

Section **10F**

Nottingham Trent University

Quality Handbook

**Part C: Assuring and
Enhancing Quality**

**Section 10F:
Apprenticeships**

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1. Definitions of apprenticeships

- 1.1 Apprenticeships are funded and regulated through the Education and Skills Funding Agency (ESFA). As an apprenticeship training provider, the University operates within the terms and conditions of its funding contract with the ESFA.
- 1.2 An apprenticeship is a work-based programme of study, combining both on-the-job and off-the-job learning to fully test occupational competence and academic learning. Each individual Apprenticeship Standard specifies the knowledge, skills and behaviours required to demonstrate full competence in the relevant occupation through a final end-point assessment.
- 1.3 An apprenticeship is an employer-driven programme of learning which is linked to a specific occupational level and develops knowledge, skills and behaviours required for a specific job role. Qualifications offered as part of a Higher Education (HE) apprenticeship are positioned at the appropriate level for the award, and align to the qualification descriptors and relevant subject benchmarks.
- 1.4 Apprenticeship levels are set nationally and align to the Regulated Qualifications Framework. The University offers the following levels of apprenticeship:
 - a. **Advanced Apprenticeships** are offered at level 3. These are equivalent to two A-Levels.
 - b. **Higher apprenticeships** are offered at levels 4 and 5. These are equivalent to a higher education certificate, higher education diploma or a foundation degree.
 - c. **Degree apprenticeships** are offered at levels 6 and 7. These are equivalent to a bachelor's or master's degree respectively.
- 1.5 To be eligible for an apprenticeship, the apprentice must be in paid employment and have a job role (or roles) within an organisation that provides the opportunity for them to gain the required knowledge, skills and behaviours set out in the relevant Apprenticeship Standard.

Explanatory notes

- The principles and practice within this section are governed by [rules](#) as set out by the Education and Skills Funding Agency and informed by the principles outlined in the [Education Inspection Framework: Handbook for FE and Skills](#).
- Apprenticeship Standards are developed by Trailblazer groups and set out: what an apprentice is required to do; the skills, knowledge and behaviours to be developed; and other information about the apprenticeship.
- An endpoint assessment is a holistic and independent assessment of the knowledge, skills and behaviours learnt throughout the

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apprenticeship. The end-point assessment is set out in the assessment plan for the apprenticeship standard.

2. Strategy and governance

The University is responsive to the needs of employers and ensures that the design of the apprenticeship reflects these needs.

Requirements

- 2.1 Executive oversight and determination of strategic direction of apprenticeships at the University rests with the University Executive Team (UET), in conjunction with the Apprenticeship Portfolio Sub-committee.
- 2.2 The University offers varied modes of apprenticeship delivery as follows:
 - a. **Lead provider:** the University designs and approves courses in specific occupational subject areas which are mapped to relevant Apprenticeship Standards and are advertised openly for engagement with apprentices and employers.
 - b. **Employer-provider:** the University designs and approves courses in specific occupational subject areas which are mapped to relevant Apprenticeship Standards and delivered to its own staff.
 - c. **Sub-contracting:** The University acts as the lead training provider and sub-contracts some of the training to a partner institution or other employer-provider for delivery. In such cases, the arrangements need to meet the ESFA sub-contracting guidelines where an apprentice is funded. The University also publishes a set of sub-contracting requirements (see Quality Handbook Supplement AP2).
 - d. The University acts as a sub-contractor to another lead training provider for parts of the training. In such cases, the arrangements need to meet the ESFA sub-contracting guidelines where an apprentice is funded.
- 2.3 Some occupations require the training provider to be approved by a regulatory body before being able to deliver training for the apprenticeship. Where this is the case, delivery must not start until the University and/or course is approved by the required regulatory body.
- 2.4 As the lead training provider, the University is responsible for oversight of the whole of the apprenticeship, including oversight of learning undertaken within the workplace as well as on-campus learning and teaching activities and any sub-contracted delivery.
- 2.5 Employers and apprentices provide the University with appropriate data and information to enable completion of the Individualised Learner Record (ILR) and to meet ESFA funding rules.

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- 2.6 The academic governance of apprenticeships aligns to standard University processes as defined in Quality Handbook (QH) Section 1: Academic Quality Governance.

Explanatory notes

- Sub-contracting arrangements operate as collaborative arrangements and are subject to the requirements set out in QH Sections 10, 10B and 10C.
- University requirements relating to apprenticeship sub-contracting are set out in Quality Handbook Supplement (QHS) AP2: Apprenticeships sub-contracting requirements.

3. Recruitment, selection and admission of students

The approach to recruitment and selection of HE 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 employer(s) to ensure these processes are implemented consistently and monitored routinely.

Requirements

- 3.1 The processes for recruitment and entry for apprenticeships are different from standard student recruitment and admission.
- 3.2 The University sets out the minimum entry criteria requirements for the apprenticeship taking account of those specified within the relevant Apprenticeship Standard.
- 3.3 Apprentices are employees, and therefore are recruited by the employer. Apprentices may be new employees, or existing employees. Where 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.
- 3.4 The specific arrangements for recruitment and selection for the apprenticeship are set out in the course documentation; how this works in practice is agreed with each employer in advance.
- 3.5 There are a number of eligibility criteria that all apprentices must meet in order for the University to access funding. The eligibility criteria are mandated by the ESFA

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for all apprenticeships in the apprenticeship funding and performance management rules.

- 3.6 All apprentices must complete an online application in order to be assessed against the NTU and ESFA eligibility criteria.
- 3.7 All offers of a place on an apprenticeship are conditional subject to receipt of a signed Employer Agreement and Commitment Statement. The commitment statement is produced for every apprentice and is duly signed by the University nominee, apprentice and employer, setting out how they will support the successful achievement of the apprenticeship.
- 3.8 The commitment statement must set out the Apprenticeship Standard being followed, planned content, a schedule of learning / training and details of the end-point assessment.
- 3.9 Apprentices are required to evidence a minimum of Level 2 Mathematics and English on entry. Where they have not achieved these on entry, or cannot provide evidence, they can either be taken alongside the apprenticeship, or, the apprentice may be supported by the employer to further achieve this, and commence the apprenticeship at a later agreed date. This requirement must be achieved in order for the apprentice to be registered for the end-point assessment.
- 3.10 Applicants who are unable to evidence that they are working at a minimum of Level 1 in Mathematics and English on entry will not normally be accepted.
- 3.11 Completion of a Mathematics and / or English Functional Skills qualification (or equivalent) within the first year of study is a condition of acceptance onto an NTU apprenticeship programme for those who do not hold suitable Mathematics and/or English qualifications on entry.
- 3.12 In line with the ESFA funding rules, all applicants must complete an Initial Needs Analysis (INA) in order for the University to carry out a thorough assessment of their prior learning and experience. The INA is a mandatory part of the University's obligations under the funding rules and must be completed prior to contracting with an employer. The INA must assess the apprentice's existing education, experience and qualifications and show how this has impacted on the cost of training. Following the INA, the University's existing arrangements for recognition of prior learning, as set out in QHS 15, should be applied where appropriate.
- 3.13 An apprentice must work enough hours each week so that they can undertake sufficient, appropriate, regular training and on-the-job activity. The minimum duration of each apprenticeship is based on the apprentice working 30 hours a week or more, including any off-the-job training they undertake. If the apprentice works fewer than 30 hours a week the minimum duration (pro rata) must be extended to take account of this. This will also apply to any temporary period of part-time working.
- 3.14 The final decision on admission to an apprenticeship involving a HE qualification rests with the University.

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Explanatory notes

- The Individualised Learner Record (ILR) is the method used by the Further Education and Skills Sector in England to collect data about learners in the sector. The data is used for monitoring funding allocations.
- The commitment statement is an essential component of the agreement between the University, employer and the apprentice, as directed within the EFSA rules.

4. Course design and structure

Apprenticeships are flexibly designed to allow apprentices to achieve both the underlying qualification and the apprenticeship.

- 4.1 Apprenticeship course design should align with the University's principles for apprenticeship course design as set out below:
 - a. Apprenticeship courses are flexibly designed to meet the business needs of employers;
 - b. Apprenticeship courses offer a personalised work-based curriculum for all learners;
 - c. Employers are included in the delivery of apprenticeship courses.
- 4.2 Course design should adhere to the general guidelines for award frameworks set out in QH Sections 3 & 4 and additionally to QHS AP1 in order to ensure the credit equivalence of the award offered as part of a degree apprenticeship. This is a requirement of course approval.
- 4.3 Apprenticeship courses at all levels should align to the requirements set out in Ofsted's Education Inspection Framework, and specifically the Further Education and Skills Inspection Handbook.
- 4.4 When designing curriculum, course teams should pay particular attention to the themes within the Further Education and Skills Inspection Handbook that relate to Quality of Education, Personal Development, and Behaviours and Attitudes, ensuring that there is a contextualised approach to embedding these themes across the course that is appropriate to the level of study and situated within the context of learner's place of work.
- 4.5 Course design ensures alignment to the relevant Apprenticeship Standard and the associated Assessment Plan in order to allow apprentices to demonstrate the required knowledge, skills and behaviours for the apprenticeship and to allow them to achieve both the underlying qualification and the apprenticeship itself. This will involve mapping of the learning outcomes to the skills, knowledge and behaviours specified in the Apprenticeship Standard, which may take place at course or

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module level as appropriate. This mapping is in addition to standard curriculum mapping.

- 4.6 Apprenticeship courses include significant proportions of work-based learning and this should be reflected in the approach to learning, teaching and assessment across the course. Courses should be designed with a minimum amount of credits delivered through work-based learning as detailed in QHS AP1: Apprenticeships Work-Based Learning Guidance. The minimum credit requirements are specified to articulate the notional hours of learning that are derived from the workplace and to ensure the credit equivalence of the courses and modules the University offers.
- 4.7 All modules on apprenticeship courses are normally worth 20 credits, but exceptionally may be more or less where it is necessary to meet specific requirements set out in the relevant apprenticeship standard, e.g. when including a capstone module in an integrated degree apprenticeship.
- 4.8 Modules on apprenticeship courses at levels 4-7 should not normally be longer than 12 weeks duration. By exception modules may be delivered over an alternative duration where there is a clear rationale or where it is necessary to meet specific requirements set out in the relevant apprenticeship standard. This is to allow apprentices greater flexibility when re-joining from a break in learning, and to allow courses to be designed with multiple entry points and roll-on roll-off design features where possible.
- 4.9 To allow for flexibility in delivery, apprenticeship courses should not normally include any pre, post or co-requisite modules.
- 4.10 The minimum duration for apprenticeship training is 12 months. The Apprenticeship Standard indicates the suggested duration for a specific apprenticeship. Flexibility is required when planning the academic cycle of the HE apprenticeship course to meet the requirements of employers. This may require multiple start-dates.
- 4.11 Apprenticeship courses must be designed to be delivered over a 52-week calendar year rather than the shorter academic year. Delivery does not necessarily require face-to-face teaching to take place throughout the calendar year; however during periods where the apprentice is not attending the University, structured off-the-job training activities must be planned to support continued engagement and progress towards the knowledge, skills and behaviours.
- 4.12 The design should factor in time for referrals following examination board meetings wherever these fall in the year, providing apprentices with comparable opportunity to standard course arrangements to satisfy requirements and progress with their peers. Examination Boards may permit students to trail a number of credits as set out in QH Sections 16A and 16B but the likely requirement for this should be minimised at the design stage.
- 4.13 Each course is designed with a range of potential methods of delivery. For each cohort of students, the course team and the employer(s) decide upon the delivery method, from the approved range, in advance of students enrolling onto the course.
- 4.14 Learning and teaching strategies for apprenticeships are expected to align to the requirements in QH Section 14.

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- 4.15 Apprentices must evidence learning throughout the apprenticeship reflecting their experiences, and progress towards the skills, knowledge and behaviours set out in the Apprenticeship Standard.
- 4.16 Progress towards the knowledge, skills and behaviours set out in the relevant Apprenticeship Standard should be evidenced using the PebblePad ePortfolio, unless external requirements restrict this (e.g. EPAO or PSRB requirements).
- 4.17 Courses may need to be customised to meet employer specifications through optional modules. The offer of options will be particularly relevant in open courses where apprentices are attending from a number of employers.
- 4.18 Apprenticeships must include a minimum of 20% off-the-job learning, which may take the form of traditional face-to-face or online learning. The hours required for off-the-job training must be calculated using the [ESFA guidance](#). The remaining learning is on-the-job and is undertaken in the workplace. It is essential that an apprentice's workplace provides an appropriate source of learning, and the University is responsible for ensuring that this is the case.
- 4.19 Off-the-job learning is undertaken outside the normal day-to-day working environment. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties.
- 4.20 Off-the-job learning must take place within the apprentice's contracted working hours. If training must, by exception, take place outside of the apprentice's working hours, e.g. in an evening or at a weekend, this should be recognised, for example through time off in lieu or by an additional payment to the apprentice.
- 4.21 The number of planned off-the-job training hours, for the full apprenticeship, must be documented on the individualised learner record.

Explanatory notes

- Additional information about the requirements of off-the-job training can be found in the ESFA funding rules and off-the-job training guidance.

5. The Tri-partite relationship

The three-way relationship between the University, the employer and the apprentice is an integral 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 their employer

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Requirements

- 5.1 Each apprentice is allocated an academic mentor (the University workplace tutor) 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.
- 5.2 Where the University is acting in its capacity as an employer-provider, the University will be required to provide both an academic mentor (the University workplace tutor), and the employer mentor. In this arrangement all other points in paras. 5.3 – 5.6 of this policy will apply unless where explicitly stated.
- 5.3 Tri-partite review meetings (involving the apprentice, employer and NTU representative) are an integral part of the overall apprenticeship learning journey. Tri-partite review meetings are also an opportunity to enhance the employer and apprentice experience, increase timely completions and support the University's regulatory compliance. Progress review meetings should thus be a fully integrated part of course design and delivery. The following minimum contact arrangements apply:
 - a. A minimum of four tri-partite reviews are undertaken in each calendar year, ideally scheduled at quarterly intervals;
 - b. In most cases, tri-partite review meetings take place online to enable flexibility. In some cases, it may be appropriate for review meetings to take place in person at the apprentice's place of work. The decision to conduct meetings online or in-person rests with the School and should be planned and communicated to apprentices and their employers in advance
 - c. Tri-partite review meetings should be carefully timed in order to support progression;
 - d. A record of each tri-partite review is produced by the NTU workplace tutor following each meeting and uploaded to InPlace.
- 5.4 The progress review meetings should be used to ensure that each apprentice's individual learning plan is up-to-date and that work-based activities are planned and coordinated alongside the off-the-job training delivered by the University.
- 5.5 The University delivers training to employer mentors at the outset of each course or cohort. This training is an integral part of the employer / academic relationship, setting out expectations of the mentor role and supporting with integrating off-the-job and on-the-job learning opportunities. Mentor training should be delivered in partnership between the University apprenticeship team and the relevant academic course teams.

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6. Gateway Requirements and End-Point Assessment

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

Requirements

- 6.1 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.
- 6.2 The end point assessment may be undertaken in two ways:
 - a. **Non-integrated.** Non-integrated end-point assessments 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 degree. For this purpose, the University has to be listed on the Register of End Point Assessment Organisations for that Standard. For further information on the requirements for integrated end-point assessment including the appointment of assessors, please refer to QHS AP3, AP4 and AP5.
- 6.3 The end-point assessment takes place after the 'practical period' of delivery and tests that apprentices can fully demonstrate the knowledge, skills and behaviours specified in the Apprenticeship Standard. It normally includes at least two forms of assessment, which are specified in the Assessment Plan for the Apprenticeship Standard.
- 6.4 Before taking their end point assessment, all apprentices have to meet the Gateway requirements. These are 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 a number of requirements that are stipulated within the relevant Apprenticeship Standard. The employer and the University must both 'sign-off' the successful completion of the Gateway requirements prior to apprentices being entered for EPA.
- 6.5 For non-integrated degree apprenticeships the following apply:
 - a. An apprentice must have passed their degree in order to be put forward for the end-point assessment. This is determined by the University.

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- b. Successful completion of the degree does not constitute completion of the apprenticeship. The apprenticeship is not achieved until both the degree and the end-point assessment have been achieved.
 - c. In certain Apprenticeship Standards, the end-point assessment is undertaken after the degree has been awarded.
- 6.6 The University is responsible for providing continued support to the apprentice until the end-point assessment has been successfully completed. In the case of non-integrated apprenticeships, this includes structured learning and teaching activities after completion of the degree award and in the lead up to the end-point assessment.
- 6.7 For integrated apprenticeships, successful completion of the degree also normally constitutes successful completion of the apprenticeship. In such cases, the final capstone module of the degree may constitute the 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.
- 6.8 For all HE 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 end-point assessment.

Explanatory notes

- The 'practical period' is defined by the ESFA as 'the period for which an apprentice is expected to work and receive training under an approved English apprenticeship agreement. The practical period does not include the end-point assessment'. The practical period is used to calculate the minimum amount of off-the-job hours for each apprentice. All off-the-job training should be conducted during the practical period.
- Standard common assessment regulations apply to on-programme assessment as referenced in QH Sections 16, 16A, 16B and 16C. Assessment regulations for end-point assessment are detailed in the Assessment Plan. Where assessment regulations for end-point assessment of an integrated apprenticeship are not detailed in the assessment plan, the regulations set out in Quality Handbook Supplement AP3 will apply.
- Common assessment principles are referred to in QH Section 15.

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7. Quality Monitoring and Review

Higher Education 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.

- 7.1 Quality monitoring and review processes take account of the nature, structure and milestones associated with HE apprenticeships and they also take account of the substantial contribution of employers to apprenticeships.
- 7.2 Interim course reporting should take place annually: however, the timing of the review may take place outside the standard academic year cycle if this is more appropriate to the structure of the course. The first periodic review should take place at the end of the first cycle of the course (UG level) or after three years (PG level) and every three years thereafter. Again, the timing of this may vary from the standard academic year cycle if this is more appropriate to the structure of the course. Bespoke report forms are provided for Apprenticeships.
- 7.3 Irrespective of the timing or format of annual and periodic course review, the review of an apprenticeship course should take account of all aspects of the apprenticeship and not solely the main substantive qualification (e.g. the degree). For example, as a minimum this should include: the effectiveness of tri-partite reviews; the views of apprentices as a separate student body; and employer feedback.
- 7.4 The quality monitoring and review of an apprenticeship course should benchmark against the requirements set out by Ofsted within the Further Education and Skills Inspection Handbook.
- 7.5 Where apprenticeship course data is being considered by the School Standards and Quality Committee (SASQC), the relevant Degree Apprenticeship Manager should be present at the committee meeting.
- 7.6 Apprentices regularly complete course and module evaluations delivered through the University's standard platform. The questionnaires for the evaluations are bespoke to Apprenticeships. Apprentice evaluation contributes to interim and periodic course review.
- 7.7 Where an apprenticeship is delivered using a sub-contractor, these arrangements are overseen by the Collaborations and Partnerships Sub-Committee (CPSC) on behalf of the Academic Standards and Quality Committee.
- 7.8 All apprenticeship providers nationally are part of the ESFA Employer Satisfaction Survey (completed by employers) and the Learner Satisfaction Survey (completed by apprentices). The results of the surveys should be utilised during course evaluation and review.
- 7.9 All apprenticeship courses are included in the Department for Education National Achievement Rates Tables. These tables detail the qualification achievement rates nationally. Course monitoring and review should take into account these measures for benchmarking purposes and set action where performance falls near to or

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below the national minimum threshold, and the University's own internal benchmarks.

- 7.10 The University's normal external examining arrangements apply for the degree aspect of HE apprenticeships. In the nomination of external examiners, course teams are required to consider both academic and practice-based experience.
- 7.11 For integrated apprenticeships, the external examiner will be involved in the oversight of the end-point assessment where the end-point assessment also forms part of the degree. 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.
- 7.12 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.

Explanatory notes

- The national minimum standard threshold for apprenticeships is a national measure set by the ESFA. It sets out the minimum level of performance that all apprenticeship courses have to meet. Failure to meet the national minimum threshold will trigger ESFA intervention.

8. Academic regulations

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

Requirements

- 8.1 All extenuating circumstances claims, academic irregularities, complaints and appeals made by an apprentice will follow standard University regulations as directed in QH sections 17A-E.
- 8.2 In addition to the standard complaints procedure for apprentices, the University also has clear procedure for managing employer complaints. This process is outlined in the Employer Agreement and the Employer Handbook which is available on the NTU website.
- 8.3 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 QHS 2A and in the ESFA apprenticeship funding rules. A break in learning will alter the expected end date of the apprenticeship. Therefore,

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all breaks in learning have to be recorded within the ILR. Accurate and timely reporting of breaks in learning is a requirement of funding.

- 8.4 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:
- a. Where a redundancy situation occurs, the University makes reasonable effort to support the apprentice to find new employment to enable the apprenticeship to continue.
 - b. Where the apprentice starts a new role with the same employer and requires a different apprenticeship programme, the relevant course leaders and employer agree the course and assessment for the new apprenticeship, which should take into account relevant prior learning from the first apprenticeship.
 - c. If the apprentice is no longer employed by the employer (not redundancy) the employer is required to notify the University, and consideration may be taken to enable the student to continue on the degree course.
 - d. Where the apprentice withdraws from the course, or is failed and terminated by a progression board, the University has a responsibility to inform the employer.
- 8.5 In cases where an apprentice withdraws from their apprenticeship for any reason, it is the responsibility of the relevant School/course team to notify the Apprenticeships team for the purpose of updating the monthly ILR return. This notification of withdrawal is in addition to the standard university withdrawals procedure.

Explanatory notes

- ESFA rules regarding reporting requirements can be found in [Apprenticeship funding and performance-management rules for training providers](#)

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Policy owner
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Change history			
<i>Version:</i>	<i>Approval date:</i>	<i>Implementation date:</i>	<i>Nature of significant revisions:</i>
Sept 2017	13.06.17	01.10.17	New Section
Sept 2018	12.09.18	01.10.18	Major revisions following a review after the first year of operation
Sept 2019	11.09.19	01.10.19	Updated to align to QAA Characteristics Statement for Higher Education in Apprenticeships (July 2019) and ESFA funding rules (2019/20) Reference to joint delivery as a mode of HE apprenticeship delivery removed (covered under sub-contracting) Updated guidance on off-the-job learning in line with ESFA funding rules and guidance Details of what the commitment statement must contain has been removed as there is now a template issued by the ESFA. Added guidance (para 4.8) on design of assessment in the context of a 52-week year, to include time for referrals.
Oct 2019	15.10.19	15.10.19	Details of what the commitment statement must contain re-instated Minimum requirements for workplace contacts in para. 5.2 amended
Sept 2020	16.09.20	01.10.20	None
Sept 2021	17.03.21 & 07.09.21	01.10.21	Updated Sections 4, 6, 7, 8 to reflect current practice at the University in relation to its delivery of apprenticeship courses, and to reflect the external landscape relating to quality assurance of apprenticeships Sets out the condition of acceptance that any apprentice unable to evidence a level 2 qualification in English and/or Mathematics is required to complete the appropriate Functional Skill(s) qualification(s) within the first year of study Changes to the format of tri-partite review meetings, to enable meetings to take place online and to re-emphasise the purpose of the meetings in monitoring apprentice's individual learning plan. Clarification that quality processes for annual and periodic course review of an apprenticeship should consider all aspects of the apprenticeship (and not just the main degree qualification), and especially consider the inspection criteria used by Ofsted.

Equality Analysis		
<i>Version:</i>	<i>EA date:</i>	<i>Completed by:</i>
Sept 2017	01.10.17	CADQ