# Guidance for the Apprenticeship Course Handbook

This guidance is to be read in conjunction with the [**Course Handbook Guidance**](https://www2.worc.ac.uk/aqu/649.htm). This document is available from the Academic Quality Unit (AQU).

As higher or degree apprenticeship programmes combine a higher education award with workplace training, apprentices will therefore need different and/or additional information to that given to fee-paying students. This guidance indicates the nature of information which should be provided for your apprentices. Some sections include boxed suggested text which you may wish to use. You are free to adapt or edit this to reflect the arrangements of your apprenticeship programme. The section headings are not prescriptive, and the information can be incorporated into other sections of your apprenticeship course handbook where appropriate. Text <in red> is to be adapted to include information specific to the apprenticeship.

**The format of your apprenticeship course handbook**

Where the HE award is taken by both apprentices and fee-paying students, you may wish to have a single course handbook for the HE award which is aimed at both groups and a separate handbook which contains the information specific to the apprenticeship. In this instance, the course handbook should include a link to the apprenticeship handbook.

Alternatively, if the course information for apprentices and fee-paying students differs significantly, you may prefer to create a combined course and apprenticeship handbook specifically for the apprentices and a separate course handbook for the fee-paying students in order to avoid confusion.

**In addition to the items outlined in the course handbook guidance, an apprenticeship handbook (or a combined course and apprenticeship handbook) should contain the following:**

## Key contacts

In addition to any WBL tutors, workplace mentors, practice facilitators and so on, include the Apprenticeship Office and any School staff members with an apprenticeship-specific remit such as the Apprenticeships Education Manager, Apprenticeships Education Facilitator etc.

## The apprenticeship specification and programme specification

Provide an outline of the nature of the apprenticeship (i.e., higher level or degree) and the benefits of this mode of study. You can include details relating to this specific apprenticeship and any distinctive features.

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| **Suggested text**  Your higher/degree\*(\*delete as applicable) apprenticeship combines paid employment and study towards a higher education qualification. This apprenticeship includes the academic award of <insert name of award here>. You will be able to put your learning into practice in the workplace straightaway and the apprenticeship will enable you develop the knowledge, skills and behaviours (KSB) required to become a <insert name of occupation here>.  There are two elements to successful completion of an apprenticeship: achieving the academic award and meeting the apprenticeship standard. The academic award contributes to the achievement of the knowledge, skills and behaviours (KSB) of the apprenticeship standard.  The Programme Specification for the <insert name of academic award> can be found here: <insert link here>.  The Apprenticeship Specification for the <insert name of apprenticeship> can be found here: <insert link here>.  The Apprenticeship Standard for <insert name of apprenticeship> can be found here: <insert link here>.  You can see how the KSB required by the <insert name of apprenticeship> apprenticeship standard map onto the <insert name of academic award> modules in section <x> of this handbook/section <y> of the apprenticeship specification. |

Explain that there are two elements to successful completion of the apprenticeship programme: achieving the academic award and meeting the apprenticeship standard. You can use the suggested text below with hyperlinks to the programme specification and apprenticeship specification. A link to a grid to show how the KSB of the apprenticeship map onto the academic modules should also be included.

## The apprenticeship agreement and the training plan

Outline the purpose of the apprenticeship agreement and the training plan (formerly known as the ‘commitment statement’). This section should also identify who is responsible for completing and signing these documents.

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| **Suggested text**  You and your employer will have signed an **apprenticeship agreement** before the start of your apprenticeship. This agreement identifies the skill, trade or occupation you are being trained for and confirms which apprenticeship framework you are following.  You will also have signed a **training plan** which will have been signed by your employer and the University (as your training provider). This is a tripartite agreement and sets out:   * + the roles and responsibilities of the employer, training provider and you, the apprentice, and how these three parties will work together   + the start and end date of the apprenticeship   + details of the learning schedule of the apprenticeship (including modules and assessment details)   + the process for resolving any disputes and complaints   + planned dates for your progress reviews   Progress reviews are carried out at least once every 12 weeks. These are three-way discussions between you, your employer and a representative from the University to review your progress against your training plan. These provide an opportunity for you to receive feedback and reflect on your learning so far. They also ensure that all parties are aware of any challenges or barriers you are facing and how these will be addressed.  <Explain how apprentices are expected to prepare for a progress review meeting (such as by maintaining an up-to-date portfolio) and what actions apprentices will be expected to take following the meeting.>  If you do not fulfil the obligations you have committed to as part of the training plan then your eligibility for apprenticeship funding may be affected. If you are concerned about your progress against your training plan, speak to <insert appropriate contact here> in the first instance. |

## Induction

Include information on any topics which are different, or additional, to the typical UW induction. For example, there is an expectation that the apprenticeship induction will cover Prevent, Safeguarding, British Values and the English and Maths diagnostic process. Explain that apprentices will receive a link to confirm their apprenticeship and their employer. This will activate their ‘My Apprenticeship’ account, a government service where they can confirm the details of their apprenticeship and access guidance and additional support.

The ‘[Safeguarding: Keeping Apprentices Safe](https://uniworcac-my.sharepoint.com/personal/v_greenfield_worc_ac_uk/_layouts/15/onedrive.aspx?q=british%20values&searchScope=folder&id=%2Fpersonal%2Fv%5Fgreenfield%5Fworc%5Fac%5Fuk%2FDocuments%2FUW%20Apprenticeship%20Flowcharts%20and%20Policies%2FAQU%20approval%20process%20and%20CoI%2FSafeguarding%20Keeping%20Apprentices%20Safe%2Epdf&parent=%2Fpersonal%2Fv%5Fgreenfield%5Fworc%5Fac%5Fuk%2FDocuments%2FUW%20Apprenticeship%20Flowcharts%20and%20Policies&parentview=7)’ document must be added as an appendix to the apprenticeship course handbook.

## Teaching and learning

State that apprentices experience the full range of learning and teaching approaches as part of their study for the HE award but that their learning is also work-based.

Articulate what constitutes ‘off-the-job' and ‘on-the-job' learning and indicate the average time that apprentices can expect to spend on off-the-job training each week over the course of the programme. Provide additional information if this time varies at different points over the programme so that apprentices know what to expect. Also state that the employer, apprentice and University will work in partnership to plan off-the-job training hours prior to the apprenticeship commencing on programme.

To be eligible for apprenticeship funding, the apprentices’ off-the-job learning must be directly relevant to the apprenticeship occupational standard. Provide examples of what this involves in this apprenticeship. For example, off-the-job training could include:

* + the teaching of theory (such as through lectures, learning through simulation exercises, and online learning)
  + practical training (such as through shadowing, mentoring and industry visits)
  + learning support and time spent writing assignments

Provide a breakdown of contact hours in tabular form between on-the-job and off-the-job learning and/or a planner specific to the apprenticeship which includes assessment dates and the predicted date for the End Point Assessment. Outline the support structures in place for both off-the-job and on-the job learning.

## Assessment

Explain the purpose of the End Point Assessment and whether it is fully integrated, integrated or non-integrated for this apprenticeship (you may wish to use the suggested text below).

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| **Suggested text for fully integrated EPA**: The End Point Assessment (EPA) is carried out at the end of the apprenticeship. It assesses your knowledge, skills and behaviours in order to confirm that you have met the requirements of the apprenticeship standard. Your EPA is fully integrated into the apprenticeship: this means that the assessment for the <insert name of the academic award> is also the EPA and you do not have to undertake a separate assessment.  **OR:**  **Suggested test for integrated EPA:** The End Point Assessment (EPA) is carried out at the end of the apprenticeship. It assesses your knowledge, skills and behaviours in order to confirm that you have met the requirements of the apprenticeship standard. Your EPA is integrated into the apprenticeship: this means that the EPA bears academic credits and you must pass the EPA in order to achieve both the apprenticeship and the academic award of <insert name of the academic award>.  **OR:**  **Suggested text for non-integrated EPA**: The End Point Assessment (EPA) is carried out at the end of the apprenticeship. It assesses your knowledge, skills and behaviours in order to confirm that you have met the requirements of the apprenticeship standard. You will need to successfully complete <insert academic award here> in order to be put forward for the EPA. The EPA will be carried out by an independent registered End Point Assessment Organisation, in this case <insert name of EPAO here when known>. |

Set out the arrangements for the EPA for this apprenticeship. You may wish to set this out as a flowchart so that the stages are clearly delineated. Explain that before the apprentice can be put forward for the EPA, the apprentice will need to pass through the ‘EPA gateway’ where the employer and course team review the apprentice’s knowledge, skills and behaviours to ensure they meet the minimum requirements of the apprenticeship (as set out in the apprenticeship programme specification and EPA assessment plan).

State when the apprentice will pass through the gateway, what the EPA involves and how it is conducted. If apprentices are required to undertake additional assessments as part of the EPA, explain what these are, e.g., a portfolio, a presentation, etc. The process needs to be set out in detail for the specific apprenticeship according to the standard and its associated assessment plan (ensure a link is provided to both of these).

## Awarding the apprenticeship

Explain that the University confers the academic award based on ***x number of*** credits (depending on the apprenticeship and associated HE award) while the apprenticeship is conferred externally by the Institute for Apprenticeships based on successful completion of the End Point Assessment. Include reference to the role of any PSRBs where applicable. State when the HE qualification and the apprenticeship will be awarded.

## Change in circumstances, including permanent withdrawal and breaks in learning

Set out what happens if the apprentice loses their employment during the apprenticeship.See[DfE guidance on Changes of Circumstances](https://www.gov.uk/guidance/apprenticeship-funding-rules-for-training-providers/changes-in-circumstances) for further details.

Explain what constitutes a break in learning and set out how taking a break in learning might impact progress through the academic award and employment. Highlight any conditions the apprentice should be aware of, e.g., if the HE award needs to be completed within a certain period of time (including interruptions).

If an apprentice is considering a break in learning, resigning from their job or permanently withdrawing from the apprenticeship programme, advise the apprentice to speak to their PAT, line manager or course lead first to discuss their situation. Describe the steps the apprentice would need to take if they do decide to withdraw (permanently or temporarily). Refer the apprentice to the handbook appendices relating to breaks in learning and withdrawal.

## Giving feedback on your apprenticeship

Information on student representation and feedback via mechanisms such as the NSS and SSLCs is included in the Course Handbook Guidance. Outline feedback mechanisms specifically for apprenticeships (you can use the suggested text below).

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| **Suggested text**  In addition to the information set out in the ‘Course Management and Student Representation’ section (<amend name of section if applicable>) of the course handbook, you can give anonymous feedback on your training via your ‘My Apprenticeship’ account.  You will be asked whether you agree or disagree with 12 survey questions about your experience and you will also be asked to rate your training from ‘excellent’ to ‘very poor’. You can start giving feedback once you are three months into your training and you are able to update your feedback every three weeks.  <https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses/434/providers/10007139>  The DfE also carry out regular online surveys with employers. Your employer is sent a digital link to a short survey called ‘Rate your apprenticeship provider’ and the results are published on the ‘[Find an apprenticeship](https://www.gov.uk/apply-apprenticeship)’ website. You can view a summary of the University’s employer review details on the [University’s training provider webpage](https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses/434/providers/10007139) on the government website. |

## Employment and career prospects

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| **Suggested text**  On completion, you will have the full complement of knowledge, skills, behaviours and occupational competence and professional attributes to enable them to be gainfully employed as a <**xxx**> or to have <**yyy**> level of membership of PSRB <**ZZZ**>.  Further progression opportunities are available after your apprenticeship. The [University Careers and Employability Service](https://www2.worc.ac.uk/careers/) offers careers advice and resources to students and graduates to support you at every stage of your career journey. <Include any careers provision delivered as part of the apprenticeship here>. |

# Appendices to include (available from AQU):

* + Safeguarding: Keeping Apprentices Safe
  + Process for Break in Learning (Temporary Withdrawal) for Apprentices
  + Process for Return from Break in Learning for Apprentices
  + Permanent Withdrawal for Apprentices Process