

# **Apprenticeships – Guidance for Schools**

## Contents

Institutional Statement on Apprenticeships.....	3
General Information .....	4
Purpose of this Guidance.....	4
Apprenticeships .....	4
Apprenticeship Standards.....	4
Trailblazer Groups.....	4
End Point Assessment.....	4
Other sources of information .....	5
Other Things to Consider .....	5
Regulations .....	5
UoR Policies.....	5
Clients.....	6
Business Plan and Initial Programme Development.....	6
Legal Implications .....	7
Sub-contracting.....	7
Recognition of Prior (Experiential) Learning (RP(E)L) .....	7
Programme Approval Process.....	7
Programme Management and Governance .....	7
Data Management and Reporting .....	7
Communications with Employers/Clients.....	8
Types and modes of delivery .....	8
Learner support .....	9
Assessment .....	10
UoR Governance .....	10
External Governance.....	10
Annex 1: A ‘How to Approach Apprenticeships’ Toolkit for Schools.....	12
Annex 2: Sample Job Description for an Apprenticeship Tutor.....	16
Annex 3: Project Group Suggested Membership.....	21

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## Institutional Statement on Apprenticeships

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 individuals' 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 various issues particular to degree apprenticeship provision, together with some useful contacts and sources of information.

### Apprenticeships

Apprenticeship programmes are developed by employers, universities, and professional bodies working in partnership. They are work-based learning programmes, centred around work-based competencies and skills. Degree Apprenticeships also offer learners the opportunity to achieve a full Bachelor's or Master's degree as part of their apprenticeship.

Learners 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-release basis or in blocks of time, depending on the programme and requirements of the employer.

In addition to its current offer of Degree and Higher Apprenticeships at level 6 and 7, the University will consider proposals for Higher 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 in the [Institute for Apprenticeships Statement: Quality Apprenticeships](#).**

**Further information can also be found in the QAA's [Characteristics Statement for Higher Education in Apprenticeships](#).**

### Apprenticeship Standards

The [Institute for Apprenticeships & Technical Education](#) (IfATE) is the key body overseeing development of Standards.

You can check on the IfATE webpages whether there are any existing [Standards for Apprenticeships](#) (or Standards under development) for your area of interest.:

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 IfATE. 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 (EPAO). Only organisations on the Department for Education's Apprenticeship Provider and Assessment Register (APAR) are eligible to conduct independent end-point assessment of learners. All [registered EPAOs in England can be found on the APAR](#).

EPAs can take a variety of forms, from tests and exams to presentations. One key part of almost all EPAs is the learner's Portfolio of Evidence and the learner 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.

Schools should note that EPAs can take place up to 3 or more months after a learner's portfolio and classes have been completed, when the learner is submitted to 'Gateway'.

In the case of Higher Apprenticeships and Non-Integrated Degree Apprenticeships, the EPA is separate to the university award (if any) for the programme. Schools will need to consider who they wish to work with for the EPA of their programme and will need to engage in contracting with the EPAO(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. EPAOs may not assess any individuals registered on their own Higher Apprenticeship programmes.

In the case of Integrated Degree Apprenticeships, the degree and EPA must be delivered by the same organisation as part of the same programme. For assessment, the EPA and the degree must be integrated. This means both need to be completed, passed and awarded together. In order to deliver Integrated Degree Apprenticeships, the University must successfully apply to join the APAR in respect of the relevant standard(s).

### 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. If you would like any further information about the services they provide, please contact Jennie Chetcuti ([j.l.chetcuti@reading.ac.uk](mailto:j.l.chetcuti@reading.ac.uk)).

## Other Things to Consider

### Regulations

There are specific funding rules and regulations associated with apprenticeship programmes that Legal Services, Henley Business School (Apprenticeships) and CQSD can advise on. 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 regarding University policies, initial business development, legal implications, programme approval, management and governance.

### UoR Policies

#### [University Policy, Procedure and Guidance for Apprenticeship Programmes](#)

<https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/qap/apprenticeship-policy-and-guidance-final.pdf>

#### [Programme Lifecycle Policy](#)

<https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/qap/programmelifecyclepolicies.pdf>

Apprenticeship client approval and monitoring documents

[Annex 9: Apprenticeship Client Contract Requirement Form](#)

[Annex 10: Apprenticeship Client Contract Renewal or Variation Form](#)

## Clients

Consider who your clients would be. The recruitment model for 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 a proposed apprenticeship programme and establish whether there is 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 support employers in making effective use of the workplace as a learning environment. This will include working with employers “to ensure that workplace mentors have appropriate training, drawing on a variety of skills in order to effectively support the apprentice’s learning,” and ensuring that “staff development is available for staff involved in apprenticeships to ensure that the approaches to tutoring, coaching, mentoring and pastoral support are appropriate for the delivery of higher education in apprenticeships.” This is something that Schools should consider when developing their programme with an employer.

## Business Plan and Initial Programme Development

Engage your Finance Business Partner when devising a business plan for an apprenticeship programme.

It is good practice to consult with your expected client(s) when developing your programme design. Programmes should be contextualised to the client's business needs (see the [University Policy, Procedure and Guidance for Apprenticeship Programmes](#) for more details).

Early in your discussions, you will need to consider, what is the critical mass 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 learners 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 – The ESFA expect a minimum of 12-weekly review with the employer and, employers should receive a monthly engagement report. Managing the employer relationship will be very important to the programme and regular contact and updates should be maintained.
2. An Apprenticeship Tutor/Assessor (or equivalent) will need to be appointed for your apprenticeship programme to assess and sign-off when a learner reaches a particular standard and is ready for ‘gateway’. All tutors and learning coaches involved in supporting learners within each programme should be able to demonstrate current occupational competency and hold appropriate qualifications in teaching, learning and assessments, e.g. Assessor qualification (A1 Award), Certificate in Education (Level 4).
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

Contact Legal Services ([legalservices@reading.ac.uk](mailto:legalservices@reading.ac.uk)) at the earliest possible stage of your interest in 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 Education and Skills Funding Agency regulations are reviewed and updated on an ongoing basis and the University must remain compliant with the agency's requirements at all times. For more information, please refer to the [Apprenticeship funding rules](#).

## 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 in the development stage. It should be noted that the lead provider can only sub-contract part of the employer's provision 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.

## Recognition of Prior (Experiential) Learning (RP(E)L)

There are 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 training for knowledge, skills and behaviours that the learner has already attained before starting the apprenticeship. If you expect any of your learners 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](#) and [Apprenticeship Policy](#).

**In addition to the standard UoR new programme approval guidance, consider:**

Does your Programme design match the relevant [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 an 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 thought to the following:

### Data Management and Reporting

- Schools will be responsible for ensuring all client and learner records are kept fully up to date on RISIS for the monthly Individual Learner Record Returns to the ESFA. The accuracy of these is vital; delays can result in not receiving the levy money for that month, while mis-information could result in an ESFA audit and, in extreme cases, being removed from the APAR.
- Schools will need to keep quantitative records (showing learner attendance, results, personal records, Breaks in Learning, 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. Progress reviews, updated training planners and Individual Learning Plans, in addition to developmental feedback embedded within the portfolio of evidence, will be required for every learner, without exception.
- The University will submit one single return to the ESFA for all Apprenticeship programmes across the University. Schools will be responsible for ensuring that all their records are kept up to date on RISIS and for ensuring learner engagement and off-the-job training records are being kept accurately and updated regularly. Evidencing the off-the-job training is becoming more critical for ESFA compliance., A Training Plan, indicating where learners will get their 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. Schools should also provide a monthly engagement report to employers.
- An Evidence Pack will need to be available for every learner 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. Standardised 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 regarding strategy and planning for future apprenticeship programmes, HR, or apprentice line-managers regarding the learners' progress and monitoring, and administrative staff regarding Employer ILR returns and learner 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 learners in their learning journey.
- Delivery modes may include:
  - o Virtual/online learning (NB: programmes cannot be delivered 100% by virtual/online learning)
  - o Flexible Learning (a mixture of virtual/online 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 Development and Enhancement and Technology Enhanced Learning teams in the Centre for Quality Support and Development ([cqsd-tandl@reading.ac.uk](mailto:cqsd-tandl@reading.ac.uk)).

### Learner support

- Schools need to consider how they will support learners on work-based learning programmes. The needs of these learners may be quite different to on-campus learners 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 learners and consider whether any specialist support will be provided from within the School.

- Schools will need to give special consideration to how they will support learners with disabilities or specific educational needs, particularly if they are studying from a distance. Ofsted, the OfS and the ESFA require the provider to ensure that *all* learners are fully supported.
- Before the end of their programme, ALL learners will need to prove competency at level 2 (GCSE) Maths and English. Any learners who do not already have this competency, or who cannot provide acceptable certification of qualifications held to confirm this competency, will need to be supported by the School/University to reach that level. Schools should consider how they will support learners in that situation.
- One key support role is that of the **Apprenticeship Tutor**. This is a 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, to ensure continuity of practice and for quality assurance purposes. An Example Job description (from Henley) can be found in Annex 2.

The key activities include:

- Meeting with learners at their induction and undertaking the initial skills assessment
- Signing off when a learner has reached a certain competency level (this could be in knowledge, skills or behaviours)
- Ensuring the learner has all of the paperwork required to go through the 'gateway' to EPA
- Guiding learners to complete their Portfolio of Evidence (for their EPA)
- Ensuring learners meet the EPA requirements
- Identifying and supporting any learners who are struggling with the programme
- Ensuring learners regularly undertake CPD at their place of work
- Liaising with the employer: minimum 12-weekly reviews and annual employer review

- Regular 1:1 meetings with learners
- Monitoring any portfolio progress and attendance to ensure continued engagement
- Monitoring and updating any changes to learner records on RISIS
- Supporting learners if they need to complete Maths and English
- Assisting with ECFs, suspensions (breaks in learning), withdrawals
- Supporting the delivery of key legislation, including Prevent and safeguarding
- Keeping all records up to date (quantitative and qualitative)
- Pastoral role
- Mentoring role
- Organising and sitting on the EPA panel (for levels 4, 5 and 6)

The University will also appoint (a) level 4 Internal Quality Assurance [IQA] qualified person(s) to undertake QA processes across Schools.

The Apprenticeship Tutor may also require a DBS check.

An indicative list of support responsibilities is found in section 7 of the [Apprenticeship Policy](#).

## Assessment

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

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

## UoR Governance

Schools should consult the Apprenticeship Policy and guidance. Apprenticeship programmes should follow the same [EQA structure](#) as all UoR programmes.

## External Governance

Apprenticeships are overseen by a variety of external regulators. The Key External Bodies to be aware of are:

**The Education and Skills Funding Agency (ESFA):** has overall accountability for apprenticeship policy and strategy, along with programme governance and operational management of the apprenticeship funding system. Sets out the Apprenticeship Levy Funding Rules, which must be adhered to in order to remain on the Department for Education's Apprenticeship Provider and Assessment Register.

**Office for Standards in Education (Ofsted):** As of 1<sup>st</sup> April 2021, the external quality monitoring of all apprenticeship provision is overseen by Ofsted. Ofsted will monitor and inspect apprenticeship provision using the [Education Inspection Framework](#).

**Office for Students (OfS):** Oversees quality monitoring for all degree awards and the End Point Assessment for Degree Apprenticeships.

It is important to recognise that additional resource, planning and record keeping will be necessary for all apprenticeship provision, due to the requirements of both the ESFA and Ofsted. This includes an annual Self-Assessment Review submission and Quality Improvement Plan as well as inspections and audits related to apprenticeship provision.

### Version Control:

Version	Date Approved	Approved by	Effective from	Next Review	Keeper (responsible for Policy maintenance and review)
1	19/09/2018	UBTL	Date of approval		CQSD
2.	13/05/20	UBTLSE	Date of approval	Summer 2021	CQSD
3.	08/06/21	UBTLSE	Date of approval	Summer 2022	CQSD
4.	14/03/2023	UBTLSE	Date of approval	Summer 2023	CQSD
4.1	04/06/2024	UBTLSE	Date of approval	August 2025	CQSD

## Annex 1: A ‘How to Approach Apprenticeships’ Toolkit for Schools

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

Key Considerations	Useful Contacts/Links
<b>Setting up an Apprenticeship programme</b>	
<p><b>At the earliest possible stage in your thinking, you should contact Legal Services to advise them that you might be interested in running an Apprenticeship. This is because there are complex legal and ESFA regulatory issues surrounding Apprenticeships. Legal Services will be able to guide you in order to avoid any pitfalls.</b></p>	<p>Legal - <a href="mailto:legalservices@reading.ac.uk">legalservices@reading.ac.uk</a></p>
<p>What discipline area /degree programme might be relevant for introducing an Apprenticeship, and why do you think there might be a viable market for this?</p>	
<p>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.</p>	<p><a href="http://www.instituteforapprenticeships.org/apprenticeship-standards">www.instituteforapprenticeships.org/apprenticeship-standards</a></p>
<p>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.</p>	<p><a href="http://www.instituteforapprenticeships.org/apprenticeship-standards">www.instituteforapprenticeships.org/apprenticeship-standards</a></p>
<p>(For Higher Apprenticeships and Non-Integrated Degree Apprenticeships) When the relevant Standard is approved, there must be an approved End Point Assessment Organisation (EPAO) in place before the programme can be approved for delivery. Check who those EPAOs are and which of them might be appropriate for you.</p>	<p><a href="http://www.gov.uk/guidance/register-of-end-point-assessment-organisations">www.gov.uk/guidance/register-of-end-point-assessment-organisations</a>  <a href="https://www.gov.uk/government/publications/finding-an-end-point-assessment-organisation">https://www.gov.uk/government/publications/finding-an-end-point-assessment-organisation</a></p>
<b>Business Development and Sales/Marketing</b>	
<p>When you are planning your 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.</p>	

Key Considerations	Useful Contacts/Links
<p>Once you have identified your likely clients, bear in mind the need for due diligence processes. Legal Services/CQSD will have procedures for this. Clients/employers must also be eligible to use the Levy fund.</p>	<p>Legal – <a href="mailto:legalservices@reading.ac.uk">legalservices@reading.ac.uk</a></p> <p>CQSD – Jennie Chetcuti <a href="mailto:j.l.chetcuti@reading.ac.uk">j.l.chetcuti@reading.ac.uk</a></p> <p>Client Approval Form available here: <a href="#">Apprenticeship Client Contract Requirement Form</a> (part of the Programme Lifecycle Policy)</p>
<p>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 Services will provide guidance on this.</p>	<p>Legal – <a href="mailto:legalservices@reading.ac.uk">legalservices@reading.ac.uk</a></p>
<p>Depending on the volume of apprentices that your clients will provide, you might need to think about offering your 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). What level of customisation of the programme will you offer for closed, mixed or consortia cohorts?</p>	
<p>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 of delivery.</p>	<p>CQSD – TEL team, ADE team, OOCs team</p>
<p>You will need to discuss responsibilities with all potential employers, particularly the provision of off-the-job training activities, to ensure all requirements will be met. The employer must commit to provide apprentices this time to undertake their apprenticeship study.</p>	
<p>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, including whether resourcing levels are and will remain sufficient throughout the duration of the programme's schedule for each cohort. This might vary according to whether it is an open/closed/consortia/mixed cohort.</p>	<p><a href="https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/gap/programmelifecyclepolicies.pdf">https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/gap/programmelifecyclepolicies.pdf</a></p>

Key Considerations	Useful Contacts/Links
What, if any, contact have you had with potential clients and pipelines?	
If you think that the University might be collaborating with any other organisation to win bids, Legal Services would be able to advise you.	Legal – <a href="mailto:legalservices@reading.ac.uk">legalservices@reading.ac.uk</a>
If you think that the University might need to engage any other organisation or person to deliver the Apprenticeship, consider what types of organisations these would be and whether they have their own ESFA contract. There are Procurement law implications, and Legal Services/Procurement can advise you.	Legal – <a href="mailto:legalservices@reading.ac.uk">legalservices@reading.ac.uk</a>  Procurement – <a href="mailto:procurement@reading.ac.uk">procurement@reading.ac.uk</a>
For your 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.	
<b>Recruitment, Admissions and Registration</b>	
The process of Recruitment and Admissions of learners to your Apprenticeship is very different to that of University students. Your clients must employ the proposed learners and together you should conduct an initial check of eligibility against the relevant criteria for the particular Standard and the University’s own criteria.	
Assessing eligibility There will be ESFA regulations on learner eligibility to undertake a Levy-funded apprenticeship and there may be UoR degree entry requirements.	The Henley Apprenticeship Administration Team can advise on the most up to date ESFA regulations
RPEL You cannot draw down money from the Levy for any skills attained by the learner 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 - <a href="mailto:legalservices@reading.ac.uk">legalservices@reading.ac.uk</a>

Key Considerations	Useful Contacts/Links
<p>Offers, Learner Commitment Statements and acceptances.  Legal Services hold the Learner Commitment Statement, in addition to the Employer Framework Agreement.  The Offer and Acceptance process will be automated through Programme Admissions</p>	<p>Legal Services - <a href="mailto:legalservices@reading.ac.uk">legalservices@reading.ac.uk</a>  Admissions</p>
<p>What is the minimum viable cohort size? You will need to agree this with your Clients.</p>	
<p>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?</p>	
<p><b>T&amp;L Development and Programme Operations</b></p>	
<p>How will you resource the appointment of Apprenticeships Tutors (or equivalent support)?</p>	
<p>How will you resource pedagogical developments?</p>	
<p>Refer to the University Forms, processes and relevant Policy links (approvals, programme life cycle, individual client delivery/adaptation, QA, RISIS, etc.)</p>	<p><a href="https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/qap/programmelifecyclepolicies.pdf">https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/qap/programmelifecyclepolicies.pdf</a>  <a href="https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/qap/programme-lifecycle-policies.pdf">https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/qap/programme-lifecycle-policies.pdf</a></p>
<p>You will need to map your programme to the Apprenticeship Standard and ensure that curriculum content is appropriately sequenced</p>	
<p>Consider how you will gather and record data and monitor engagement</p>	

Key Considerations	Useful Contacts/Links
<p>You need to consider how you will assess the learners. And how this maps to both the University Award learning outcomes (where relevant) and evidence for the Apprenticeship standards.</p> <p>As with all UoR programmes, you will need to appoint External Examiners. For integrated degree apprenticeships, where the University delivers both the degree and the End Point Assessment (EPA), you will need an External Examiner specifically for the EPA, as well as for the degree. You may want to carefully consider who your external examiners will be and whether they have any work-based learning or industry experience.</p>	
<p>Carefully consider the mode of delivery you will use. e.g. virtual/online, blended, block teaching, workshops, weekly classes, etc.</p>	<p>Academic Development and Enhancement Team and Technology Enhanced Learning Team  <a href="mailto:cqsd-tandl@reading.ac.uk">cqsd-tandl@reading.ac.uk</a></p>
<p>Will your programme have any external accreditations by PSRBs? If so, is the Apprenticeship compatible with their requirements?</p>	
<p><b>Student Support Services</b></p>	
<p>Contact the Director of T&amp;L Administration and Operations to discuss student support and operations</p>	<p>Director of T&amp;L Administration and Operations</p>
<p>In addition to the standard University student support services in place, Schools will need to ensure there is an Apprenticeship Tutor (or equivalent support) allocated to every learner cohort.</p> <p>The Apprenticeship Tutor will be involved in pastoral support and developmental guidance as well as ensuring learners engage with their programme and are progressing towards completion of their portfolio of evidence, etc.</p> <p>Schools need to consider resource for this role and discuss a suitable tutor: caseload ratio.</p>	<p>See Annex 2 for sample job description for an Apprenticeship Tutor</p>
<p>Schools will need to ensure that where learners do not already hold the required maths and English qualifications, support is provided for them to achieve this/these qualification(s), prior to being eligible for Gateway.</p>	

Key Considerations	Useful Contacts/Links
Schools will need to ensure that, in conjunction with the employer, all off-the-job training activities have been completed as set out by the learner's training plan, and this is evidenced, prior to Gateway.	
<b>Employer Engagement and reporting</b>	
Schools will need to report to employers on individual learner and cohort progress on a minimum of a 12-weekly basis. Schools will need to consider who will undertake this task (this might be the Apprenticeship Tutor or a dedicated account manager who looks after specific employers).	

Any queries regarding this toolkit should be sent to Jennie Chetcuti, Senior Quality Support Officer  
[j.l.chetcuti@reading.ac.uk](mailto:j.l.chetcuti@reading.ac.uk)

# JOB DESCRIPTION

<b>Vacancy reference:</b>	SRF33541
<b>Post Title:</b>	Apprenticeship Tutor
<b>Grade:</b>	6
<b>School/Department:</b>	Henley Business School/ Executive Education
<b>Reports to:</b>	Senior Apprenticeship Tutor
<b>Responsible for:</b>	Not applicable

## Purpose

The post-holder has responsibility for the engagement of students and their employers with apprenticeship programmes and maximising students' progress and achievement.

## Main duties and responsibilities

- Act as the main point of contact for students ensuring that students have an accurate view of the programme and its delivery arrangements, and that students are appropriately safeguarded.
- Participate in programme delivery, notably: Involvement in induction; leading, on-campus and remotely, scheduled learning reviews and assessment with students in the workplace; provide support and guidance in the development, review and maintenance of a learning plan that underpins the student's apprenticeship programme.
- Support both face-to-face and on-line study including facilitating: Reflection; the undertaking of personal development; effective learning skills; directing students to resources and learning portals.
- Provide pastoral support to maximise each student's' engagement with their apprenticeship programme.
- Facilitate progression and achievement of allocated students/cohorts by:
  - Reviewing progression and achievement data;
  - monitoring implementation of the learner commitment statement including the employer's commitment to providing time for off-the-job activity;
  - liaison with the line-manager and others in the employing organisation to support the implementation of knowledge in the work-place and development of skills and behaviours;
  - recording progress and achievement;
  - advising on the development of the portfolio and towards and preparation for the gateway and end-point-assessment.
- Identify students at risk of not progressing and/or achieving and work with the employer and Henley colleagues to implement remedial actions.

- Communication as required with the employing organisation's human resource/organisation development in liaison with Henley's account manager for that employer.
- Liaise with the Programme Director(s) and academic staff to ensure high levels of integration between delivery of the academic programme and development of skills and behaviours; attending workshops as required and appropriate.
- Use data to benchmark progress and achievement of both students and cohorts of students and identify and act on trends as appropriate.
- Work with programme administration colleagues to ensure that enrolment is effective, programme records are complete and activities compliant with ESFA, EPAO and employer requirements.
- Foster and maintain good working relationships with external stakeholders including employer clients and end-point-assessment organisations.
- Work constructively across teams to improve services and professional practice.
- Maintain and develop own knowledge in order to improve practice and maintain contractual compliance; attend training and development sessions.
- Share good practice across the team of Apprenticeship Tutors.
- Use judgement and effective communication to determine when to escalate issues to the senior apprenticeship tutor and/or other colleagues.

### **Supervision received**

The post holder will receive guidance from, and will work closely with, the senior apprenticeship tutor.

### **Supervision given**

None

### **Contact**

The post holder will have regular contact with:

- Students and clients (line managers, organisational development representatives, HR etc)
- Academics, administrative, account management and business development staff within Henley Business School
- End-point assessment organisations

## **Terms and conditions**

Full-time permanent post, which requires the post holder to work at both the Whiteknights (Reading) and Greenlands (Henley-on-Thames) campuses as well as travel to clients' and partners' sites. The post-holder will be the subject of Disclosure and Barring Service check.

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.

# PERSON SPECIFICATION

Job Title	School/Department
Apprenticeship Tutor	Henley Business School

Criteria	Essential	Desirable
<b>Skills required</b>	<ul style="list-style-type: none"> <li>On and off-the-job progression and achievement of apprentices/students undertaking work-based, vocational-learning programmes</li> <li>Communicate effectively in visual, oral and written format</li> <li>Deal with line-managers of employer clients</li> <li>Deal with students in a compassionate, pragmatic and inspiring manner</li> </ul>	<ul style="list-style-type: none"> <li>Skills and experience of working in an apprenticeship context</li> </ul>
<b>Attainment</b>	<ul style="list-style-type: none"> <li>One or more of the desirable attainments</li> </ul>	<ul style="list-style-type: none"> <li>Level 6 qualification in management and/or leadership, or equivalent management experience</li> <li>Level 3 award/certificate in assessment and or learning and development</li> <li>Level 4 diploma in learning and development</li> <li>Teaching qualification</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Safeguarding and prevent legislation and requirements</li> <li>Apprenticeship standards</li> <li>Concepts and principles of work-based learning</li> <li>Microsoft Office</li> <li>VLEs in a work-based learning context</li> </ul>	<ul style="list-style-type: none"> <li>Reporting systems in a skills, FE or HE context</li> <li>Knowledge of Canvas or similar VLEs</li> </ul>

<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Apprentice/student support and/or assessment</li> <li>• Skills, FE or HE operational delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Ofsted or similar quality improvement frameworks</li> <li>• Pastoral/coaching/mentoring</li> <li>• ESFA or similar regulatory/compliance environment</li> <li>• Careers guidance</li> </ul>
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Completed by: Drew Thomas	Date: June 2019
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## Annex 3: Project Group Suggested Membership

Suggested core Membership for a Project Group, to be convened by a School intending to introduce an 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 relevant Teaching and Learning Dean

The Programme Director/Programme Manager

The Director of T&L Administration and Operations

A representative from the Centre for Quality Support and Development

Support Centre Head

A representative from the SITS team

Director of Digital Technology Services

*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*