and recorded in an updated Training Plan. Employer and apprentice must hold a signed version of this document that reflects the current schedule of learning for this apprentice at all times. This will be distributed by the university to the parties listed in section 1.1 after any material changes are agreed. Employers must notify the University as soon as possible should changes occur that affect elements detailed in this document
3. The main training components of this apprenticeship are contained at Annex A. This Training Plan should be stored with the separate Apprenticeship Agreement document

SECTION 1: Core Information

This Core Information section provides details of the parties responsible for ensuring the successful completion of the Apprenticeship. It contains key information about the Apprenticeship review processes and details about support and guidance for employer and apprentice.

1.1 Signatories

	Apprentice	Employer	University
Name			
Role Title			
Organisation			
Phone			
Email			
<p>I have read and understood the responsibilities set out in this document and by signing this document, I can confirm that the information about the apprenticeship and apprentice included in this Training Plan is correct at the time of signature and:</p> <ul style="list-style-type: none"> • I understand and agree with the outcomes of the initial assessment and the decisions made by the university regarding recognition of prior learning. I understand how the Training Plan at Annex A has been informed by the assessment. I have contributed the development of this Training Plan and I agree that the schedule, mode and sequence of learning plan set out for this apprenticeship at Annex A is appropriate • that I will deliver my responsibilities and commitments set out in this document for the lifetime of this apprenticeship, working in partnership with the other named signatories as part of this programme. • I understand that any changes in circumstances that affect the Training Plan delivery, support needs or duration must be notified promptly to the university to ensure that an updated and accurate Training Plan is created, circulated and retained by all parties 			
Signature			
Date			

1.2 Other partners involved in the delivery of this apprenticeship

	End-point Assessment Organisation	English & Maths Subcontractor	Other Delivery Subcontractor
Organisation			
Key Contact			
Phone			
Email			

1.3. The Apprenticeship covered by this Training Plan

The details of the Apprenticeship set out here under each heading must be replicated in the employers' Apprenticeship Service account, the employer/apprentice Apprenticeship Agreement, the employers contract for the delivery of training and as relevant end point assessment with the university, and in the university's Individualised Learner Record for this apprenticeship.

The Apprenticeship Programme					Version	
Qualification to be Achieved					Level	
Training/Practical Period Start Date		Training/Practical Period Planned End Date		Apprenticeship Planned End Date (EPA Date)	YOUR APPRENTICESHIP:	
Contracted Paid Hours (weekly average without overtime)		Contract Type			Standard Off the Job Training Months/Hours for this apprenticeship	
					Your Exempted (weeks/hours)	-
Statutory Leave for the duration				Your Duration (months/weeks)	=	
				YOUR OFF THE JOB LEARNING HOURS FOR THIS APPRENTICESHIP	=	
				Your additional English & Maths hours	=	

1.4. Apprenticeship Review Schedule and Attendees

Reviews between the university, employer and apprentice will take place every 12 weeks throughout the apprenticeship to discuss progress, review impact, confirm success and identify any actions needed to ensure the success of the apprenticeship.

Review Schedule	Frequency	Attendees	Format ¹²	Name Role	Contact phone number Contact Email
Tri-partite Progress Reviews (see training schedule Annex A for dates)	Every 12 weeks	University	(face to face, online)		
		Employer			

1.5. Further Support and Guidance

Contacts	Support Available	Name	Contact phone number Contact email
Programme Coordinator			
Programme Administrator			

Section 2 Key University & Apprenticeship Policies

Key Processes and Policies	Process	First Point of Contact Name, Role, Email, Phone	Reference Document or Policy Link
Attendance & Absence	<ul style="list-style-type: none"> Your apprenticeship requires you to undertake learning activities at least every four weeks throughout your apprenticeship, so maintaining a regular pattern of attendance and self-directed learning during your working paid hours is an important part of your apprenticeship In the event that you are not able to attend university or join a planned face to face or online live session due to illness 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 your personal tutor without delay, who will provide you with an 		Student Contract Absence policy Link

1

² The apprentice and their line manager must be provided with guidance on the Agenda and preparation required and dates must be included, where known, in Annex A Employers must attend every review.

Key Processes and Policies	Process	First Point of Contact Name, Role, Email, Phone	Reference Document or Policy Link
	<p>alternative date for your attendance and/or will liaise with the Programme Director to determine an appropriate course of action for you. Learning missed must be rebooked and completed as quickly as possible when missed to maintain momentum in your apprenticeship</p> <ul style="list-style-type: none"> • Please be aware that alternative dates are subject to availability and are dependent on the programme timetable, so you may be required to undertake additional learning during your working paid hours. • If you are unable to complete any learning activities for a period of four weeks or more for any reason, the university is required to place you on a break in learning, and reschedule and extend your apprenticeship duration • 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. 		
Recording Off the Job Learning	<ul style="list-style-type: none"> • It is the apprentice’s responsibility to maintain an accurate and up to date record of the time they spend in off the job learning through the learning log provided for you at your induction. • Your record of your off the job learning, alongside evidence of progress against the knowledge, skills and behaviours in the apprenticeship will be reviewed at every Tri-partite Progress Review. This record is evidence of the ongoing eligibility of this apprenticeship and must be maintained and up to date at all times. 		Recording Off the job hours policy Link
Data Protection	<ul style="list-style-type: none"> • The data that the University is required to provide, through your Individualised Learner Record is used by the Education & 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. • 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 Training Plan. View the Privacy Notice by clicking the links opposite 		ESFA Privacy Statement June 2022 University Privacy Statement April 2021

Key Processes and Policies	Process	First Point of Contact Name, Role, Email, Phone	Reference Document or Policy Link
	<ul style="list-style-type: none"> 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 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. You can view our Privacy Statement by clicking the links opposite: 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. 		
Safeguarding & PREVENT	<ul style="list-style-type: none"> You will be briefed about yours and the University's responsibilities and commitments under our Safeguarding and Prevent policy as part of your induction. If you have any concerns, you must contact your personal tutor. The Designated Safeguarding Lead can also be contacted (for details see right) 	Designated Safeguarding Lead	Safeguarding Policy September 2021
Equality & Diversity	<ul style="list-style-type: none"> You will be briefed about yours and the University's responsibilities and commitments under our equality and policy as part of your induction. If you have any concerns, you must contact your personal tutor 	Equality, Diversity and Inclusion Committee	Equality & Diversity Policy Link
Bullying & Harassment	<ul style="list-style-type: none"> You will be briefed about yours and the University's responsibilities and commitments under our Dignity and Respect Policy as part of your induction. If you have any concerns, you must contact your personal tutor 	Equality, Diversity and Inclusion Committee	Dignity & Respect Policy Link
Health & Safety	<ul style="list-style-type: none"> You will be briefed about yours and the University's responsibilities and commitments under our Health and Safety policy as part of your induction. If you have any concerns, you must contact your personal tutor 		Health and Safety Policy Link
Raising Queries,	<ul style="list-style-type: none"> If you have concerns or queries about your apprenticeship in the workplace you should discuss these with your employer 		

Key Processes and Policies	Process	First Point of Contact Name, Role, Email, Phone	Reference Document or Policy Link
Concerns and Complaints	<ul style="list-style-type: none"> If you have concerns or queries about your apprenticeship delivered by the university, you should discuss these with your personal tutor in the first instance 		
	<ul style="list-style-type: none"> In the event that either employer or apprentice have concerns or complaints regarding this apprenticeship that cannot be resolved, you can take further steps using the university complaints process. (see column right for details) Apprentices and employers may also escalate a query, concern or complaint about any aspect of your apprenticeship to the Education & Skills Funding Agency's apprenticeship service helpline. (see column right for details) Apprentices and employers 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 (see column right for details) 	<p>University complaints contact:</p> <p>Apprenticeship Service Support: 0800 150 600 helpdesk@manage-apprenticeships.service.gov.uk</p>	<p>ESFA Complaints Policy</p> <p>University Complaints Policy</p> <p>Employer Complaints Policy</p> <p>Office of the Independent Adjudicators Complaints Process</p>

SECTION 3: Roles and Responsibilities

This Roles & Responsibilities summary confirms that accountabilities for a successful apprenticeship are shared equally by the employer, apprentice and university. These roles and responsibilities are intended to support the apprentice throughout their apprenticeship to successful completion.

3.1. By signing this document, the Apprentice agrees to:

- Confirm, by signing this Training Plan, that they are paid at least the legal wage for their age and that their contract of employment extends to at least the planned completion date of their end point assessment.
- Confirm that they are not undertaking another apprenticeship or other Department for Education funded programme at the same time as the apprenticeship covered by this Training Plan and have not been asked to contribute to the cost of their training and assessment for their apprenticeship (including through a student loan)
- Confirm that their employer has agreed that all training and end point assessment set out in the learning plan at Annex A and as required to complete this apprenticeship, including time required to complete English and Maths learning where needed, will be undertaken during their paid working hours

- d. Work with their employer and academic mentor to ensure that the individual learning plan set out in Annex A is achieved within working time paid hours as set out in the Apprenticeship Funding Rules. This includes undertaking learning activities towards their apprenticeship at least once every four weeks and where needed, working with their employer and the university to identify additional learning activities needed to support their learning objectives or achieve the minimum hours required for this apprenticeship. This will be reflected in an updated Individual Learning Plan in Annex A
- e. This also means that the apprentice must immediately inform their employer and the University if they are absent for any element of their planned off the job learning (see section 2 above for the process) and ensure that this learning is rescheduled and achieved as quickly as possible.
- f. Maintain an up to date and accurate record of off the job learning hours, submitted to the university when requested and shared as part of the Tri-partite reviews as set out in section 2. above
- g. Manage their own learning and, with support from their employer and academic mentor, work to meet the targets and timelines needed to complete the apprenticeship training by the planned end date,
- h. Understand that not undertaking some learning activity at least every four weeks requires the university to place the apprentice on a formal break in learning to pause the apprenticeship which may result in the university having to extending the duration of the apprenticeship.
- i. Undertake the end point assessment, and should this be needed, participate in any further training prior to resitting the end-point assessment
- j. Contribute to reviews with the 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
- k. Inform the University and their employer if personal circumstances change that will affect completion of the apprenticeship, accuracy of personal details held by the university or that will change the planned end date of the apprenticeship
- l. Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with their employer and academic mentor, working with both to implement any action needed
- m. Raise any queries or complaints regarding the apprenticeship through the university process, and to the ESFA where needed as set out in section 2.
- n. Agree with the employer and University when learning is complete, and they are ready to undertake the End-point Assessment
- o. Participate in course feedback and apprenticeship evaluation to support the continuous improvement of the programme for current and future apprentices.
- p. Take opportunities that arise to support other current and future apprentices to benefit from their apprenticeship

3.2 By signing this document, the Employer and the apprentice's day to day manager agrees to:

- a. Confirm, by signing this Training Plan , that their apprentice is paid at least the legal wage for their age and that their contract of employment extends to at least the apprentice's planned end point assessment completion date. Should the apprentice withdraw from their apprenticeship, or their apprenticeship ceases for any reason but they remain in employment, the employer must ensure that the apprentice's wages are, where needed, updated to meet the legal wage for their age.
- b. Confirm that their apprentice is not undertaking another apprenticeship or other Department for Education funded programme at the same time as the apprenticeship covered by this Training Plan , and that their apprentice has not been asked to contribute to the cost of their training and assessment for their apprenticeship (including through a student loan).
- c. Confirm, by signing this agreement, that all training and end point assessment set out in the learning plan at Annex A and as required to complete this apprenticeship, including time required to complete English and Maths learning where needed, will be undertaken during the apprentice's paid working hours and that this has been communicated and confirmed to their apprentice. If this is not possible, time off in lieu or compensation to the equivalent salary will be provided and this evidence forwarded to the university.
- d. Provide a working environment that meets current health and safety and employment wages legislation to enable their apprentice to work and learn safely for the duration of the apprenticeship.

- e. Work with their apprentice and the university to deliver the individual learning plan set out in Annex A, providing the apprentice with access to the on the job knowledge, skills and experience, resources and opportunities needed to achieve this apprenticeship. This includes undertaking learning activities towards their apprenticeship at least once every four weeks and, where needed, working with the apprentice and the university to identify additional learning activities needed to support the apprentice's learning objectives or to achieve the minimum hours required for this apprenticeship. This will be reflected in an updated Individual Learning Plan in Annex A.
- f. Support the university to comply with funding rules and collate evidence to confirm ongoing apprentice and apprenticeship eligibility for funding.
- g. Ensure that the apprentice has time to complete the off the job learning elements which are required for their apprenticeship within the apprentice's paid working hours. This is a requirement for this apprenticeship to remain eligible for funding.
- h. This also means that the employer must check that the University is aware when their apprentice is absent for any element of their planned off the job learning (see 1.4 above for the process) and ensure that the apprentice is able to take the time within their paid hours after their return to complete the rescheduled off the job learning.
- i. Support the apprentice to manage their own learning, and provide appropriate support and supervision in their typical working day to meet the requirements of this apprenticeship
- j. Enable the line manager and/or academic 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
- k. Attend and contribute to reviews with the apprentice and 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 the apprentice to address performance or access enhanced learning opportunities
- l. Ensure that the apprentice attends and participates in the learning planned for this apprenticeship, to meet the off the job learning requirements for this apprenticeship programme set out in Annex A and Section 1.3 are achieved within working time paid hours as set out in the Apprenticeship Funding Rules
- m. Ensure that the apprentice maintains an up to date and accurate record of their off the job learning hours, submitted to the university when requested and shared as part of the Tri-partite reviews as set out in section 2. above . This evidence is a requirement for this apprenticeship to remain eligible for funding
- n. 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, including when the apprentice withdraws or is withdrawn from the apprenticeship or where the apprentice will be absent for over 4 weeks. This is particularly important where the apprentice is taking including maternity / adoption / shared parental leave but will be using KIT / SPLIT days to continue off-the-job training.
- o. Make timely and accurate entries in the employer apprenticeship service account, and where relevant make timely contribution payments to ensure that provider payments are triggered
- p. 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
- q. 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.
- r. Understand that if the apprentice does not undertake some learning activity at least every four weeks, this requires the university to place the apprentice on a formal break in learning to pause the apprenticeship which may result in the university having to extend the duration of the apprenticeship. Where this is necessary the Apprenticeship Agreement and Training Plan must also be updated.
- s. Agree with the apprentice and University when learning is complete, and the apprentice is ready to undertake the End-point Assessment
- t. Ensure that the apprentice undertakes the end point assessment, and should this be needed, participates in any further training prior to resitting the end-point assessment,
- u. Participate in course feedback, impact assessment and evaluation to support the continuous improvement of the programme for apprentices and employers
- v. Take opportunities to promote and publicise the successful completion of this apprenticeship and the benefits of the apprenticeship programme

3.3 By signing this document, the University and any subcontractor ³delivering any part of this apprenticeship agrees to:

- a. Confirm that all elements included in the apprenticeship training and assessment price and set out in the learning plan for this apprentice in annex A are eligible for funding as set out in the apprenticeship Funding Rules.
- b. Provide a learning environment that meets current health and safety legislation to enable the apprentice to learn safely for the duration of the apprenticeship
- c. Work with the apprentice and employer to comply with the apprenticeship funding rules, providing an evidence pack that confirms eligibility for funding
- d. Provide an induction programme, that explains the Individual Learning Plan set out at Annex A and key university and apprenticeship policies and offer support and guidance throughout the apprenticeship programme.
- e. Work with the employer and their apprentice to maintain a current and accurate Training Plan and Individual Learning Plan based on the needs of the apprentice.
- f. 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 at least once every four weeks as required to achieve this apprenticeship. This includes, where needed, working with the apprentice and the university 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 hours required by this apprenticeship.
- g. 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 must work with the employer and apprentice to reschedule this learning and ensure that the apprentice can complete the off the job learning set out in Annex A
- h. 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
- i. Manage and oversee the delivery led by the subcontractors identified in section 1
- j. 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
- k. 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
- l. Provide the apprentice with the means to maintain an up to date and accurate record of their off the job learning hours and ensure that this is reviewed at every Tri-partite review.
- m. As soon as the progress reviews and supporting evidence indicates that the training period may be completed ahead of schedule, or require additional time, the university will propose revisions to the learning plan and if agreed, update the Training Plan and reissue to all signatories.
- n. Where this results in completion in less than the initial agreed off the job learning hours (or more), the University will produce a statement summarising the volume changes, for agreement by employer and apprentice that this learning has been sufficient
- o. Use apprentice and employer data only for the purposes and in accordance with the University and ESFA Privacy Statements
- p. Inform the employer if there are changes that will affect completion of the apprenticeship or change the planned end date
- q. Make timely and accurate entries into the ILR to ensure that employer apprenticeship service accounts are accurate payments are triggered promptly
- r. Proactively identify any issues or barriers to successful completion of this apprenticeship arising from university, employer or apprentice and raise these quickly with the employer or apprentice, working to implement any action needed

³ every subcontractor holding a contract for delivery of training as part of this apprenticeship is bound by this commitment

- s. 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.
- t. Where the apprentice does not undertake some learning activity at least every four weeks, place the apprentice on a formal break in learning to pause the apprenticeship and this may result in an extension to the duration of the apprenticeship. Where this is necessary the Apprenticeship Agreement and Training Plan must also be updated.
- u. Agree with the apprentice and University when learning is complete, and the apprentice is ready to undertake the End-point Assessment
- v. Provide certification required as part of the apprenticeship
- w. Where needed, provide a 'Record of Achievement' for part completion of an apprenticeship
- x. 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
- y. 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 Assessment, and takes account of any recognition of prior learning identified and agreed during this process - This Training Plan does not include any content that has been identified and agreed with the employer as relevant prior learning

. This section also includes, where relevant, the plan for English & maths (B2), Your end point assessment schedule (section B3) and any additional learning support and reasonable adjustment plans (Section B1) agreed as part of this apprenticeship. If there are any changes to the planned learning schedule to reflect progress, this document needs to be updated, signed by all parties and reissued by the university so that the Training Plan remains an up to date plan and record of the apprenticeship content and journey.

As part of your apprenticeship, you and your employer agree to set aside time for you to participate in the off the job learning scheduled in section A and B, at least every four weeks, away from your usual work tasks but during your normal working paid time. Your off the job learning is complemented by the time you spend learning on the job, and both combine to provide you with the knowledge and skills, and the practice needed to demonstrate competency in your role preparing you for your End-point Assessment.

The number of hours off the job learning that have been scheduled for you are set out in section 1 and detailed in your learning plan at Annex A. 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. You must maintain an up to date record of your off the job learning hours, showing how this has contributed and to track whether your time spent in off the job learning is on schedule. If you are unable to complete some learning activity at least every 4weeks the university is required to pause your apprenticeship for this period and may need to extend the duration of your apprenticeship. During your apprenticeship we may also need to agree additional off the job activity to support your learning, or to ensure that at least 6 hours of learning for every week of your apprenticeship have taken place. This, with your off the job hours and progress towards your knowledge, skills and behaviours will be discussed and agreed with you and your employer as part of your regular Tripartite progress review meetings.

Apprenticeship Delivery Summary ~~delete example below~~

This degree apprenticeship is delivered through face to face taught sessions plus self-directed learning and activities available through virtual learning environment. This takes place over four years (46 months) during the apprentice's paid hours (or evidence of time off in lieu / payment is required from the employer). Learning activities take place every week during term time, and also include off the job learning time led by the apprentice and employer at their place of work [and regular mentoring sessions planned]. Sessions typically consist of 2.5-3 hour seminars on campus, supported by online learning.

We will conduct Progress Reviews every 12 weeks face to face or online with the apprentice and their line manager. It is a requirement that apprentices maintain an up to date record of all off the of learning activities towards their apprenticeship which the university can use as evidence that the hours requires for this apprenticeship have been achieved.

Your specific learning plan based on the outcomes of your Initial Assessments is set out in Annex A

Annex A – Occupational Knowledge Skills and Experience Individual Learning Plan ⁴

Summary of Recognised Prior learning, outcomes from the Initial assessment and their impact on the Individual Learning Plan

General outcomes from the Initial Assessment / actions arising from the Initial Assessment			Off the Job Learning Hours Exempted Total
Some relevant and recent experiences from the current role in maps to learning in modules scheduled for delivery, but requires more grounding in the KSBs to pass the summative assessment / reach competence here or qualify for an exemption. Other KSBs covered by modules areas are new areas of learning. No exemptions applicable.			
EXEMPTED Component Activities - Module Title	Exempted Time : Start Date	Exempted Time : End date	0
			0

Individual Learning Plan

Component Activities - Module Title and Topic	Planned Start Date	Activities / Modes/ Milestones	Delivery Organisation	Total Planned Learning Hours	Planned Off the Job Learning Hours
				0	0
				0	0

Section B – Other Apprenticeship Plans

⁴ It should be clear which elements of the Training Plan have been used towards the Training Plan and which have not. The total planned number of off-the-job training hours is included in section 1.3 This must reach at least the requires minimum – 6 hours for every week duration of the apprenticeship not including statutory leave of 5.6 weeks

This section of the Training Plan summarises the additional elements of the apprenticeship delivery where these have been identified as part of your Individual Learning Plan.

Section B.1 – Additional Learning Support Plan / Reasonable Adjustment Plan

Need Identified	Action Plan / Impact on the Individual Learning Plan	Delivery Organisation

Section B.2 - End Point Assessment Plan

EPA Activities	Estimated Start Date	Estimated End Date	EPAO Organisation
[set out each of the elements of the EPA e.g. multi choice 50 question exam, professional discussion, 10000 word dissertation]			

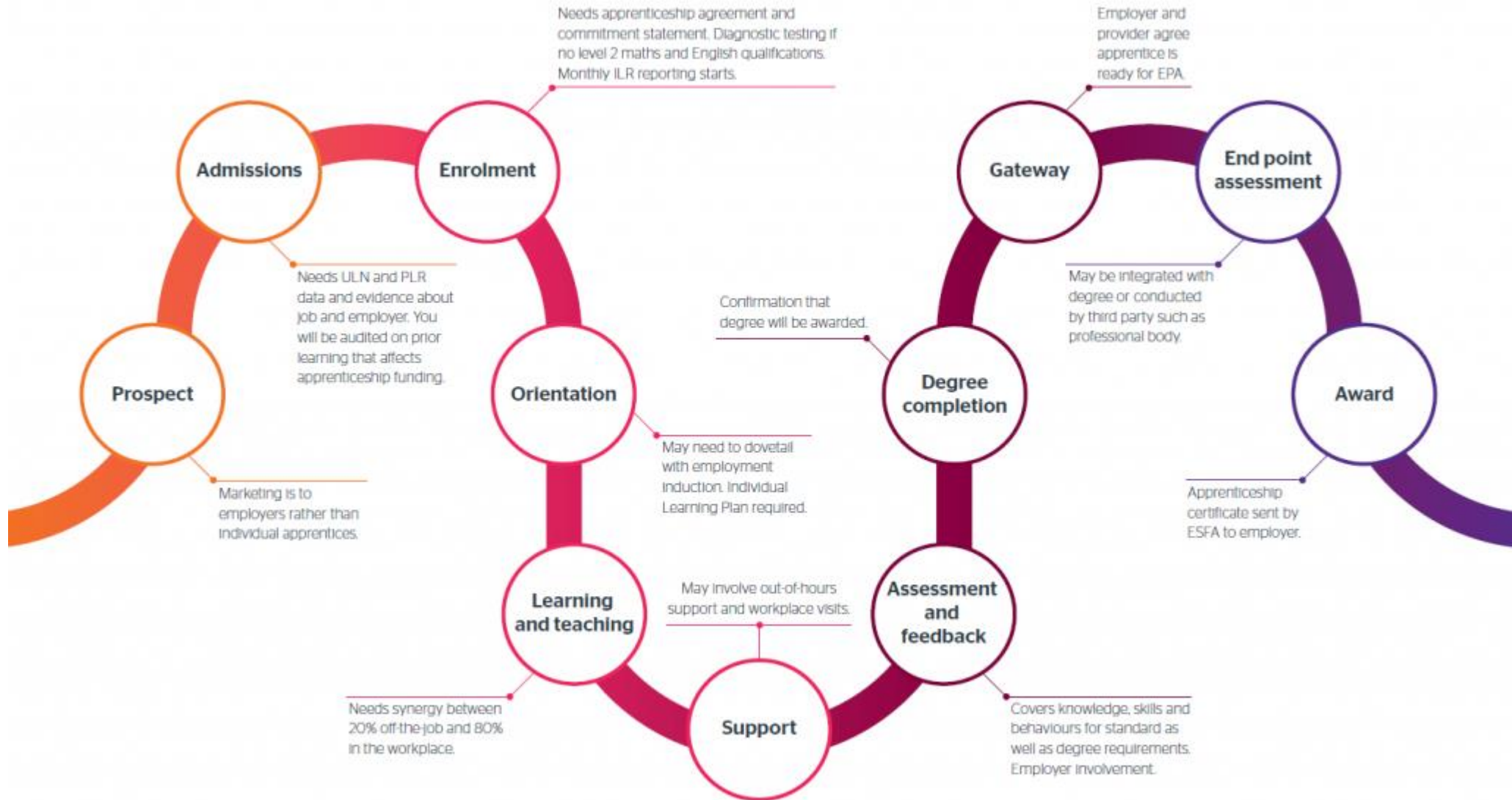
Section B.3 – English & Maths End Point Assessment Plan

Plan		Estimated Start Date	Estimated End Date	Training Provider Organisation
English	<input type="checkbox"/> Not Applicable			
Maths	<input type="checkbox"/> Not Applicable			

DOCUMENT CONTROL:

Document Tracker	Version no. & Date	Document name	Changes since previous version	Date circulated
This document is:				
Previous Version				
Previous Version				

The degree apprenticeship life-cycle



APPENDIX 6 – INITIAL NEEDS ASSESSMENT



APPRENTICE INITIAL NEEDS ASSESSMENT PROCESS

Introduction

In accordance with the *Apprenticeship funding rules for main providers*, an Initial Needs Assessment (INA) must be undertaken as part of the process for determining eligibility for admission to the apprenticeship programme. This will:

- provide assurance to the University and the employer that the apprenticeship is an appropriate programme for the individual, enabling them to acquire new knowledge, skills and behaviours as required for occupational competency in accordance with the relevant apprenticeship standard
- enable relevant prior learning and any gaps in knowledge, skills or experience to be identified, and an individual training plan to be developed to address these as part of the overarching Training plan
- confirm the need for English and Maths as part of the apprenticeship programme
- enable support to be provided in terms of any additional learning needs.

Timescales and documentation requirements

The INA is normally conducted following the completion of recruitment processes to shortlist candidates for the apprenticeship programme. Once shortlisted, a designated member of University staff will be prompted by the Apprenticeships team to contact the candidate in order to complete the INA, ideally in conjunction with their employer. The outcomes of the assessment must be recorded on an INA form and passed (with any supporting evidence) to the Apprenticeships team for uploading to the apprentice's individual learner evidence folder in a timely manner. Once uploaded, the Admissions team will send the applicant a link to the application form and process the offer of a place. In all instances the INA must be completed prior to the apprenticeship start date.

The template INA form should be contextualised by the course team by adding the Knowledge, Skills and Behaviours (KSBs) required as part of the relevant Apprenticeship Standard into Section A2 and outlining how these are addressed within the apprenticeship programme.

Apprenticeship Standards can be found at:

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

Initial needs assessment process

Arrangements for conducting the INA may vary by programme, but should include the Programme Leader (or nominee) meeting with the apprentice, and ideally their employer, to complete the relevant sections of the INA form as summarised below.

Section A1: Apprentice details

Please ask the apprentice to provide basic information on their employment context and contact details.

Section A2: Prior qualifications and learning

Please review the candidate's prior education, training and qualifications. All qualifications fully or partly achieved should be recorded in this section of the INA form, including an overview of content to inform the subsequent assessment process. As part of this, please determine whether the candidate has obtained Level 2 functional skills or GCSE grade A* to C / 9 to 4 in English and Maths, and whether they have brought the associated certificates to the INA meeting to evidence this. Where the qualification submitted needs to be checked for equivalence, this can be undertaken by the University's Admissions team

Section A3: Assessment of prior knowledge, skills and behaviours

Please undertake an assessment of the knowledge, skills and behaviours of the candidate against those required to demonstrate full competency in accordance with the Apprenticeship Standard. This should include identification of gaps in terms of knowledge, skills and behaviours that require significant and sustained new learning, and consideration of how these gaps will be addressed through the apprenticeship programme. Discussion should also include consideration of the extent to which the candidate's job role provides sufficient opportunities for them to consolidate their learning in the workplace.

Section A4: Additional learning needs and/or disabilities

Please determine whether the candidate has any additional learning needs, including learning difficulties and/or disabilities that affect their ability to engage in and complete their apprenticeship. Where available, include reference to evidence of their learning difficulty and/or disability (e.g. formal diagnostic assessment).

Where additional learning needs and / or disabilities are disclosed, please discuss any reasonable adjustments and/or support plans that are in place or are planned by the employer to support the apprentice's learning in the workplace.

Section B1: Assessment of prior learning and experience

Where any prior learning has been identified in Section A3 that aligns with knowledge, skills and behaviours outlined in the Apprenticeship Standard, this should be summarised in this section of the INA form, with associated evidence attached to the form. Decisions on the assessment of prior learning should be undertaken by the DVC (SE) (or nominee) in accordance with the University's Admissions Policy. The module(s) that the apprentice will be exempt from studying as a result of this should be listed on the INA form, including their level and credit value.

Any limits placed on APLE by relevant Professional, Statutory or Regulatory Bodies (PSRBs) should be taken into consideration when assessing prior learning (for example for courses regulated by the Nursing and Midwifery Council there is a maximum limit of 50%).

As stipulated in the ESFA funding rules for apprenticeships, where relevant prior learning is identified, the content, duration and price of the apprenticeship should be adjusted accordingly prior to the start of the programme. The price reduction should be agreed with the Apprenticeships team, the Finance team and the employer, with details of the reduction recorded in Section B1 of the INA form. Any reduced duration must still meet the minimum

threshold of 12 months and the 20% off-the-job training requirement, with the INA form recording any adjustments made to off-the-job training requirements.

Section B2: Functional skills

Where the candidate does not satisfy functional skills Level 2 requirements, or cannot produce the required certificates to verify this, please confirm that the functional skills initial assessment and diagnostic assessment has been completed and summarise the assessment outcomes and the resulting learning plan. Copies of relevant supporting documents should be stored centrally in the individual learner evidence folder contained in the Apprenticeships folder on Sharepoint.

Section B3: Additional learning needs and/or disabilities *(for completion by Student Services)*

Please summarise the outcome of Student Services' assessment of any additional learning needs and/or disabilities and outline any reasonable adjustment agreement and/or support plan put in place by the University to support the apprentice's learning needs. Copies of relevant supporting documents (including where relevant JCQ form 8 for profiling learning difficulties) should be stored centrally in the individual learner evidence folder contained in the Apprenticeships folder on Sharepoint.

Additional Learning Support Funding (LSF) may be available from the ESFA to meet the costs of putting in place reasonable adjustments for apprentices with a learning difficulty and/or disability (including costs associated with meeting identified needs in End Point Assessment, where applicable). If the apprentice is eligible for LSF, please note this.

APPRENTICE INITIAL NEEDS ASSESSMENT

Information for apprentices:

The University is required to work with you before you begin your apprenticeship to assess any prior learning you have undertaken (for example through work experience, education or training), to ensure that the apprenticeship is an appropriate training programme for you and to avoid any duplication of learning within your apprenticeship. If prior learning meets the requirements of the relevant Apprenticeship Standard, then we will recognise it and reduce the number of modules you will need to complete as part of your apprenticeship. This will also reduce the cost of the apprenticeship programme for your employer. We also use the initial needs assessment process to identify any additional learning needs you might have, so we can ensure you get the right support.

SECTION A1: APPRENTICE DETAILS

For completion by the apprentice in liaison with the course leader (or nominee)

Apprentice name	
Unique Learner Number (ULN) <i>(if known)</i>	
Telephone number	
Email address	
Employer organisation	
Employer supervisor	Name:
	Email address:
	Telephone number:
Apprenticeship programme	

SECTION A2: PRIOR QUALIFICATIONS AND LEARNING

Please select one box below that best describes your current highest level of educational or vocational learning

(for further guidance, please see <https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>)

- | | | |
|---|---|---|
| <input type="checkbox"/> Entry level | <input type="checkbox"/> Level 4 (e.g. CertHE, HNC) | <input type="checkbox"/> Other qualification, level not known |
| <input type="checkbox"/> Other qualifications below level 1 | <input type="checkbox"/> Level 5 (e.g. DipHE, Foundation degree, HND) | <input type="checkbox"/> Not known |
| <input type="checkbox"/> Level 1 (e.g. level 1 NVQ) | <input type="checkbox"/> Level 6 (e.g. honours degree) | <input type="checkbox"/> No qualifications |
| <input type="checkbox"/> Level 2 (e.g. GCSE, level 2 NVQ) | <input type="checkbox"/> Level 7 and above (e.g. PGCert, PGDip, Master's) | |
| <input type="checkbox"/> Level 3 (e.g. A level, Access to HE) | | |

Have you successfully achieved Level 2 functional skills or GCSE grade A* to C (or 9 to 4) in English?	Yes / No	Have you successfully achieved Level 2 functional skills or GCSE grade A* to C (or 9 to 4) in Maths?	Yes / No
– If yes, you need to show the Course Leader (or nominee) your English certificate as part of the initial needs assessment meeting. Have you done this?	Yes / No	– If yes, you need to show the Course Leader (or nominee) your Maths certificate as part of the initial needs assessment meeting. Have you done this?	Yes / No
– If no, or if you have lost your certificate, you will need to undertake English functional skills training as part of your apprenticeship programme		– If no, or if you have lost your certificate, you will need to undertake Maths functional skills training as part of your apprenticeship programme	

Please detail below all qualifications fully or partly achieved (whether related to this apprenticeship / your current role or not)

Year achieved	Qualification name	Content overview Please describe the main modules or topics included in the qualification	Awarding organisation

SECTION A3: ASSESSMENT OF PRIOR KNOWLEDGE, SKILLS AND BEHAVIOURS						
<i>For course leader (or nominee) to complete</i>		<i>For apprentice to complete in liaison with course leader (or nominee)</i>				
<p>Knowledge / Skills / Behaviours to demonstrate competency in accordance with the Apprenticeship Standard</p> <p><i>Apprenticeship Standards available at:</i> https://www.instituteforapprenticeships.org/apprenticeship-standards/</p>	<p>Relevant module(s) within apprenticeship programme</p>	<p>Choose which statement best describes your knowledge, skills or experience against the apprenticeship programme elements in the left-hand columns. Where you do have some prior relevant experience or knowledge, in the comments box please tell us how and when this was obtained (e.g. through a current or prior qualification, or experience in your current or previous role)</p>				
		I have minimal knowledge and skills in this topic area	I have some of the skills and knowledge to carry out my role	I have some of the knowledge and skills to carry out my role but not yet to full competence and with confidence	I have some of the knowledge and skills to carry out my role but not yet consistently to full competence and with confidence	<p>I CAN DEMONSTRATE CONSISTENTLY FULL COMPETENCE IN THIS AREA AND CAN PROVIDE EVIDENCE, AND SO WISH TO BE CONSIDERED FOR RECOGNITION OF PRIOR LEARNING</p>

SECTION A3: ASSESSMENT OF PRIOR KNOWLEDGE, SKILLS AND BEHAVIOURS

<i>For course leader (or nominee) to complete</i>		<i>For apprentice to complete in liaison with course leader (or nominee)</i>				
<p>Knowledge / Skills / Behaviours to demonstrate competency in accordance with the Apprenticeship Standard</p> <p><i>Apprenticeship Standards available at:</i> https://www.instituteforapprenticeships.org/apprenticeship-standards/</p>	<p>Relevant module(s) within apprenticeship programme</p>	<p>Choose which statement best describes your knowledge, skills or experience against the apprenticeship programme elements in the left-hand columns. Where you do have some prior relevant experience or knowledge, in the comments box please tell us how and when this was obtained (e.g. through a current or prior qualification, or experience in your current or previous role)</p>				
		I have minimal knowledge and skills in this topic area	I have some of the skills and knowledge to carry out my role	I have some of the knowledge and skills to carry out my role but not yet to full competence and with confidence	I have some of the knowledge and skills to carry out my role but not yet consistently to full competence and with confidence	I CAN DEMONSTRATE CONSISTENTLY FULL COMPETENCE IN THIS AREA AND CAN PROVIDE EVIDENCE, AND SO WISH TO BE CONSIDERED FOR RECOGNITION OF PRIOR LEARNING
		<p>Comment (please ensure you add a comment where you feel you do have some prior relevant experience or knowledge):</p>				
		<p>Comment (please ensure you add a comment where you feel you do have some prior relevant experience or knowledge):</p>				

SECTION A3: ASSESSMENT OF PRIOR KNOWLEDGE, SKILLS AND BEHAVIOURS

<i>For course leader (or nominee) to complete</i>		<i>For apprentice to complete in liaison with course leader (or nominee)</i>				
<p>Knowledge / Skills / Behaviours to demonstrate competency in accordance with the Apprenticeship Standard</p> <p><i>Apprenticeship Standards available at:</i> https://www.instituteforapprenticeships.org/apprenticeship-standards/</p>	<p>Relevant module(s) within apprenticeship programme</p>	<p>Choose which statement best describes your knowledge, skills or experience against the apprenticeship programme elements in the left-hand columns. Where you do have some prior relevant experience or knowledge, in the comments box please tell us how and when this was obtained (e.g. through a current or prior qualification, or experience in your current or previous role)</p>				
		I have minimal knowledge and skills in this topic area	I have some of the skills and knowledge to carry out my role	I have some of the knowledge and skills to carry out my role but not yet to full competence and with confidence	I have some of the knowledge and skills to carry out my role but not yet consistently to full competence and with confidence	I CAN DEMONSTRATE CONSISTENTLY FULL COMPETENCE IN THIS AREA AND CAN PROVIDE EVIDENCE, AND SO WISH TO BE CONSIDERED FOR RECOGNITION OF PRIOR LEARNING
		<p>Comment (please ensure you add a comment where you feel you do have some prior relevant experience or knowledge):</p>				
		<p>Comment (please ensure you add a comment where you feel you do have some prior relevant experience or knowledge):</p>				

SECTION A4: ADDITIONAL LEARNING NEEDS AND / OR DISABILITIES

Please outline below whether the apprentice has any additional learning needs and/or disabilities, so that appropriate support mechanisms can be put in place

Where available, please note any evidence that the apprentice has regarding their learning difficulty and/or disability (e.g. formal diagnostic assessment)

Where additional learning needs and / or disabilities are disclosed, please summarise any reasonable adjustments and/or support plans that are in place or are planned by the employer to support the apprentice's learning in the workplace

SECTION B: COURSE CONTENT, DURATION AND PRICE RATIONALE

Section B1: assessment of prior learning and experience *(for completion by the Course Leader or nominee)*

Has any relevant prior learning been identified for recognition in Section A2 above?	Yes / No
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If yes, please complete the table below, liaising with the apprentice's employer regarding any proposed changes to the content, duration and price of the apprenticeship programme.

APLE assessment outcome	Modules to be excluded from the Individual Learning Plan as a result of APLE (including credit value)			Impact on apprenticeship duration and end date	Total hours off-the-job learning (OTJL)		Agreed price reduction	Evidence supporting APLE (to be attached)
					Excluded due to APLE	NET OTJL required		
Please summarise the outcomes of the assessment of existing knowledge, skills and behaviours (KSBs) and provide a clear rationale for any decisions made regarding recognition of prior learning (APLE).	Module	Level	Credits					

Authorisation of APLE (DVC(SE) or nominee)

Name		Role		Date	
------	--	------	--	------	--

Section B2: Functional skills

For completion only where the apprentice has not provided evidence of achievement of Level 2 functional skills in English and/or Maths

Assessment	Date of Initial Assessment / Diagnostic Assessment	Assessment outcome and action plan
Maths		
English		

Section B3: Additional learning needs and / or disabilities

For completion only where the apprentice has disclosed additional learning needs and / or disabilities in Section A4 above

Assessment outcome and reasonable adjustments / support plans
Please summarise the outcome of the assessment of any additional learning needs and/or disabilities and outline any reasonable adjustment agreement and/or support plan put in place by the University to support the apprentice's learning needs. Please note where relevant eligibility for additional Learning Support Funding.

Once completed, the INA form should be returned to the Apprenticeships team so that the information can be included in the Training plan and shared with relevant parties. A copy of the completed form and associated documentation will be stored in the individual learner evidence folder in the Apprenticeships folder in Sharepoint.



UNIVERSITY OF CHICHESTER: QUALITY AND STANDARDS FOR DEGREE APPRENTICESHIPSⁱ

FOREWORD

The University of Chichester has a clear definition of what a quality apprenticeship looks like.

We use this statement as a key reference point for our work on apprenticeships, and will use this when designing and defining the quality criteria of our apprenticeships. High quality means that those undertaking apprenticeships have confidence that the knowledge, skills and experience they are gaining will help them succeed and progress. Employers will have a workforce with the right knowledge, skills and behaviours.

1. WHAT IS AN APPRENTICESHIP?

An apprenticeship is a job with training to industry standards. It is about entry to a **recognised occupation**, involves a significant programme of **on and off-the-job training** and the apprentice's occupational competence is tested by an **independent, end point assessment**. Apprenticeships are **employer-led**: employers set the standards, create the demand for apprentices to meet their skills needs, fund the apprenticeship and are responsible for employing and training the apprentice. But the **needs of the apprentice** are equally important: to achieve competence in a skilled occupation, which is transferable and secures long term earnings potential, and the capability to progress in the workplace.

2. HIGH-QUALITY APPRENTICESHIPS

Apprenticeships are built upon:

An agreed partnership:

- An **employer** with the intention and capability of employing the apprentice to completion of their training and end-point assessment and securing their longer-term future

- An **apprentice** who is motivated to learn and work diligently to complete their apprenticeship
- Training and support provided on behalf of the employer by the **University**
- An **initial assessment** of the apprentice's prior learning and the job role, against the standard
- An **apprenticeship agreement and training plan** between the employer, the apprentice and the University, which sets out the training programme and covers the points in this statement

The occupation and standard

- **Entry to a recognised occupation** which can be transferred to other relevant employers and is sufficiently skilled to require employment and training of at least a year's duration with 20% of the time in off the job training
- A written **standard** approved by IfATE, which fully defines the occupation in terms of the responsibilities and tasks involved and the skills, knowledge and behaviours required to achieve competence

The job

- Employment in a **job** with legal and contractually acceptable terms and conditions
- The job role, together with the off the job training, provides opportunities to cover the **full occupational profile** and learning all of the skills, knowledge and behaviours required

The training programme

- A challenging and stretching training and learning programme developed and delivered with the active involvement of the employer(s), which uses a range of **effective on and off the job training methods** as well as work itself
- A **motivating and supportive workplace** with coaching and mentoring support for the apprentice and continuous assessment of progress
- An **extended period of on and off the job training** (at least twelve months duration with a minimum of 20% of the time in off the job training) which develops not only the knowledge and skills required but also the additional transferable skills which allow an apprentice to deal with new employers, situations, problems and equipment

End-point assessment and certification

- Achievement prior to entry to end-point assessment, of the appropriate level of **English and maths**, any digital skills required and other specified components of the Apprenticeship, signed off by the employer
- **National standards** built into a **demanding independent assessment** at the end of the apprenticeship, carried out by a registered apprenticeship assessment organisation, which meets the Institute's requirements for quality, set out in its guidance on external quality assurance.
- **Certification** by IfATE on completion of the whole apprenticeship. Recruiting employers and apprentices use this trusted record of employability as a licence for the occupation and to access related professional status

3. QUALITY INDICATORS

We will use this Quality Statement as a reference point for our work on apprenticeships and have identified a set of key indicators that will enable us to measure the extent to which our apprenticeships meet the skills needs of employers and apprentices and the quality and outcomes of training for apprentices.

We will measure this by:

- Cumulative entry to and achievement of apprenticeships by occupation, level and age group and compared to the mix in the labour market
- The number of employers recruiting and training apprentices by size and sector
- Standards development and implementation by level in relation to the occupational maps
- Proportion of apprenticeships beginning with a vacancy/new employee/new role

Apprenticeships will deliver **high quality training and outcomes for apprentices** in terms of quality and achievement.

We will measure this by:

- Retention up to sign-off for end point assessment
- Ratio of entry to success (including grades) in end-point assessment
- Destinations in employment in the apprenticeship occupation (with the training employer or with a different employer)

We will calculate a baseline for these indicators, gather data regularly over a period and determine any action needed.

We gather feedback from employers and apprentices using the existing employer and apprentice surveys operated by the DfE. The University also operates an approach to quality improvement planning, as articulated in the relevant section of our Quality and Standards Handbook. This enables the University to regularly monitor and review key indicators. These are reflected in the development of apprenticeship training programmes through programme approval where, for example, the approach to an inclusive curriculum is evaluated.

ⁱ This document has been informed by the IfATE Quality Statement, <https://www.instituteforapprenticeships.org/quality/what-is-a-quality-apprenticeship/>