

14. A Skills Analysis

those required to achieve occupational competence must be undertaken as part of the process for determining eligibility for admission to an apprenticeship programme and included in the evidence pack. This must include consideration of any knowledge, skills or behaviours gained via work experience and/or prior education or training. In accordance with the funding rules, the University is required to demonstrate that prior learning has been accounted for and that the content, duration and price of the apprenticeship is adjusted accordingly where the apprentice has prior learning necessary to achieve occupational competence.

15. Any relevant prior learning identified through the Skills Analysis Assessment process must

using the information contained within the Skills Analysis form and associated evidence. Skills Analysis Assessments must be authorised by the relevant Course Leader prior to the apprentice induction and subsequent start date.

Approval of apprenticeship programmes

16. The validation and re-approval of apprenticeship programmes is undertaken in accordance -approval as outlined in the Quality Manual. Specific requirements for the (re)approval of apprenticeship programmes are outlined in the procedures and associated guidance material. Where Professional, Statutory or Regulatory Body (PSRB) approval is required for delivery of the apprenticeship, this should be secured before delivery commences, usually as part of the validation process.

17. Apprenticeship programmes may either be (i) developed as a new programme or (ii) developed using an existing programme, adapted to meet the requirements of the relevant Apprenticeship Standard (in liaison with employer representatives). In all cases, the programme is required to undergo the full validation process.

18. The validation and re-approval processes will include consideration of the full apprenticeship programme including preparation for, and arrangements for conduct of, EPA regardless of whether this is integrated or (see paragraph 37 for further information). The process will also verify that suitable arrangements are in place to comply with ESFA funding rules in relation to the delivery of the programme.

19. Course Handbooks and Definitive Course Records for all apprenticeship provision will be reviewed and updated annually to ensure currency, with copies lodged with the Apprenticeship Hub and the Quality team (for the course files).

APTEM staff and student resource guides, and associated presentations from the training sessions.

34. Attendance monitoring and absence reporting must be undertaken in accordance with the Engagement Monitoring Policy. The must be notified in the event of any concerns regarding attendance and/or engagement highlighted through established monitoring procedures, and this must also be considered as part of both informal and formal progress reviews. Apprentices should be encouraged to consider a break in learning where there are extenuating circumstances meaning that they are not fit or able to study for an extended period and agreed with the employer (see paragraph 41).

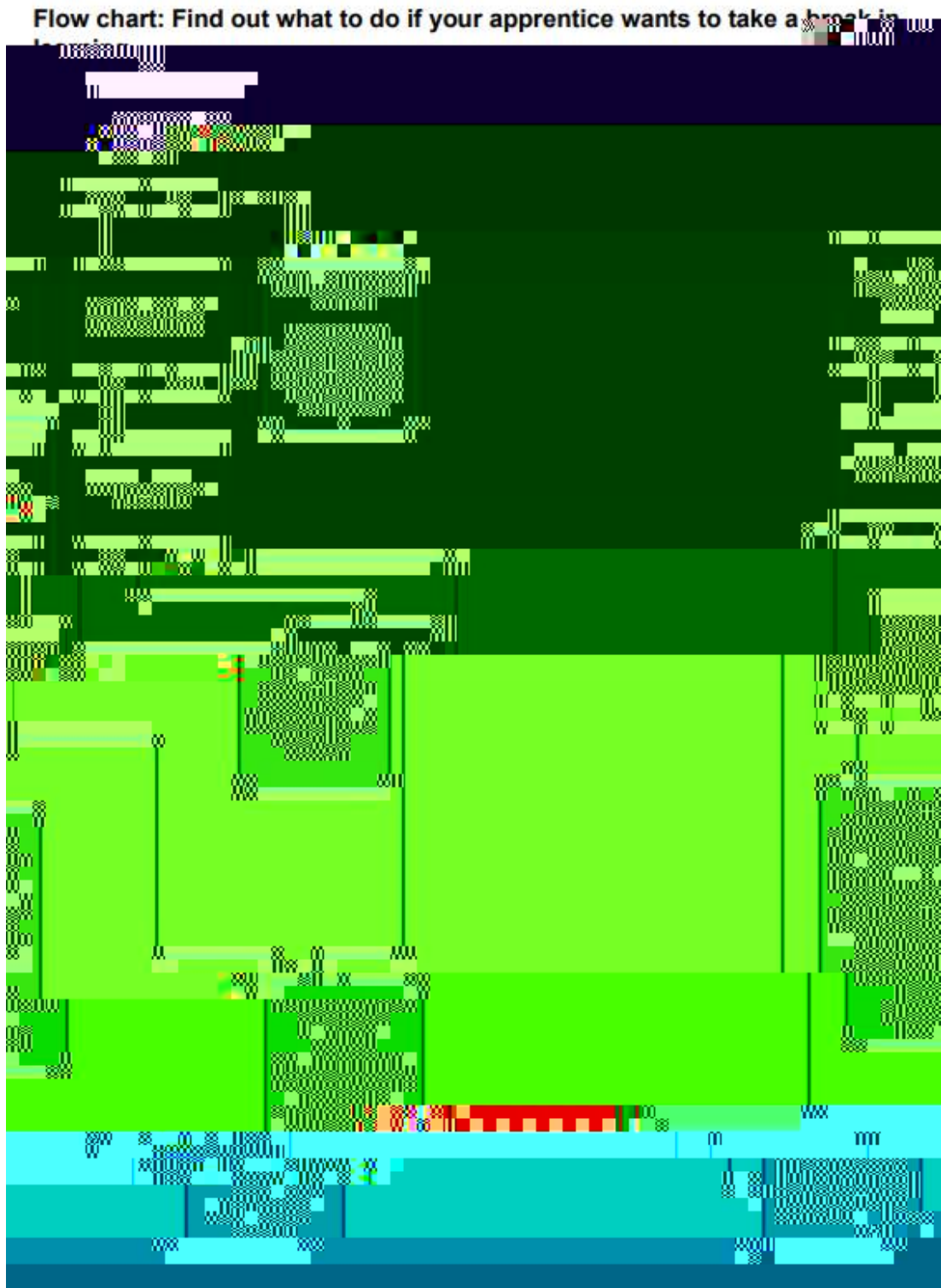
Support in the workplace

35. Course teams must ensure active employer engagement in the design and delivery of apprenticeship programmes, for example through active participation in induction processes, informal and formal progress reviews, and supporting apprentices in the workplace. There must be clear points of contact and channels of communication between the University and the employer to facilitate effective programme delivery and partnership working through employer and Apprentice forums.

36. Support is normally provided by the employer through the appointment of a mentor (or equivalent), who is usually a more senior or experienced member of staff who can provide advice and guidance to the apprentice and support them in developing the required knowledge, skills and behaviours outlined in the Apprenticeship Standard. The course validation and re-approval process must ensure that there are appropriate arrangements for supporting the apprentice in the workplace, including any arrangements for appointing, briefing, training and supporting workplace mentors.

End-point assessment

Manager) so that the original planned end date can be adjusted accordingly on the ILR (see flowchart summarising the ESFA rules on breaks in learning below). In accordance with the funding rules, annual leave or short-term absence of up to four weeks is not considered by the ESFA to be a break in learning and does not require the apprentice to their studies at the University.





47. Where a change of circumstance means that training and/or assessment is no longer being delivered, no further funds from the ESFA will be made available. If an apprentice leaves without completing their apprenticeship, the last date of learning will be the last date the University has evidence that the apprentice was engaged in learning that formed part of their apprenticeship programme. This can be evidenced by conducting a formal exit interview with the apprentice and their employer, with a record of the interview maintained in the evidence pack.

48. Where an apprentice is enrolled on an apprenticeship programme where additional responsibilities are placed upon them regarding their professional suitability, as outlined in the codes of practice of the relevant PSRB, failure to meet these requirements may lead to the apprentice being withdrawn from the programme as outlined in the [Fitness to Practise Procedure](#). Serious, proven allegations may result in the withdrawal of the apprentice from the apprenticeship programme because they are unfit to practise. Evidence of the reason(s) for withdrawal, as

articulated in the findings of the Fitness to Practise Committee or Appeal Panel, must be maintained in the evidence pack.

Safeguarding and Prevent arrangements

49.

Points of contact regarding apprenticeship provision

53. Overall responsibility for leadership and management of higher and degree apprenticeship provision lies with the Director of Apprenticeships and Deans of School, who will work with the Apprenticeship Management Group.