Template Five: Apprenticeships

Apprenticeships are funded by the government through the apprenticeship levy. Apprenticeship courses are flexibly designed to allow apprentices to achieve both the underlying qualification and the apprenticeship.

To meet the specific requirements in relation to the design of apprenticeship courses, the following **must** be incorporated:

Requirement	Details	Edu Gain	OfS	SNF
Guided development All students must experience an effective transition, welcome and induction followed by ongoing student support throughout the course. All courses must be designed to provide personalised guided development for students with access to specialist support as needed.	Academic development skills for apprentices must be embedded into courses allowing apprentices to develop knowledge, skills and resilience. The induction must cover the requirements of an apprenticeship as well as an induction to NTU and academic study. Courses must be designed to enable apprentices to be fully supported until end point assessment has been successfully completed. **Progress Reviews** Progress reviews must take place throughout the duration of the training programme. The first review will be scheduled in week four or five and thereafter every twelve weeks. Progress reviews after Practical Period/Gateway will continue to support the apprentice in their end-point assessment. **Training Plan** All apprentices must have a training plan, which must set out the Apprenticeship Standard being followed, planned content, a schedule of learning/training and details of the end point assessment.	Live	B1 B2 B3 B4	1, 2, 3, 4, 5, 6, 7, 8
Course structure All courses must be designed so they provide a coherent, structured and scaffolded learning experience for students enabling them to develop relevant skills, knowledge, behaviours and personal development.	Apprenticeship course design must be driven by the associated Apprenticeship Standard and End Point Assessment Plan. The apprenticeship standard dictates: • The content; • The duration; • The outcomes. The course learning, teaching and assessment strategy must identify how apprentices will develop occupational competence across the full range of knowledge, skills and behaviours stipulated in the standard. **Course length** All apprenticeships must be designed to be at least 12 months in duration and delivered over a 52 week calendar year (unless otherwise stated on the apprenticeship standard or announced by the DfE). The suggested duration of the apprenticeship is stipulated within the apprenticeship standard.	Learn	B1	5

	Attendance modes must be one of the following: • Weekly attendance [one day per week] • Block release [two days/week or 5 days/week] • Blended delivery [one day in-person per month] In some instances, apprenticeship courses may be delivered online. However, attendance is still expected in one of the above modes. The balance of high quality synchronous and asynchronous learning and teaching must be well-planned and course teams must engage with the Flex team. **Study design** The course must be designed to include planned 'new' learning every calendar month. Apprentices must study no more than 2 modules at a time. **Course design** As part of the course design process, course teams must produce: • Curriculum map – Course learning outcomes mapped to the modules; • KSB map – KSBs mapped to the modules; • Assessment and feedback schedule; • Off-the-job training hours planned by module. **Module Options** There are no options on apprenticeship courses.			
Delivery Off-the-job (OTJ) training is a statutory requirement for an English apprenticeship.	Apprenticeships must include off-the-job training. The minimum volume of off-the-job training for all apprentices is published within each apprenticeship standard. This may take the form of traditional face-to-face or online learning. OTJ hours by module must be planned ahead of course approval. Planned OTJ will normally exceed minimum OTJ hours.	Learn	B1	5
Learning hours The minimum requirement for apprentices who are contracted to work 30 hours per week or more is six hours per week off-the-job training for the duration of the practical period.	Courses must be designed to carefully plan off- and on-the-job learning using three categories: • Directed learning (off-the-job); • Guided independent learning (off-the-job); • On-the-job learning. An example of how learning hours are distributed across a 20-credit point module can be found in the Apprenticeship Course Planning Guidance (available from the Apprenticeships Quality Team).	Learn	B1	3, 5
Core curriculum	In line with Ofsted's FE and Skills Inspection Handbook, the course must be designed to clearly articulate how the learning, teaching and assessment strategy promotes the development of: • The apprentices' understanding of British values;	Live Learn Work	B1 B4	2, 3, 5

	• The apprentices' development of English and mathematics; • The apprentices' knowledge of career development opportunities. Course teams will be required to articulate the strategy within the general apprenticeship information section on CourseLoop.			
Major project and synoptic assessment All courses will include a major project and a synoptic assessment.	The major project will be in the final year. For integrated degree apprenticeships, the major project can be the end-point assessment. The synoptic assessment may be embedded in an e-portfolio where attainment with the KSBs are demonstrated.	Learn	B1 B4	1, 4, 5
Additional course documentation required at approval	In addition to the fields in CourseLoop, course teams are required to produce: • KSB to module mapping; • Apprenticeship Delivery Plan; • Apprenticeship Manual.	Learn	B1	5
External regulation	Apprenticeship courses at all levels must align to the requirements set out in Ofsted's Education Inspection Framework, and specifically the Further Education and Skills Inspection Handbook.	Learn	B5	-