Degree Apprenticeships – Guidance for Schools

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(on behalf of the Degree Apprenticeships Steering Group)

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Institutional Statement on Apprenticeships *(subject to final approval by UBTL)*

Our vision for 2026 is that the University of Reading will be a vibrant, thriving, sustainable, global and broad-based institution, responsive to, stimulated by and informing changes in the world around us. As a result, we will also be significantly larger in terms of students, global reach and presence, and revenue.

Our ambition, now and towards 2026, is to enhance our standing as a leader in research and higher education that defines and responds to the needs of individuals and societies, and, by so doing, to be counted among the very best universities in the UK and internationally.

The University is optimistic, forward-looking and open to new possibilities.

Our Vision and Ambition underpins our commitment to apprenticeships. We believe in education for 21st century lives; at the University of Reading we equip learners at all stages of their careers to develop and fulfil their intellectual and personal potential. We will support our apprentices to master the knowledge, skills and behaviours of their discipline as well as encourage the development of personal effectiveness and self-awareness. We will equip individuals with the aspirations, confidence and skills to become highly employable graduates with the ability to respond to diverse opportunities and challenges.

We believe that the 2015 Levy and Apprenticeship Reforms are important steps in enabling employers and Higher Education Providers to work closely together to develop talent and meet the challenges of skills gaps and employers' training needs. We will build upon our well-established partnership links with employers from a variety of sectors and we will work with these and new employers to maximise the opportunity that the apprenticeship reforms offer at all levels.

We are committed to offering Higher Apprenticeships and Degree Apprenticeships in areas that align with market demands and the strategic objectives of our academic Schools. Our Henley Business School has led the way in developing our apprenticeship provision by providing a range of innovative programmes designed to support organisational transformations.

The University of Reading Apprenticeship provision will support the enhancement of both individual's skills and potential and the needs of business and industry.

General Information:

Purpose of this Guidance

This Guidance is intended to provide information and advice to Schools which are considering developing Degree Apprenticeships. It includes an overview of the external landscape and a 'toolkit' to lead Schools through a range of prompts to enable them to explore the various issues particular to Degree Apprenticeships, together with some useful contacts and sources of information.

Degree Apprenticeships

Degree apprenticeships are a new type of programme offered by some universities since September 2015. These programmes are being developed by employers, universities, and professional bodies working in partnership. They offer students the opportunity to achieve a full Bachelor's or Master's degree as part of their apprenticeship.

Degree apprenticeships are work-based learning programmes. Apprentices are employed throughout the programme, and spend part of their time at university and the rest with their employer. This can be on a day-to-day basis or in blocks of time, depending on the programme and requirements of the employer.

In addition to Degree Apprenticeships at level 6 and 7, the University will consider proposals for Higher Level Apprenticeships at Level 4 and 5, particularly (but not only) when associated with a prescribed HE qualification (such as a Foundation Degree, DipHE, etc).

A good, concise explanation and information for providers can be found here:
https://www.instituteforapprenticeships.org/media/1489/institute-for-apprenticeships-statement-quality-apprenticeships-002.pdf

Degree Apprenticeship Standards

The Institute for Apprenticeships (IfA) is the key body overseeing development of Standards
https://www.instituteforapprenticeships.org/about/

To check whether there are any existing Standards for Degree Apprenticeships (or Standards under development) for your area of interest you can check the IfA webpages:

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

Note what Level the Standard is, the fee band, any specified entry requirements and the qualification/certification associated with the apprenticeship.

Trailblazer Groups

Employer-led trailblazer groups, including representatives from HE, develop and propose draft Standards for approval by the IfA. Participation in a trailblazer group offers the opportunity to be involved at the outset and influence what is contained in the Standard.

End Point Assessment

All Apprenticeships are assessed by an End point Assessment (EPA) organisation. Except in the case of integrated apprenticeship programmes, the EPA is separate to the University Award for the

programme and the student may be eligible for a University Award without passing the EPA and potentially vice-versa. However, in order to draw down the full funding for the Degree Apprenticeship it is essential that the EPA is completed; multiple withdrawals (ie: failure to complete the EPA) could trigger an ESFA audit and could affect the University's registration.

EPAs can take a variety of forms, from tests and exams to presentations. One key part of almost all EPAs is the Student's Portfolio and Learning Log and the student will normally be asked to talk through the portfolio with the assessor and explain how they have developed their skills, knowledge and behaviours over the course of the programme

Only organisations on the Register of end-point assessment organisations are eligible to conduct independent end-point assessment of apprentices. All registered End Point Assessors in England can be found at the following link:

https://www.gov.uk/guidance/register-of-end-point-assessment-organisations

Schools will need to consider who they wish to work with for the EPA for their programme and will need to engage in contracting with the EPA organisation(s) under the ESFA regulations (Legal Services can advise). However, ultimately employers can choose the End Point Assessor used for their apprentices, although the University would engage them.

There are a limited number of integrated degrees, where the University would undertake the EPA provision as part of its standard assessment processes, more information about integrated degrees can be found here:

https://www.instituteforapprenticeships.org/developing-new-apprenticeships/resources/degree-apprenticeships-programme-structure/

Schools should note that EPAs can take place up to 3 months after a student's portfolio and classes have been completed and in order to continue drawing down any money from the Levy during those 3 months, the School will need to continue to engage the students in relevant activities. These may include revision, EPA preparation, future careers sessions etc. These will need to still account for 20% of the student working week.

Other sources of information:

The University has acquired membership of both the Association of Employment and Learning providers (AELP) and the University Vocational Awards Council (UVAC).

There are various resources and information on their webpages: https://www.aelp.org.uk/ and https://uvac.ac.uk/. If you would like any further information about the services they provide please contact Gemma Green (gemma.green@reaing.ac.uk).

Other Things to Consider:

Community of Practice:

In 2018-19 a University Community of Practice will be set up, led by the Henley Business School, to facilitate the sharing of operational good practice and guidance with Schools interested in running Degree Apprenticeships. The Community of Practice will provide a forum to promote consistent interpretation and application of ESFA Regulations across the University. For further information, contact Gemma Green, Senior Quality Support Officer, CQSD, gemma.green@reading.ac.uk .

Regulations

There are specific funding rules and regulations associated with apprenticeship programmes that Legal Services and CQSD can advise on and Schools who are thinking of including an apprenticeship programme in their portfolio should initially consult with Legal Services and CQSD as early as possible.

Below are some information touch points and key guidance in regard to University policies, initial business development, legal implications, programme approval, management and governance.

UoR Policies

UoR Policy, Procedure and Guidance for Apprenticeship Programmes
http://www.reading.ac.uk/web/files/qualitysupport/Apprenticeship_Policy_and_guidance_-_Final.pdf

Programme Lifecycle Policy
http://www.reading.ac.uk/web/files/qualitysupport/Programme-Lifecycle-Policies.pdf

Apprenticeship client approval and monitoring documents
Annex 9: Apprenticeship Client Contract Requirement Form

Annex 10: Apprenticeship Client Contract Renewal or Variation Form

Apprenticeship Annual Review Form

Clients

Consider who your clients would be. The recruitment model for Degree Apprenticeships is business-to business (i.e. to employers) rather than being via UCAS for individual recruits.

How will you assess the level of demand amongst employers for such a Degree Apprenticeship to establish whether there sufficient volume locally/regionally?

What existing contacts do you or the University have with potential employers? Are those employers sufficiently large to pay the Apprenticeship Levy? How will you develop client relationships and business opportunities?

The QAA guidance states that Higher Education Providers should provide support to advise and guide employers on making effective use of the workplace as a learning environment. *This will include providing staff development, training mentors and, where appropriate, workplace assessors as well as providing information and induction for line managers and other staff working with the apprentice.* This is something that Schools should consider when developing their programme with a Client.

Business Plan and Initial Programme Development

Engage your Finance Business Partner when devising a business plan for a Degree Apprenticeship programme.

You may want to consult with your expected client(s) when developing your programme design. Programmes may be contextualised to the clients business needs (see Apprenticeship Policy[1] for more details).

Early in your discussions, you will need to consider, what is the <u>critical mass</u> for viable delivery of your programme?
If your client(s) cannot provide that critical mass as part of a closed cohort, is there an option of having an open cohort? And what are the additional considerations of this?
What will be your position if you are unable to recruit enough students to the programme? You will need to have a frank conversation with clients about this possibility.

You are likely to require additional resources in your School team:

1. Managing the client relationship – ESFA regulations require a minimum 12-weekly review with the employer/client. and, Employers should receive a monthly engagement report. Managing the client relationship will be very important to the programme and regular contact and updates should be maintained.
2. An Apprenticeship Tutor/Assessor will need to be appointed for your apprenticeship programme to assess and sign-off when a student reaches a particular standard. At least one tutor will need to have TAQA Level 3 qualification.
3. Data management – the data recorded on RISIS and qualitative records will need to be kept up-to-date regularly. ESFA returns are made monthly.

Legal Implications

Make contact with Legal Services legalservices@reading.ac.uk , at the earliest possible stage of your interest in Degree Apprenticeships. The law governing apprenticeships is complex and especially so for Degree Apprenticeships. The negotiation of contracts with employers will require direct involvement from Legal Services. The greater the number of parties involved, e.g. colleges, placement providers, the greater the legal complexity.

The Education and Skills Funding Agency regulations are also complex and the University must be fully compliant.

https://www.gov.uk/government/organisations/education-and-skills-funding-agency

Sub-contracting

There are complex rules around Sub-contracting part of the delivery of the Apprenticeship programme to another institution. If you plan to work with others in the delivery of the programme you should discuss this with Legal Services early on in the development stage. It should be noted that the lead provider can only sub-contract part of the programme and must deliver a 'significant' proportion themselves, the Lead Provider is accountable for the quality assurance of the programme and must maintain the primary relationship with the employer/client.

RP(E)L

There are complex ESFA rules around RP(E)L for apprenticeship programmes and this can affect the amount of money you can draw down from the Apprenticeship Levy. The funding rules state that levy funding cannot be used to pay for skills training that the learner already has. If you expect any

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[1] http://www.reading.ac.uk/web/files/qualitysupport/Apprenticeship_Policy_and_guidance_-_Final.pdf

of your students to be eligible for RP(E)L, you should discuss this with the Legal Services team at an early stage.

Programme Approval Process

Full details on the Programme Approval process can be found in the Programme Lifecycle policy[2] and Apprenticeship Policy[3].

In addition to the standard UoR new programme approval guidance, consider:
Does your Programme design match the Apprenticeship Standard?
Do you have the resources in place to fully manage and operationalise the Programme? (*see Programme Management section below*)

Programme Management and Governance

As soon as a School decides to set up a Degree Apprenticeship programme, a Project Group should be convened to plan the detailed operationalisation and workflow of programme management with Student Support and Operations. (See Annex 3)

In addition to the normal Programme Management processes for UoR programmes you will need to give additional thought to the following:

Data Management and Reporting

- Schools will be responsible for ensuring all client and student records are kept fully up to date on RISIS, for the monthly Individual Learner Record Returns. The accuracy of these is vital as delays can result in not receiving the levy money for that month and mis-information could result in an ESFA audit and being removed from the Register of Apprenticeship Training Providers (ROATP).

- Schools will need to keep quantitative records (showing student engagement, results, personal records suspensions withdrawals etc.), these will need to be updated in a timely manner and within the month of occurrence.

- Schools will also need to keep qualitative records for all learners. A learner log, details of any meetings, skills evidence log, etc., and detailed evidence of nature and frequency of engagement will be required. (see Tutor role below)

- The University will submit one single return to the ESFA for all Apprenticeship programmes across the University. However Schools will be responsible for ensuring that all of their records are kept up to date on RISIS and for ensuring student

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[2] http://www.reading.ac.uk/web/files/qualitysupport/Programme-Lifecycle-Policies.pdf
[3] http://www.reading.ac.uk/web/files/qualitysupport/Apprenticeship_Policy_and_guidance_-_Final.pdf

engagement and 20% off-the-job training records are being kept accurately and updated regularly. Evidencing the 20% off-the-job training evidence is becoming more critical for ESFA compliance and a Learning Plan, indicating where students will get their 20% off-the-job training, for the duration of their programme, must be submitted alongside the Learner Commitment Statement before they commence their studies.

- Providers/Schools will need to give (as a minimum) 12-weekly reviews to employers. This should include statistical data on cohort progress and individual progress as well as any individual issues or needs. School should also provide a monthly engagement report to employers.

- An Evidence Pack will need to be available for every student who undertakes an Apprenticeship programme. Some of the documents that make up the Evidence Pack are specified by the ESFA regulations, others will be University specific, depending on the best ways to present the required data.
  The documents that make up the Evidence Packs will need to be held by individual Schools/Support Centres, however the documents that make up the Evidence Pack will need to be standardised across all Schools. Exactly the same forms and documents should be available for all Evidence Packs, regardless of subject. Henley have created the first regulatory data templates which will need to be adopted initially. On-going changes will be discussed amongst all Schools as the need arises.

Communications with Employers/Clients

- Schools should consider how to manage communications with employers at various levels; whether communicating with company managers in regards to strategy and planning for future apprenticeship programmes, HR, or apprentice line-managers regarding the apprentices' progress and monitoring, and administrative staff regarding Employer ILR returns and student data tracking.

Types and modes of delivery

- Schools will need to consider how best to deliver their programme, potentially across multiple clients (for open cohorts), with different business hours and needs, and how they will engage students in their off-the-job training.

- Delivery modes may include:
  - Distance Learning (NB: programmes cannot be delivered 100% by distance learning)
  - Flexible Learning (a mixture of distance learning and face-to-face classes)
  - Block teaching/workshops
  - Regular scheduled classes

- Where these modes of delivery are new to Schools, support and guidance can be obtained from the Academic Developer (Employability), University Academic Development and Enhancement Team, Dr Aaron Cooper, aaron.cooper@reading.ac.uk and from the Head of the Technology Enhanced Learning Team, Mrs Vicki Holmes, v.holmes@reading.ac.uk .

Student support

- Schools needs to consider how they will support students on work-based learning programmes. The needs of these students may be quite different to on-campus students and access to support services will need to be made available for those who may never come to the Campus.

  You should consult with Student Services to ensure they are able to provide relevant support to these students, and consider if any specialist support will be provided from within the School.

- Schools will need to give special consideration to how they will support students with disabilities or specific educational needs, particularly if they are studying from a distance. In addition, this is something that Ofsted (for level 5) and the ESFA will want to see has been well thought about and well supported.

- Before the end of their programme ALL apprenticeship students will need to prove competency at level 2 (GCSE) Maths and English. Any students who do not already have this competency will need to be supported by the School/University to reach that level. Schools should consider how they will support students in that situation.

- One key support role is that of the **Apprenticeship Tutor / Assessor**.
  This is a key role that most Schools will need to put in place. Schools may wish to appoint a single person to undertake these activities or break down the activities across other key staff. Apprenticeship Tutors will need to work together, across Schools, in order to ensure continuity of practice and for quality assurance purposes.

  The key activities include:
  - Meeting with students at their induction and undertaking the initial skills assessment*
  - Signing off when a student has reached a certain competency level (this could be in knowledge, skills or behaviours)*
  - Responsible for all paperwork to go through the gateway
  - Guiding students to complete their Portfolio (for their EPA)
  - Ensuring students meet the EPA requirements
  - Identifying and supporting any students who are struggling with the programme
  - Ensure students regularly undertake CPD at their place of work
  - Liaison with the employer: minimum 12-weekly reviews and annual employer review
  - Regular 1:1 meetings with students
  - Monitoring any online activity or class registers to ensure continued engagement
  - Monitoring and updating any changes to students records on RISIS
  - Supporting learners if they need to complete Maths and English
  - Assisting with ECFs, suspensions, withdrawals
  - Keeping all records up to date (quantitative and qualitative)
  - Pastoral role

- o   Mentoring role
- o   Organises and sits on the EPA panel (for levels 4, 5 and 6)
- o   Perform QA on other Apprenticeship Tutors within the School*

* At least one Tutor (preferably several) will need to have Level 3 Training Assessment Quality Assurance [TAQA] qualification (or equivalent) in order to undertake this role, and must show competency in the subject area they are supporting.
The University will also appoint (a) level 4 Internal Quality Assurance [IQA] qualified person(s) to undertake QA processes across Schools.

In some cases the Apprenticeship Tutor may also require a DBS check.

An HBS Apprenticeship Tutor Job Description example can be found in Appendix 1 and an indicative list of support responsibilities is found in section 7 of the Apprenticeship Policy and guidance[4].

Assessment

In addition to the End Point Assessment, where a UoR Award is included in the programme, Schools will need to give specific consideration to:

- i)   the nature of assessments,
- ii)   the appointment of External Examiners, and
- iii)   any professional body (PSRB) requirements

UoR Governance

Consult the Apprenticeship Policy and guidance. Apprenticeship programmes should follow the same QME structure as all UoR programmes.

External Governance

The link below explains the roles and responsibilities of the various groups involved in Apprenticeship delivery, including the QAA, DfE, IfA, Ofsted and the ESFA:

https://www.gov.uk/government/publications/apprenticeship-accountability-statement

Special Arrangements for Level 4 and 5 Apprenticeships

Any School that is considering undertaking a Level 4 or 5 Apprenticeship programme should be aware that these programmes are regulated by Ofsted.

Any Level 4 or 5 programme, without a prescribed HE qualification included will be under the purview of Ofsted. These programmes are likely to include additional resource, planning and record keeping, with the submission of an annual University Self-Assessment Review (SAR) to Ofsted and Ofsted inspections for the apprenticeship provision.

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[4] http://www.reading.ac.uk/web/files/qualitysupport/Apprenticeship_Policy_and_guidance_-_Final.pdf

Level 4 or 5 programmes with a prescribed HE qualification (ie: Foundation Degree, Cert HE, DipHE etc.,) will be regulated by a collaboration between the QAA and Ofsted. It is not yet known what this arrangement will be.

If you are planning a Level 4 or 5 programme you should consult CQSD at an early stage and consult the Apprenticeship Policy and Guidance document[5].

These programmes carry extra risk, as an unsatisfactory Ofsted review, could trigger an ESFA review, and this could result in the removal of the University's Apprenticeship Provider Status.

Version	Keeper	Reviewed	Approved by	Approval Date	Effective From
1	CQSD		UBTL	19/09/2018	19/09/2018

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[5] http://www.reading.ac.uk/web/files/qualitysupport/Apprenticeship_Policy_and_guidance_-_Final.pdf

Annex 1: A 'How to Approach Degree Apprenticeships' Toolkit for Schools

A checklist to guide Schools in their initial thinking about Degree Apprenticeships and signpost them to relevant contacts and links:

	Key Considerations	Useful Contacts/Links
	Setting up an Apprenticeship programme	
1.	**At the earliest possible stage in your thinking, you should contact Legal Services to advise them that you might be interested in running a Degree Apprenticeship. This is because there are complex legal and ESFA regulatory issues surrounding Degree Apprenticeships. Legal Services will be able to guide you in order to avoid any pitfalls.**	Legal - legalservices@reading.ac.uk
2.	**Join the Community of Practice for Schools interested in Degree Apprenticeships, led by HBS and supported by CQSD**	CQSD – Gemma Green gemma.green@reading.ac.uk
3.	What discipline area /degree programme might be relevant for introducing a Degree Apprenticeship, and why do you think there might be a viable market for this?	
4.	Check the current stage of development of the relevant apprenticeship Standard(s) for your chosen discipline. Find out whether a Standard has been developed and/or approved or is it in the process of being developed by a trailblazer group.	www.instituteforapprenticeships.org/apprenticeship-standards
5.	Check what Level the relevant Standard (approved or in development) is and whether or not it includes a HE qualification. Consider its minimum duration and the fees that can be charged.	www.instituteforapprenticeships.org/apprenticeship-standards
6.	When the relevant Standard is approved, before it is approved for delivery there must be approved End Point Assessors (EPAs) in place. Check who those EPAs are and which of them might be appropriate for you.	www.gov.uk/guidance/register-of-end-point-assessment-organisations
	Business Development and Sales/Marketing	
7.	When you are planning your Degree Apprenticeships you will need to give some thought to who your clients (employers) will be. Think about the nature of the industry sector, whether it is public or private, the sophistication and size of the client, and sector.	
8.	Once you have identified your likely clients, bear in mind the need for due diligence processes. Legal Services/CQSD will have procedures for this.	Legal – legalservices@reading.ac.uk CQSD – Gemma Green gemma.green@reading.ac.uk

	Clients/employers must also be eligible to use the Levy fund.	Client Approval Form available here: Apprenticeship Client Contract Requirement Form (part of the Programme Lifecycle Policy)
9.	Think about the approach you might take to obtaining the business from your intended clients. Depending on the nature and size of the client you might approach the client direct or have to bid on tenders, or a mixture of both? Legal will provide guidance on this.	Legal – legalservices@reading.ac.uk
10.	Depending on the volume of apprentices that your clients will provide, you might need to think about offering your Degree Apprenticeship as a closed cohort (for one particular client), an open cohort (for multiple clients), a consortia cohort (for a restricted group of clients) or a mixed cohort (for a major client and its supply chain). Will you offer any customisation of the programme for closed or consortia cohorts?	
11.	Depending on your cohort types and volume, you should think about what the appropriate modes of delivery would be in the context of the clients' needs (which might vary according to the nature of their business and the physical location(s) of their apprentices), and how you might adapt your programme accordingly. This may impact the cost you can charge.	CQSD – TEL team, ADE team, OOCs team
12.	When thinking about developing a business case, you will need to take into account the type of cohort and what the minimum cohort size would be to be able to run the programme (both academically and financially) – this might vary according to whether it is an open/closed/consortia/mixed cohort.	http://www.reading.ac.uk/web/files/qualitysupport/Programme-Lifecycle-Policies.pdf
13.	What, if any, contact have you had with potential clients and pipelines?	
14.	If you think that the University might be collaborating with any other organisation to win bids, this would add complexity and again, Legal Services would be able to advise you.	Legal – legalservices@reading.ac.uk
15.	If you think that the University might need to engage any other organisation or person to deliver the Degree Apprenticeship for us, consider what types of organisations these would be and whether they have their own ESFA contract. There are Procurement law	Legal – legalservices@reading.ac.uk

Procurement – procurement@reading.ac.uk |

	implications, and Legal Services/Procurement would be able advise you.	
16.	For your Degree Apprenticeship to be successful, you will need to think about how you will manage the ongoing relationships with your clients. Do you have the appropriate resource/skillset within your School or would this be something you would need to recruit? It is crucial that clients are provided with appropriate service – if they are dissatisfied and complain to the ESFA that would put at risk the whole University's registration as an Approved Apprenticeship Provider.	
	Recruitment, Admissions and Registration	
17.	The process of Recruitment and Admissions of apprentices to your Degree Apprenticeship is very different to that of University students. Your clients must employ the proposed apprentices and together you should conduct an initial check of eligibility against the relevant criteria for the particular Standard and the University's own criteria.	
18.	Assessing eligibility There will be ESFA regulations on student eligibility to undertake a Levy-funded apprenticeship and, there may be UoR degree entry requirements.	ESFA Team (HBS) can advise on the most up to date ESFA regulations
19.	RPEL You cannot draw down money from the Levy for any skills attained by the student prior to the programme. The RPEL rules are strict and you should consult advice on this if you think it is relevant to your programme.	Legal Services - legalservices@reading.ac.uk
20.	Offers, Learner Commitment Statements and acceptances Legal Services hold the Learner Commitment Statement. The Offer and Acceptance process will be automated through Admissions	Legal Services - legalservices@reading.ac.uk Admissions
21.	What is the minimum viable cohort size? You will need to agree this with your Clients.	
22.	What will be your indicative start dates?	

	Will you have a specific start date in the year (ie: September)? Or will you have multiple or rolling starts throughout the year?	
	T&L Development and Programme Operations	
23.	How will you resource the appointment of Apprenticeships Tutors?	
24.	How will you resource pedagogical developments?	
25.	Refer to the University Forms, processes and relevant Policy links (approvals, programme life cycle, individual client delivery/adaptation, QA, RISIS, etc.)	http://www.reading.ac.uk/web/files/qualitys upport/Programme-Lifecycle-Policies.pdf
26.	You will need to map your programme to the Apprenticeship Standard	
27.	Consider how you will gather and record data and monitor engagement	
28.	You need to consider how you will assess the students. And how this maps to both the University Award learning outcomes and evidence for the Apprenticeship standards? As in line with all UoR programmes you will need to appoint External Examiners. You may want to carefully consider who your external examiners will be and whether they have any work-based learning or industry experience.	
29.	Carefully consider the mode of delivery you will use. e.g. online, blended, block teaching, workshops, weekly classes, etc.	Academic Development and Enhancement Team – Dr Aaron Cooper, aaron.cooper@reading.ac.uk Technology Enhanced Learning Team – Mrs Vicki Holmes, v.holmes@reading.ac.uk
30.	Will your programme have any external accreditations by PSRBs? If so is the Apprenticeship compatible with their requirements?	
	Student Support Services	
31.	**Contact the Director of Student Support and Operations to discuss student support and operations**	Director of Student Support and Operations Charlotte Coleman, c.coleman@reading.ac.uk
32.	In addition to the standard University student support services in place. Schools will need to ensure there is an Apprenticeship Tutor/Assessor allocated to the Apprenticeship cohort.	See Annex 2 for sample job description for an Apprenticeship Tutor

	The Apprenticeship Tutor will be involved in pastoral support and student guidance as well as ensuring students engage with their course and complete their learning logs, portfolios, etc. Apprenticeship Tutors may also sign-off on some of the Apprenticeship skills, behaviours or knowledge competencies, as students' progress through the programme. Schools need to consider resource for this role and discuss a suitable tutor: student ratio.	
33.	Schools will need to ensure that where apprentices do not already have the required Maths and English GCSEs, support is provided for them in order for them to reach the required level prior to their End Point Assessment	
34.	Schools will need to ensure and demonstrate that they continue to provide a programme of development/study for 20 per cent of the learner's working week after the completion of the degree and prior to the EPA (usually a 3 month period)	
	Employer Engagement and reporting	
35.	Schools will need to report to employers on individual student and cohort progress on a 12-weekly basis. Schools will need to consider who will undertake this task (this might be the Apprenticeship Tutor).	

Any queries regarding this toolkit should be sent to Gemma Green, Senior Quality Support Officer
gemma.green@reading.ac.uk

Annex 2

Sample   Job Description for an Apprenticeship Tutor

JOB DESCRIPTION

Vacancy reference:	SRF21376
Post Title:	Apprenticeship Tutor
Grade:	6
School/Department:	Henley Business School
Reports to:	Executive Director – Apprenticeship Programmes
Responsible for:	N/A

Purpose

This role is intended to ensure that students on Henley Business School's degree apprenticeship programmes have access to appropriate support during their studies so that they can progress in a timely manner.   The apprenticeship tutor will be the first point of contact for students. Support will include pastoral, academic and work-related issues.   The post holder will provide guidance and support directly where possible but will work closely with faculty, programme administration and employers to help the student resolve issues impacting their studies.

The post holder will help students develop their personal learning plans and interpret data relating to their progress and engagement in this regard. They will also analyse data relating to progress to develop action plans at individual and cohort level and recommendations at programme level.

The post holder will also have a key role in ensuring that the employer provides appropriate support in accordance with contractual duties. They will also work with employers to identify and qualify areas of concern and raise these with the programme team.

The post holder will be expected to contribute to the continuous improvement of the overall student experience on programmes.

Main duties and responsibilities

In order to carry out their responsibilities the apprentice tutor will normally be expected to undertake the following:

- Ensure regular liaison and communication with students so that appropriate support can be provided to the student to ensure they can fully benefit from the programme
- Identify with individual students issues where the terms of the apprenticeship commitment statement are not being fulfilled and work with the student, the employer and the programme team as appropriate to resolve these
- Maintain regular contact with employers to discuss issues across the cohort and, where necessary, individual students.
- Maintain adequate and accurate records that are used to guide the students' development and ensure the University's obligations to the ESFA can be met.
- Guide the student in terms or the preparation of their e.portfolio, CPD log and learning diary and supports the student when preparing for the end point assessment
- Assist students with their personal, professional and career development in the context of the apprenticeship by:

1. Review and develop learning plans with the student based on their needs and context
2. Directing students to appropriate study skills advice
3. Encouraging and assisting with reflection on progress to date (including reflection on academic grades and feedback)
4. Encouraging students to keep their learning plan up-to-date
5. Review progress toward development of portfolio
6. Discussion implications of personal development modules

- Prepare and analyse progress reports as required. Highlight any issues for further investigation and agree any remedial measures with both the apprentice and their employer.
- Liaise with members of academic staff as appropriate and ensure academic support is appropriately provided
- Maintain awareness of sources of support for the apprentice
- Liaise with programme administration to ensure the students' needs and action points are met
- Escalate issues to the client management team as appropriate
  Based on an analysis of evaluation and achievement data review the effectiveness of the programme with employers
- Provide information to tutees regarding their overall programme, modules, schedules, assessments, best-practice study approaches, University policy and guidance, sources of support external to the business school
- Develop a robust and detailed understanding of the ESFA regulations and statutory duty requirements for all stakeholders. Particular in relation to the funding agreements and auditing/evidencing process.
- Analyse data on student achievement and propose actions to address any identified concerns at both individual and cohort level and to work with the programme director on programme level recommendations for improvement.

Other
- To participate in meetings and committees as required.
- To contribute to the continuous improvement of the overall student experience on degree apprenticeship programmes
- To undertake any other activities as directed by the Line Manager.

Supervision received

The postholder will in time receive general guidance from and will work closely with the Senior Apprenticeship Tutor.

Contact

The postholder will have regular contact with students, academic, administrative, client management and business development staff within Henley Business School, staff within the apprentices' employer.

Terms and conditions

This is a full time post which requires the postholder the ability to work at both the Whiteknights (Reading) and Greenlands (Henley-on-Thames) campuses and will be expected to travel to third-party sites as needed.

This document outlines the duties required for the time being of the post to indicate the level of responsibility. It is not a comprehensive or exhaustive list and the line manager may vary duties from time to time which do not change the general character of the job or the level of responsibility entailed.

Date prepared: May 2017

PERSON SPECIFICATION

Job Title	School/Department
Apprenticeship Tutor	Henley Business School

Criteria	Essential	Desirable
Skills Required	• Ability to communicate effectively in visual, oral, and written format including over virtual media • Ability to deal with students in a compassionate, pragmatic and inspiring manner • Ability to deal with senior staff and employers in which students work • Ability to interpret academic expectations in ways students can understand • Data analysis skills	
Attainment	• Degree educated or equivalent	• Degree in business and management or allied area or of in education
Knowledge	• Familiar with professional competencies for the relevant apprenticeship standard • Understanding of the concepts and principles of work based learning • Microsoft Office and Virtual Learning Environments	• Knowledge of data analytics in an FE or HE context and the common data systems used in HE context • Knowledge of Canvas (VLE)
Relevant Experience	• Experience in a client support role • Experience of an FE or HE context	• Experience in a student support role • Experience of working with a triple accredited business school
Disposition	• Concurrence with Henley values • Willingness to engage with a varied audience • Pragmatic approach to problem solving • A supportive orientation • Strong team player	
Other	• Ability to commute between locations • Undertake any training as required	• Own transport desirable

Completed by: Martin Bicknell	Date: May 2017

Annex 3:

Suggested core Membership for a Project Group, to be convened by a School intending to introduce a Degree Apprenticeship Programme, to plan the detailed operationalisation and workflow of programme management with Student Support and Operations

The School Director of Teaching and Learning (Chair)

The Programme Director/Programme Manager

The Director of Student Support and Operations

A representative from the Centre for Quality Support and Development

The Support Centre Manager

A representative from the SITS team

The Henley Programme Area Manager (Degree Apprenticeships) and Henley Apprenticeship Tutor to have a standing invitation, to provide advice on ESFA rules and regulatory issues

Colleagues from other areas of the University to be invited to attend meetings as appropriate