Apprenticeship Procedures

Contents

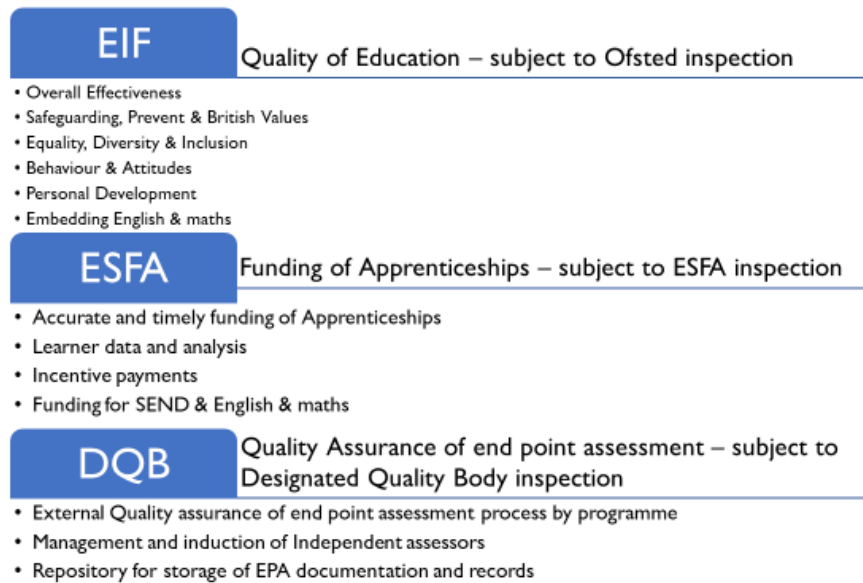| Approved by:	Education Committee	Date first published:	Jan-2023
		Date updated:	Jan-2023
Owner:	Head of Apprenticeships	Review Date:	Jan-2025

This document has been designed to be accessible for readers. However, should you require the document in an alternative format please contact the University Secretariat.

© Buckinghamshire New University

A. Background

1. As a provider of apprenticeships, Buckinghamshire New University (BNU) is committed to delivering a high-quality training experience. This document sets out BNU's approach to delivering Higher and Degree Apprenticeships (HDAs) as required by the Education Inspection Framework (EIF), Education Skills Funding Agency (ESFA) and the Designated Quality Body (DQB).

   The table below shows high level requirements of each regulatory body:

EIF — Quality of Education – subject to Ofsted inspection
- Overall Effectiveness
- Safeguarding, Prevent & British Values
- Equality, Diversity & Inclusion
- Behaviour & Attitudes
- Personal Development
- Embedding English & maths

ESFA — Funding of Apprenticeships – subject to ESFA inspection
- Accurate and timely funding of Apprenticeships
- Learner data and analysis
- Incentive payments
- Funding for SEND & English & maths

DQB — Quality Assurance of end point assessment – subject to Designated Quality Body inspection
- External Quality assurance of end point assessment process by programme
- Management and induction of Independent assessors
- Repository for storage of EPA documentation and records

2. An apprenticeship is a job that includes training to industry standards. An apprentice will gain the knowledge, skills and behaviours that they need for their immediate job and future career through a combination of off-the-job and on-the-job learning. The job must have a productive purpose and must provide the opportunity to carry out their job role and embed and consolidate the knowledge, skills and behaviours gained with the appropriate employer support and supervision.

High Level Apprenticeship Learning Journey
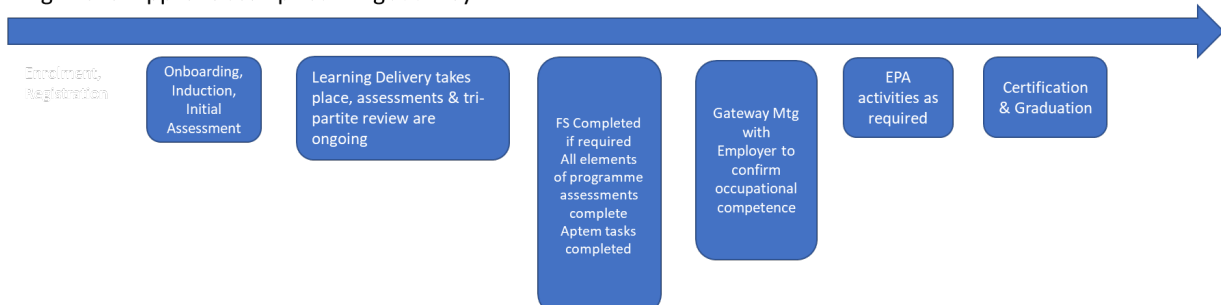
3. Apprenticeships constitute a 'tri-partite' relationship between the employer, the apprentice and the University and compliance by all three parties is required for an apprenticeship to

be funded to completion. An apprenticeship is made up of three elements: off-the-job learning including on-programme assessment; on-the-job learning; and end-point assessment. Employers, apprentices and the University each have responsibilities to ensure that all of these elements are appropriately provided, supported and engaged with. The specific responsibilities and entitlements for each apprentice will be set out in a commitment statement/ training plan, which must be signed by the employer, the apprentice and the university.

4. Apprentices are employed throughout their entire apprenticeship and are entitled to a minimum of 20% or 6 hours per week (for starts after 1st August 2022) of their normal contracted working time dedicated towards the development of new knowledge, skills and behaviours as off-the-job learning.

5. The proportion of off-the-job learning hours is dependent upon the requirement to develop full occupational/professional competence and this may exceed 20%. Employment hours are inclusive of on and off-the-job learning and off-the-job learning hours may take place on an employer's premises, on-site at the university, online or a combination of these. Off-the-job learning hours must include an element of synchronous learning activity even where this is provided online.

Governance

6. All apprenticeship programmes are managed through joint quarterly Apprenticeship Hub, school and employer governance meetings. These meetings discuss learner progress, risks and issues as well as reporting on programme compliance and survey feedback. Programme governance meetings feed into Apprenticeships Board, Education Committee and then to Senate and Council.
7. Learner and employer surveys are completed at mid semester every year and outcomes discussed with Heads of School and Programme Leads with remedial plans included as part of the Schools annual reporting cycle.

External Quality Assurance

8. All apprenticeship programmes will be subject to external quality assurance as set out in the External Examining Policy. External Examiners are a key element of the university's quality assurance and enhancement framework. They act as independent and impartial advisors and provide informed comment on the standards set and student achievement in relation to those standards. external_examining.pdf (bucks.ac.uk)

Internal Quality Assurance

9. The Apprenticeship Hub is responsible for carrying out internal audits to ensure that high standards are met through regular quality sprints. The audits cover aspects of funding compliance, EPA processes and records as well as effectiveness of processes that support the learner journey such as tri partite reviews.

B. Applicability and Scope

1. In order to achieve compliance, this document describes our approach and how we have embedded external regulatory requirements into our apprenticeships delivery model in line with our local policies including but not limited to the Attendance and Engagement policy, Admissions Policy & Procedure, Fees, Academic Assessment Regulations, Reasonable Adjustments Procedure, Further Education Subcontracting, Qualifications Framework, Programme approval and Amendment Policy, APL Policy, Personal Tutoring Policy and the Apprenticeship Hub Quality Framework.

2. The purpose is to clarify roles, responsibilities and processes in relation to apprenticeships for university colleagues, apprentices and employers.

C. Apprenticeship Programme Registration

1. The Apprenticeship Hub will work with schools to coordinate the applications to the RoEPAO. Early engagement with this process is advised as the application must be approved at least nine months before the EPA is scheduled to take place.

2. The university must be registered on the Register of End Point Assessment Organisations (RoEPAO) for each apprenticeship standard that is being delivered where the End Point Assessment (EPA) is integrated.

3. The university is required to maintain their status on the ESFA Register of Approved Training Providers (RoATP).

D. Apprenticeship Programme delivery - Roles and Responsibilities, Apprenticeship Hub (AH)

Recruitment & Onboarding

1. Responsible for Information Advice and Guidance (IAG) to prospective employers and apprentices. These are organised by the Apprenticeship Hub and co delivered with the schools.

2. Manage the end to end application process via capture forms to register/ enrol apprentices to their programmes.

3. Responsible for compliance checks as part of ESFA requirements in collaboration with Admissions and schools:
   a) Confirm the right to live and work in the UK.
   b) Being in employment in a relevant job role (or is to be appointed to a relevant role) upon enrolment that allows the opportunity to embed and consolidate the knowledge, skills and behaviours gained through apprenticeship off-the-job training.

c) To successfully meet any additional academic or other requirements for entry to specific programmes as specified in the programme specification.

d) To provide evidence of level 2 English and maths or equivalent. Where, apprentices who cannot provide evidence of level 2 English and maths they should gain their level 2 English and maths qualifications before the EPA Gateway progression stage and before the final award can be made.

4. AH Compliance must ensure that a valid apprenticeship agreement between apprentice and their employer (signed as agreed by both parties) is in place for the duration of their apprenticeship.

5. A commitment statement / training plan between employer, apprentice and the university (signed as agreed by all parties).

6. A legal agreement between the university and the employer regarding the funding and provisions for the programme including a breakdown of fees.

Initial Needs Assessment

7. Manage initial needs assessment, coordinate onboarding and ongoing tracking of the learners' progression throughout the programme:

a) Ensure that apprentices receive confirmation for their apprenticeship start dates and access to Aptem where onboarding activities, further IAG, programme handbooks are provided.

b) For those requiring maths and/or English Level 2 qualifications, a referral to Runway Training (sub-contractor) must be made at the start of the programme.

c) To carry out Initial Needs Assessment (INA) for each Learner, ensuring that a starting point for the learner journey has been identified;

   I. All learners complete a maths & English assessment via Basic Key Skills Builder (BKSB) which is recorded in the learner user system, Aptem.

   II. An assessment of prior learning is undertaken through a skills scan and assessed, leading on some programmes to a reduction in teaching and learning.

   III. (Programmes with Professional Records Skills Body (PRSB) recognition are not required to reduce funding or teaching) These are typically programmes in Allied Health & Nursing.

   IV. Identify any support required by the learner including SEND and signpost to the Student Hub as appropriate.

Programme Delivery

8. Hub colleagues attend programme Inductions and deliver presentations on EIF apprenticeship themes such as British Values, Safeguarding and support for apprentices. Tri-partite reviews, EPAs and other key activities on the learning journey are also explained.

9. All learners are allocated an Apprenticeship Partnership Manager (APM) or Apprenticeship Reviewer (AR) who are responsible for supporting and tracking their progression throughout their learning journey;

a. All learners are planned to receive four tri partite reviews per year.
b. This review is called tri partite as there are three parties involved; The learner, the employer and the APM/AR.
c. The review is learner led with progress discussed against SMART targets,
d. Progression against the Knowledge, Skills and Behaviours (KSBs) is assessed via Aptem learning logs and discussed at the review.
e. Academic progress is tracked through Registry assessment information and outcome of academic Boards. Further insight can be provided by the Student Hub where appropriate.
f. Learners at risk of delay, non-completion of functional skills or who may require a break in learning or back coursing are noted on the learner at risk log and remedial actions discussed with the school and employer at programme governance meetings.

10. The Reporting & Compliance Manager is required to share details of an apprentice's attendance, progress and any issues with their employer with the ESFA. Information regarding programme performance such as retention and success rates is created via AH reporting processes, informing Governance meetings with Schools and Employers. This data is also shared with Education Committee, Senate and Council via the self-assessment report (SAR) and remedial actions via the Quality improvement plan (QIP)

11. Apprenticeship Targets are jointly set between schools and the AH and approved by Council.

12. The University uses Aptem as the primary learner management system for apprenticeships. Data and evidence are collected and maintained within Aptem alongside other university systems.

13. The university is required to retain evidence to support ESFA funding claims in accordance with ESFA funding rules as applicable.

Gateway

14. Gateway is the period of time between an apprentice completing their end-point assessment (EPA), during which the apprentice is asked to showcase the knowledge, skills and behaviours that they have learned on programme.

15. The AH will prepare and facilitate the gateway process with the school, employer, Academic Registry and the learner.

16. Gateway is successful when:
a) The Learner has obtained a minimum of Level 2 in functional skills in English and maths or equivalent (either during the apprenticeship but prior to the end-point assessment gateway or prior to the apprenticeship)
b) Has met the minimum duration for the apprenticeship programme.
c) Has received at least 20% or 6 hrs per week off the job hours at the point they are ready to take end point assessment.
d) Has satisfactorily evidenced at least 20% or 6 hours per week off the job hours within our learner management system Aptem.

e) Has passed the requirements of end-point assessment as set out in the apprenticeship standard and assessment plan.

f) Attained academic credits required by the programme.

17. AH will ensure that the gateway form is signed by the employer and advise Academic Registry either at gateway or prior to final award.

18. Where end point assessment activities are required the AH EPA Manager will work with the Independent Assessor, school, employer and learner to coordinate an EPA plan.

19. EPAOs have the responsibility to apply for apprenticeship certificates through the Apprenticeship Assessment Service (https://assessors.apprenticeships.education.gov.uk) and subsequently to forward certificates to apprentice employers.

End Point Assessment

20. The governance of End Point Assessment is the Apprenticeship Hub's responsibility over and beyond normal university policy and procedure. To that end the ultimate responsibility of compliance with regulatory bodies lies with the Head of Apprenticeships. The preparation for and delivery of End Point Assessment is the appropriate school's responsibility.

21. End Point Assessments are a synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship. The purpose of the EPA is to make sure the apprentice meets the standard set by employers and is fully competent in the occupation.

22. EPAs can be integrated or non-integrated:

a) An integrated EPA is incorporated into the university qualification.

b) A non-integrated (or independent) EPA is a separate assessment carried out by a third party organisation after the apprentice has completed the university qualification.

23. The detail of the EPA is described in the assessment plan associated with the apprenticeship standard - https://www.instituteforapprenticeships.org/apprenticeship-standards/

24. Prior to being eligible for the EPA, the apprentice will need to successfully meet the 'gateway' requirements as determined by the standard. The employer and training provider will review their apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standard, and are ready to take the assessment.

25. To meet the minimum requirements as set out in the apprenticeship standard an apprentice needs to:

a) Display occupational competency.
b) Have evidence of or pass functional skill levels in English and maths.
c) Complete mandatory training.

d) Take any qualifications set out in the standard.
e) Meet the minimum duration for their apprenticeship training.
f) Attained academic credits required by programme.

26. Only apprentices who complete gateway successfully can start the EPA.

End Point Assessment - Integrated EPA

27. The Assessment Plan will indicate that the EPA is integrated: the university will provide both the on programme learning/training and the EPA. The EPA is part of the academic award and is normally the final project/module. All EPAs consist of at least two forms of assessment. The integrated EPA will have been approved at the time of validation of the programme. When the university is the EPAO, the existing internal quality assurance arrangements will be adhered to.

28. The university must comply with all aspects and requirements of the EPA as identified in the assessment plan. This includes:

    a) Clarification of the gateway requirements for both learner and employers and identify how this will be assessed, evidenced, and verified.

    b) In circumstances where apprentices do not have level 2 qualification in maths and English, this must be achieved before they can progress through the gateway.

    c) Protocols demonstrating how the EPA will be delivered should be developed by the programme team for comparability and consistency of practice including specific employer involvement where applicable and to determine the state of readiness.

    d) Agreeing who the assessment teams will be and how they will engage with employers, PSRB's and university academic staff.

    e) The university must identify all learners that require reasonable adjustments for their EPA to ensure that appropriate adjustments are made to the assessments and the Independent Assessor is notified.

29. The independent nature of the EPA must be assured, and the assessor must be independent of the apprentice and employer. Each school will take the necessary steps to demonstrate this independence and will have sourced staff who are independent of the on-programme delivery. The Independent Assessor will have the necessary skills, experience, occupational competence, and qualifications required to facilitate the assessment.

30. If PSRB recognition is conferred on successful completion of the EPA, the associated assessment plan may require that the assessment is conducted by an Independent Assessor who holds a specified professional status, and the school will need to comply with this.

31. Academic subject expertise may not be sufficient to demonstrate that the assessors are equipped to assess the professional competency of the learner. Workplace experience and occupational competence may also be required.

32. Where appropriate and required each school will be responsible for training of Independent Assessors.

33. The assessment must comply with the normal requirements of the university's policy and regulations.

Monitoring and reviewing outcomes from the different assessments in the EPA

34. Where a work-based project forms part of the EPA, it may be necessary for the employer to be involved in agreeing the scope of the project as it is important that the project meets the needs of their organisation.

35. The university, as the EPAO, will need to agree the scope of the work-based project, ensure it is comparable to other projects and that it will fulfil the requirements of the EPA for the apprenticeship standard and assessment plan.

36. The University may produce project specifications to guide employers in determining the requirements of the work-based project.

37. There should be evidence of 'sign off' by all parties, university, employer, and learner on any agreed work-based project.

38. All interviews, presentations, professional discussions should be recorded in an appropriate manner and stored for quality assurance purposes on university systems only for the duration specified by the ESFA and stored in accordance with the requirements of the universities' Data Protection Policy.

39. Individual staff members must not retain any copies of assessed work either electronic or hard copies.

40. Referrals will be undertaken in line with existing academic regulations except where the assessment plan sets out specific procedures in which case the assessment takes precedence.

41. Where the assessment plan references the role of the External Examiner (industry relevant experience) consideration of these requirements should occur at the time of appointment.

42. Conflicts of interest on the part of assessors will be managed in line with relevant university policy

43. Academic Registry will confirm all completed final award classification and EPAs outcomes to the Apprenticeship Hub who will manage the data returns to ESFA.

Compliance with reporting requests from the External Quality Assurance Provider

44. For apprenticeship standards where there is no longer a separate EPA (Registered Nurse, Nursing Associate, Operating Departmental Practitioner) the External Examiner role is defined as suitably independent to comply with guidance issued. There is no additional

requirement for an Independent Assessor.

End Point Assessment – Non-integrated EPA

45. When the EPA is non-integrated, successful completion and ratification of the final academic award is required before the EPA can be attempted, significant alignment of the apprenticeship standard with the programme and module learning outcomes will exist. The EPA is carried out by a designated End Point Assessment Organisation (EPAO). The employer will determine the EPAO to be used and therefore, the university may be working with more than one EPAO for any one cohort of learners.

46. The university must comply with all aspects and requirements of the EPA as identified in the assessment plan. This includes:

    a) Clarification of the gateway requirements for both learner and employers and identification of how this will be assessed, evidenced, and verified.

    b) Ensuring that the apprentice will have the appropriate learner status within the university during their gateway and EPA period.

    c) Communicating with employers to inform them of the attempts and outcomes from each EPA.

47. The AH will work with employers to ensure they are informed of available EPAOs but cannot be involved in the final selection of the EPAO. The AH will:

    a) Provide the employer with the gateway declaration and EPAO choice forms and ensure they are returned and stored.

    b) Engage with the EPAO(s) of choice and establish the necessary contracts setting out the terms and conditions of the contract.

    c) Ensure contracts for EPA delivery will be signed in a timely manner and in accordance with the university's standard financial practice.

    d) Maintain responsibility for paying the EPAO from the fees it receives from delivering the apprenticeship training. The maximum percentage cost that can be spent on the EPA is established by the Institute for Apprenticeships & Technical Education (ifATE)

    e) Where it is identified that the learner is not ready to proceed with EPA, work with the employer and identify appropriate action to support the learner so that the EPA can be taken within the specified timeframe as identified in the Assessment Plan.

48. In exceptional circumstances where learners do not have level 2 qualification in maths and English, this must be achieved before they can enter the gateway. The EPAO will require verification of these qualifications.

49. Schools and the Apprenticeship Hub will work with the EPAO to develop support, guidance, and arrangements for EPA.

Resits and Retakes of EPA

50. Apprentices who fail one or more assessment method will be offered the opportunity to take a resit or a retake. When the result notification recommends a re-take, the employer and the Programme Lead should consider a supportive action plan that responds to the weaknesses identified from the original EPA result notification. The action plan should clearly state the nature and extent of the re-training and include the estimated time to prepare the apprentice for the retake. The timescales and fee for a retake must be agreed between the employer and EPAO. A resit involves the apprentice sitting one or more failed assessment components again, without the need to undertake further training.

51. Resits and retakes are defined by the IFATE as:

a) A retake requires a period of further learning before the learner can attempt the EPA again

b) A resit does not require further learning before attempting reassessment of the EPA or the failed component of the EPA

Costs of Resits and Retakes

52. The employer has responsibility for the majority of their apprentice's training. Employers are expected to financially support apprentices until completion, including paying the cost of resits, when necessary. Resits are ineligible costs and are not funded by the Education and Skills Funding Agency (ESFA).

53. The EPAO and training provider are not responsible for resit costs but may agree to contribute and can include this in their agreement at the beginning of the apprenticeship. The ESFA recommends a limit of 2 resits, however more than 2 resits can be taken if needed, unless otherwise specified in the assessment plan. Apprentices cannot be asked to pay for costs of training and assessment and are not responsible for resit costs.

The role of the Independent Assessor (Integrated EPAs)

54. The functions of an Independent Assessor (IA) vary depending on the EPA but include:

a) Carrying out the EPA as set out in the EPA plan for the programme

b) Participating in annual assessment training and assessment standardisation events

c) Annually submitting evidence of CPD records to BNU within the agreed timescale

d) Annually reviewing their conflicts of interest declaration within the agreed timescale

e) Completing reports within university timescales.

Recruiting and maintaining records of Independent Assessors (Integrated EPAs)

55. The university appoints as IAs those who demonstrate appropriate evidence of the following:

    a) Knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality.

    b) Competence and experience in the fields covered by apprenticeship.

    c) Relevant academic and/or professional qualifications to at least the level of the qualification being examined, and/or extensive practitioner experience, where appropriate.

    d) Competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures.

    e) Sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic and, where appropriate, professional peers.

    f) Familiarity with the EPA performance expected of apprentices to achieve the award being assessed.

    g) Fluency in English.

    h) Meeting applicable criteria set by Professional, Statutory and Regulatory Bodies, where applicable.

    i) Awareness of current developments in the design and delivery of relevant assessments.

56. Where the EPA is integrated, the university ensures it has suitable IAs who meet the requirements described above. IAs can either be permanent university staff or individuals recruited by the school specifically for an IA role.

57. For every Integrated EPA there shall be at least two IAs in order to support the moderation and calibration of marks. The total number of IAs for any EPA must be enough to cover the number of EPAs expected.

58. A checklist is used to ensure that IAs have appropriate academic and, where relevant, other professional expertise, and that potential conflicts of interest are identified and resolved prior to appointment. The checklist covers the criteria for appointment set out above.

59. There is no formal limit for the period of service of an IA. The work of IAs is reviewed as part of the Apprenticeships Annual report to Apprenticeships Board and Education Committee.

60. The school and AH maintain records for six years of:

a) The approved assessments for integrated EPAs on apprenticeships delivered by the university.

b) Independent Assessors.

Schools appointing existing full-time, fractional or hourly-paid staff to be IAs

61. Schools log the details of existing full-time, fractional or hourly-paid staff who will act as IAs with the AH.

62. The IA must not engage with any aspect of the programme (including teaching, assessment verification, marking, moderation) apart from conducting the EPA.

Recruiting temporary staff specifically for the Independent Assessor role

63. The AH coordinates the process for recruiting temporary staff specifically for the IA role, working closely with the school to ensure the IA has appropriate knowledge and skills. Once IAs are recruited, the school is responsible for paying IA fees and expenses.

Termination of appointment of temporary staff recruited as IAs

64. Where an IA wishes to terminate their contract of appointment early, a minimum of three months' notice is required. The Programme Lead considers the request and reports terminations to the Apprenticeship Hub. A new IA must be appointed as swiftly as possible.

65. Where the university wishes to terminate the appointment early, for example where a programme is due to close, a minimum notice period of three months will be given to the IA.

66. Where a school considers an IA has failed to fulfil their obligations satisfactorily this must be reported to the Head of School (HoS). The HoS will take appropriate steps to contact the IA and resolve the matter. If it is felt necessary to terminate the appointment, then this shall be formally undertaken by the HoS and reported to the AH. Examples of an IA failing to fulfil their obligations include, but are not limited to:

67. Failure to take part in required training.
68. Failure to update their records of CPD and conflicts of interest annually.
69. Failure to carry out EPAs in line with expectations.
70. Failure to provide the written reports by the required deadline.

71. Where a conflict of interest arises during the IA's employment, and where the conflict cannot be resolved satisfactorily, normal practice is that the IA resigns. However, as a last resort the university will terminate the IA's contract.

Conflicts of interest and Independent Assessors (Integrated EPAs)

72. The university makes every effort to manage and mitigate any potential or real conflict of interest in the delivery of EPAs. All IAs are required to declare any real or potential conflicts of interest at the time of their nomination. In addition, prior to the EPA the IA will be given a list of the names of apprentices (and their employers) that they are due to assess, and the IA must declare any real or potential conflict of interest.

73. If real or potential conflicts of interest are declared and they cannot be resolved, the school, with advice from the AH, will decide how they should be dealt with. In some situations, it may be appropriate to appoint a different IA. Conflicts of interest declarations are retained by the AH.

74. In order to ensure IAs are impartial in judgement and "do not personally benefit from any student outcomes, nor have any connection to any student being assessed" (UK Quality Code for HE, Advice and Guidance: External Expertise) the university does not appoint as IAs any individuals in the following categories or circumstances:

75. Anyone with a close professional, contractual or personal relationship with an apprentice on the HDA in question.

76. Anyone with a close personal relationship with a member of staff involved with the HDA in question.

77. Anyone required to assess colleagues who are recruited as apprentices to the HAD.

78. Anyone who is, or knows they will be, in a position to influence significantly the future of apprentices on the HDA in question.

79. Anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the HDA in question.

80. Anyone involved in a reciprocal arrangement involving cognate programmes at another higher education provider.

81. The University also avoids appointing more than one IA for an HDA from the same department of the same higher education or apprenticeship provider.

Training and ensuring the CPD of Independent Assessors

82. To ensure consistency of approach and in-depth understanding of the apprenticeship standards and EPA, all IAs are required to undertake training in order to support them in the assessor role. At induction, the university ensures that all IAs are informed about relevant institutional procedures, practices and regulations, the expectations of the IA role and the apprenticeships to which they are appointed.

83. Ongoing training is provided jointly by schools and AH as needed, to ensure that all requirements are met, to ensure that all assessments conducted are valid, fair and reliable and in line with the relevant EPA plan.

84. All IAs are expected to attend an annual standardisation event. The purpose of these events is to ensure the fair, consistent and reliable grading of all assessments. They also allow the school to update the IAs on any changes to the apprenticeship or standard.

85. Programme teams are expected to communicate with IAs during the year and provide updates as appropriate. AH ensures that the CPD and training records of IAs are updated annually and retained for six years.

Feedback from EPA

86. To develop an understanding of the EPA experience from a range of perspectives, the university's Apprenticeship Hub will coordinate a post EPA survey.
87. Feedback from EPAOs as identified in the contractual arrangements will be requested. This will be reported to the Apprenticeship Hub and Education Committee.

Applying for Completion Certificates

88. Where the EPA is integrated, the AH will retain responsibility for claiming the apprenticeship completion certificate from the Apprenticeship Assessment Service on notification from the Board that the EPA has been successfully passed.

89. Where the EPA is non- integrated, it is the responsibility of the EPAO to apply for the apprenticeship completion certificate on behalf of the learner. If the learner fails to successfully complete the EPA, they may still receive the relevant university award. They will not receive the apprenticeship completion certificate.

Consistency and Comparability

90. The University will ensure consistency in EPA in the following ways and as shown above:

   a) Providing guidance on the EPA to learners and employers in relation to the delivery of the EPA (practical and technical activities, marking guidance for EPA activity)

   b) Consulting with industry/technical experts and External Examiner when developing relevant work-based projects to ensure there is comparability and consistency in terms of breadth and depth of assessment across the provision where the standard is being delivered to ensure the assessment is reliable, valid, and fair to all learners.

   c) Through recruitment, preparation, and on-going training of appropriate independent Assessors.

   d) Developing protocols to determine how the assessment process will be carried out.

   e) Holding regular standardisation meeting to ensure consistency of assessment and

marking practice.

f) Through recording and retention of any practical components of assessment for moderation and quality assurance processes.

g) Monitoring outcomes from Board of Examiners.

h) Using the annual monitoring and evaluation process to review outcomes and enhance practice.

Appeals and complaints

91. When the EPA has been carried out by the university it is subject to the normal Academic Appeals Policy. If the issues cannot be resolved it may be escalated to the External Quality Assurance provider and IfATE. For non-integrated EPAs the apprentice must follow the complaints process of the EPAO.

E. Apprenticeship Programme delivery - Roles and Responsibilities, Admissions

1. Admissions must carry out their normal compliance checks to ensure that the learner has:

   a) The right to live and work in the UK
   b) To successfully meet any additional academic or other requirements for entry to specific programmes as specified in the Programme Specification
   c) For Allied Health & Nursing programmes, organise NMC maths and English tests as required.

Re-admission to an apprenticeship programme

2. Where an apprentice has withdrawn from the university, they may apply to the university to be admitted to the same or another programme and to have the credits they formerly accrued exempt them from some part of the programme, subject to the ESFA Funding Rules.

3. Where exemptions are granted the apprentice will be required to relinquish any intermediate exit awards they have taken before they register.

4. An apprentice whose studies have been terminated by the university for academic reasons may not reapply to the university to register for the same programme but may apply for another programme of studies as a new entrant.

Registration on a programme

5. Following initial assessment for the applicant to enrol the following must be in place:

   a) Apprentices and their employer must complete the registration process before the start of the first period of teaching so that the apprentice can commence learning and funding claimed from the ESFA.

b) Re-registration will normally be completed annually. When registering and re-registering, apprentices agree to comply with the university's regulations, policies and procedures and these are included within the terms and conditions agreed to at enrolment.

c) Apprentices will remain registered with the university until the completion of the 'EPA phase'. For integrated degree apprenticeships, this usually coincides with the completion of the relevant programme of study, as EPA is an integrated element of the apprenticeship within a module in the final stage of the programme.

d) For non-integrated apprenticeships, the end date of the registration period apprenticeships is not at the end of the University programme or 'practical period', it is at the completion of the EPA phase. For these apprenticeships, it is likely to be several months after the end date of the programme or 'practical period' and the expected date of EPA will be determined by the expectations set in the approved apprenticeship assessment plan.

Extension of registration

6. In exceptional circumstances where there are confirmed extenuating circumstances, the Academic Registrar may extend the maximum period of registration for a given apprenticeship for an individual apprentice in accordance with ESFA funding rules, the apprenticeship assessment plan and programme specifications.

7. The arrangements and opportunity to re-sit EPA will be confirmed within apprenticeship training agreements with employers. Normally, apprentices will have the opportunity for one re-sit of EPA, additional EPA re-sit opportunities will be exceptional and agreed in advance with employers, including any arrangements for additional fees, if applicable.

8. Where an apprentice has not completed their studies within the maximum period and has not met criteria, their registration will be terminated (classified as a 'withdrawal'). In such a case, the Academic Registrar will offer an apprentice who has accrued the necessary credits with the intermediate exit award to which they are entitled if they are not otherwise in breach of university regulations.

F. Apprenticeship Programme delivery - Roles and Responsibilities, Academic Registry (AR)

1. Higher and Degree apprenticeship awards are made where Assessment Boards have moderated and ratified and awards to those who:
   a) Have been registered for, and who have satisfactorily followed, the prescribed programme linked to that award.
   b) Have successfully completed the programme associated with that award and met any other requirements as specified in the programme specification.
   c) Have been awarded the required credits, as specified in the programme specification.
   d) Have successfully met 'gateway requirements' prior to end point assessment, which requires approval of both the employer and the University that the apprentice is ready for end point assessment (employer gateway form)

2. An intermediate exit award recognises the academic achievement of apprentices who are unable to meet the credit volume and/or credit level requirements for the award on which they are registered.

3. Where an apprentice leaves the university before completing their apprenticeship programme, they will be classified as a withdrawal on the apprenticeship programme (on the ILR) and the university will recognise credits towards the academic qualification.

4. The apprentice will be given the relevant intermediate exit award provided that they are not in breach of any university regulations.

G. Apprenticeship Programme delivery - Roles and Responsibilities, Heads of School (HoS)

1. Teaching resource planning is effective with recruitment of Programme Leads (PLs) and Associate Lecturers (ALs) is timely in order to meet delivery timescales agreed with employers.
2. All programmes modules for apprenticeships are mapped against the knowledge, skills and behaviours (KSBs) of the apprenticeship standard at the validation stage.
3. To ensure that appropriately qualified and experienced Programme Leads (PLs) are appointed to lead and manage all academic processes for their apprenticeship programmes.
4. That all teaching staff are suitably qualified to teach and that there are regular observations of learning taking place with opportunities for CPD provided as required.
5. To ensure that all colleagues involved with the delivery of apprenticeships complete their mandatory learning specific to apprenticeships as well as any vetting that may be required.
6. To collaborate with the Apprenticeship Hub on self-assessments, quality improvement plans and programme governance.

H. Apprenticeship Programme delivery - Roles and Responsibilities, Programme Leads (PLs)

1. All colleagues delivering on apprenticeships have attended a local Induction session on the school's apprenticeship programme content, systems and processes and complete the BNU online staff Induction to Apprenticeships.
2. Programme specifications are written to embed EIF principles with clear outlines for the intent, implementation and impact of their programmes, incorporating EIF themes such as British values, Safeguarding, Prevent, Equality, Diversity and Inclusion and embedding English and maths where natural opportunities occur.
3. That programme design is purposeful incorporating KSBs from the standard
4. Strive for innovation to optimise Learner engagement utilising appropriate pedagogy and learning principles.
5. Where placements are required, that these are planned in advance and well-coordinated with Learners feeling valued and supported.
6. Where programme delivery is subcontracted, that the relationship is well defined, roles and responsibilities agreed and learning content is reviewed on a regular basis.

7. That programmes are designed as personal development programmes that address and track the learners' journey from start to finish.
8. PLs will ensure that all training materials and supporting documentation for learners is placed on the virtual learning environment on time.
9. That assessments and are well planned and assessment briefs provided at the start of the semester.
10. That marking and moderation is carried out as per BNU Academic Registry processes.
11. Learner feedback is clear, constructive and timely.
12. All learners are provided a named personal tutor as per the BNU Personal Tutor Policy.
13. That Learners are signposted to appropriate support and guidance for their individual learning needs.
14. That all Learners know how to report a Safeguarding and Prevent concern if the need arises.
15. Ensure ongoing review of programme content taking into account learner and employer feedback and regulatory changes (if applicable)
16. To collaborate with the Apprenticeship Hub on self-assessments, quality improvement plans and programme governance.

I. The Apprentice

Learning Support

1. Where apprentices make such declarations, learning support staff work with the apprentice, their tutors and other professionals (as required), to assess the learning support needs of apprentices with impairments that can be funded by the ESFA.

2. Following this assessment, the apprentice will be provided with, where appropriate, a written summary of the adjustments to their learning, teaching and assessment arrangements, in consultation with the Programme Lead, as reasonable adjustments and these will be additionally documented in the apprentice's individualised learning plan (ILP) within the commitment statement / training plan.

Embedding and improving English and maths

3. During the onboarding process, all apprentices are asked to provide valid English and maths exemptions as defined by the ESFA.

4. Those without English and/or maths exemptions are referred to Runway Training (BNU approved subcontractor) within 6 weeks of their apprenticeship start date.

5. Functional skills should be completed within the first year of study and must be completed prior to Gateway as defined in the apprenticeship standard's assessment plan.

6. Where it is occupationally relevant and standard specific, opportunities to embed English and maths skills into the curriculum design should be taken.

7. Please refer to the Approach to English and maths document (Appendix two) and Support available for Learners (Appendix three) for further detail.

Communications between apprentices, the university and the employer

8. The University uses an apprentice's university email account to communicate important information about registration, module registrations, assessment, degree ceremonies and other matters. Once their university email account has been activated, apprentices should regularly check and use their account. Emails sent to the apprentice may copy in the employer.

Academic study and progression

9. The university requires apprentices to participate fully in the work of their programme and complete the required assessments as set out in the programme specification, the programme handbook, the apprenticeship standard, the assessment plan and the Attendance and Engagement policy.

10. The university requires that apprentices and employer abide by the terms agreed in the relevant commitment statement / training plan including the requirements for off-the-job and on-the joblearning to support the development of occupational/professional competence within working hours.

11. Engagement in learning is monitored through a range of methods including:

    a) Online or physical attendance at synchronous learning activities.

    b) Records of participation in asynchronous online learning activities.

    c) Evidence of submission of formative and summative assessments.

    d) Records of progress of learning and off-the-job learning through learning logs.

    e) Attendance at regular tripartite progress reviews. This evidence of engagement in learning will be documented in the Aptem apprenticeship management system and other University systems, such as MyBNU and Tableau.

12. If the Apprentice has unexpected extenuating circumstances, they may be able to apply for an extension to their submission date or a mitigating circumstances claim as set out in our Mitigating Circumstance Policy.

13. If the Apprentice is on a regulated professional programme, assessment will also be governed by the Fitness to Practice Procedure and Fitness To Study Procedure for all other programmes.

14. In the case that academic integrity has been compromised, the university's arrangements for defining and dealing with academic misconduct are set out in the Academic Integrity Policy.

15. The University will work constructively with employers where it is identified that

employers are in breach of the terms agreed in commitment statements, for example, the requirement to provide paid time for off-the-job learning, not providing the appropriate opportunities for apprentices to develop the required KSBs or not providing appropriate support for on-the-job learning.

16. However, if agreement cannot be reached, the University reserves the right to withdraw the apprentice and terminate the apprenticeship training agreement with the employer in accordance with the terms of the agreement.

Assessment

17. The assessment requirements of an apprenticeship are set out in the approved assessment plan. Approved assessment plans are approved and published by ifATE. (https://www.instituteforapprenticeships.org/apprenticeship-standards/)

18. Evidence of submitted and verified summative assessment work is recorded in Aptem and contributes to reporting on apprentice learning progression and informs tripartite progressreview meetings.

Requirements for progression

19. Continued engagement in learning/training is a requirement for apprenticeship.

20. Progression is defined as taking place when an apprentice meets the university's requirements to move from one level or formal stage of their programme to the next level or formal stage.

21. The End Point Assessment (EPA) gateway constitutes a formal progression stage for all apprenticeship programmes.

22. All apprentices must demonstrate the achievement of functional skills to progress to EPA at the point of the EPA gateway.

23. An apprentice's employer must confirm that they have met all EPA gateway requirements.

24. For integrated degree apprenticeships, which include EPA as part of the degree or for statutorily regulated apprenticeships, successful completion of the programme, including all modules and levels, will also constitute successful completion of the apprenticeship.

25. For non-integrated apprenticeships, apprentices must successfully complete all required programmes modules and levels to progress to their award. To be awarded the apprenticeship certificate, apprentices will also need to successfully complete all components of their EPA, which may be conducted by a separate EPA organisation.

26. For an apprentice to progress to their award they must satisfactorily complete each level or formal stage of their apprenticeship programme (normally, 120 credits at each level for undergraduate programmes)

Approval, dissemination and publication of results

27. Assessment Boards confirm module grades, and awards. Publication of results is via the university student portal.

28. Qualification Certificates are normally sent within 2 months of publication of results.

29. The apprenticeship certificates are issued by the IfATE for apprenticeship standards once the EPAO confirms that the end point assessment has been successfully completed.

Failure to make progress: termination of registration

30. Where an apprentice proves unable to make progress with their studies through failing assessments and/or ceasing to participate in their programme it is not normally in their interest, their employer's interest or that of the programme that they should continue. In such circumstances in accordance with BNU's academic assessment regulations an exit award may be appropriate and the ESFA will also be informed via the ILR submission.

Academic appeals and Complaints and Grievances

31. The grounds for and procedures for academic appeals and complaints are set out in the university's Student Complaints Procedure and Academic Appeals Procedure.

J. Breaks in Learning

1. Where the university (and employer) has agreed to the request of an apprentice to interrupt their registration for a period of 4 weeks or more, this is classified as a break in learning (BIL), the apprentice will retain their university email address which will be used by their Programme Leader in the first instance and other university officers to contact them.

2. Where an apprentice has been either permitted or required by the university to interrupt their registration, this will require a break in learning (BIL) and will be recorded on the individualised learner record (ILR). During a break in learning, apprenticeship levy funds must be paused by the employer. Where this is the case, they will resume once the apprentice re-commences training and re-registers with the university.

3. Where an apprentice's request for their break in learning has been accepted by the Academic Registrar, their access to university email systems will be maintained to assist contacts between the apprentice, their Programme Leader and Personal Tutor and Academic Registry.

4. Breaks in learning will be kept under review by the Programme Leader and Apprenticeship Hub in consultation with the apprentice and the Academic Registrar. This will normally be through the university's email facilities and by post.

5. Where an apprentice's registration has been suspended, they are not eligible to participate in their programme (including assessments and reassessments) before resuming their registration or re-registering.

6. Upon re-registration, apprentices' individualised learning plan, commitment statement / training plan and apprenticeship agreement will need to be revisited with new programme and apprenticeship dates set. For apprentices who have undertaken a break in learning due to medical conditions, any additional learning support needs should be addressed.

7. Where an apprentice is unable to return to their studies at the end of a break in learning and has not applied to the Academic Registrar for an extension to that period, their registration will be terminated at this stage, employers will be removed from the university's levy account and will not be liable to pay any funds following the commencement of the temporary Interruption.

K. Withdrawals from programme

1. Apprentices who wish to withdraw from the university before they have completed their apprenticeship and programme of study are required to notify the Apprenticeship Hub and their employer of their intention by email and in writing.

2. Apprentices who have withdrawn from a programme and have accrued the necessary credits will be offered the intermediate exit award to which they are entitled if they are not otherwise in breach of university regulations.

3. If an apprentice loses their employment through termination, in effect the employer will be deemed to have initiated a withdrawal from their apprenticeship and this will be recorded on the ILR. In this circumstance, the university may assist the apprentice in finding a relevant employer to enable them to progress their apprenticeship.

4. Alternatively, opportunities to continue study through a non-apprenticeship programmemay be identified.

5. Where an apprentice is made redundant by their employer, the university has an obligation, where it serves as the main provider for the apprenticeship to assist the apprentice in sourcing a new employer for them to complete their programme with.

6. The university has a responsibility to obtain evidence of an apprentice's notice of redundancy from their employer, clearly stating their last date in employment.

7. Where an apprentice has completed 75% or more of their apprenticeship, they may complete their apprenticeship without employment providing the university has all necessary facilities to develop the knowledge, skills and behaviours required in order to pass end-point assessment.

8. Where an apprentice has completed less than 75% of their apprenticeship, they are eligible to continue their programme for 12 weeks without employment before they will need to withdraw from their programme.

Table of Definitions

Definition	Meaning
Apprenticeship Standard	A document that sets out the KSB's required for a specific job role as developed by employers
Aptem	Learner Management System specific to Apprenticeships.
EIF	Education Inspection Framework (Ofsted)
ESFA	Education Skills Funding Agency – An agency accountable for funding eductaion and skills
EPA	End Point Assessment – An independent assessment that demonstrates an apprentice has met the knowledge skills and behaviours (KSB's) set out in the standard's assessment plan
DQB	Designated Quality Body – organisation that inspects all end point assessment activity and processes
ifATE	Institute for Apprenticeships & Technical Education
Integrated	This is an integral component of the final academic award. The University will provide all the scheduled-on programme learning and the EPA. The University will be acting as the End Point Assessment Organisation (EPAO) for integrated EPAs
Non-integrated	The final academic award is achieved, and the EPA is then conducted independently of the University by an EPAO.
Practical Period	The period of training required for an apprentice to achieve the KSBs and other requirements set out in the assessment plan.

Appendix one: Equality Impact Assessment

1. What is changing and why?				
The Apprenticeship Delivery Procedures outlines regulatory and local processes required to deliver apprenticeships successfully as well as to ensure compliance for funding purposes.				
2. What do you know?				
Rules as laid down by the Education and Skills Funding Agency (ESFA), the Education Inspection Framework (EIF)				
3. Assessing the impact				
	Could benefit	**May adversely impact**	**What does this mean?** *Impacts identified from what you know (actual and potential)*	**What can you do?** *Actions (or why no action is possible) to advance equality of opportunity, eliminate discrimination, and foster good relations*
a) How could this affect different ethnicities? *Including Gypsy, Roma, Traveller, Showmen and Boaters, migrants, refugees and asylum seekers.*	☒	☐	**Apprentices from these groups can benefit from the above policy as the policy intent is to deliver a high quality learning provision ensuring that D&I is considered as part of all processes and support provided where required.**	Ensure that Heads of School and programme Leads & teaching staff are aware that Diversity and Inclusion is a critical component of Apprenticeships.
b) How could this affect cisgender and transgender men and women (including maternity/pregnancy impact), as well as non-binary people?	☒	☐	**Apprenticeships advocate learning about protected characteristics, British values and ensuring that the curriculum reflects these during the learning journey.**	Continue to promote British values in university resources such as handbooks, schemes of work and Induction activities.
c) How could this affect disabled people or carers? *Including neurodiversity, invisible disabilities and mental health conditions.*	☒	☐	**Apprentices are fully supported for any neuro diversity needs through the University and government funding. Apprenticeships promote the use of reasonable adjustments**	Continue to work with the DfSS to ensure that appropriate provision is made for SEND support in a timely way. Handbooks, Induction and DfSS explain reasonable adjustments and benefit of sharing this information as early as possible.

			where required and provide Safeguarding and welfare support as mandatory requirements.	
d) How could this affect people from different faith groups?	☒	☐	**British values form are a pre requisite for all apprenticeship training and as such promote mutual respect for people of different faiths.**	Continue to promote British values in university resources such as handbooks, schemes of work and Induction activities.
e) How could this affect people with different sexual orientations?	☒	☐	**British values is heavily promoted within apprenticeship training programmes ensuring that protected characteristics are discussed and**	Continue to promote British values in university resources such as handbooks, schemes of work and Induction activities.
f) How could this affect different age groups or generations?	☒	☐	**Apprenticeships are available to anyone without age restrictions and so are very inclusive**	Continue to support as part of Apprenticeships process
g) How could this affect those who are married or in a civil partnership?	☒	☐	**Apprenticeships provide opportunities for people who are either married or in civil partnerships and who are seeking a career, a career change or retraining the opportunity to do so.**	Continue to support as part of Apprenticeships process
h) How could this affect people from different backgrounds such as: socio-economic disadvantage, homeless, alcohol and/or substance misuse, people experiencing domestic and/or sexual violence, ex-armed forces, looked after children and care leavers.	☒	☐	**Safeguarding is a key requirement for all apprentices and ensures that all apprentices have regular reviews with their managers and learning coach to discuss their concerns and any risks to their safety. Apprenticeships offer individuals free education up to masters level through their employer and so aids social mobility, re training and improving on their life prospects through education.**	Continue to promote Safeguarding information, guidance and support. Maths and English qualifications offer enhanced employability prospects post apprenticeship. The 20% off the job learning/ or 6 hours min per week support and offer flexibility to disabled learners/ carers who in other circumstance may not receive the time to do their learning. Information, advice and guidance (IAG) is provided to ensure that learners are aware of career prospects outside of their immediate role.
i) How could this affect people with multiple intersectional experiences?	☒	☐	Apprenticeships protect Learners through the requirement for Safeguarding, Protected characteristics, Prevent, SEND and welfare support ensuring that the individual receives	Continue to encourage colleagues and support.

| | | | appropriate learning and support in a timely way. | |

4. Overall outcome			
No major change needed ☒	Adjust approach ☐	Adverse impact but continue ☐	Stop and remove ☐

5. Details of further actions needed
Implement the document to ensure consistency of apprenticeship process and delivery. Apprenticeships are governed by the AH Governance Meetings, Apprenticeships Board, Education Committee and through to Senet. A self-assessment report is sent to Ofsted, accounted for by the ESFA and subject to inspections by Ofsted and the ESFA/DQB.

6. Arrangements for delivery and future monitoring
The expectation is that BNU colleagues ensure that they are up to speed with D&I best practice and ongoing progress in this area. Expand on current reporting to include to process and analyse data in order to understand trends for D&I purposes and ongoing improvement of programmes. Data to be presented through the SAR and other Governance reports.

7. Completed by:	Priti Kharbanda	Head of Apprenticeships	**Date**	**10/01/2023**
8. Signed off by:	Karla Inniss	HRBP Equality, Diversity and Inclusion	**Date**	**10/01/2023**

Appendix two: Approach for developing and embedding English and maths skills

By developing learner English and maths skills, BNU is clearly demonstrating its intent to support employability, excellence, enterprise and progression for all staff and learners. This approach enables all learners to become successful individuals, benefitting from long-term sustainable employment and making a significant contribution to society. We are working in partnership with our external contractor, Runway Training to ensure appropriate learning and assessment provision for Functional skills and within our Schools to ensure that English and maths is embedded into the curriculum as appropriate and relevant to the occupational standard. The Directorate for Student Support (DfSS) also supports our Learners through the provision of numeracy, financial and statistical skills; accessing and using online and other technological resources effectively including supporting students whose first language is not English.

Scope

This provision applies to all learners on apprenticeship programmes:

- Learners who do not yet have Grade A*-C / 9-4 in GCSE English and / or maths must take either GCSE or Functional Skills as a progression requirement to achieving higher levels.
- All learners regardless of entry grades in English and maths will undertake an initial assessment. If required, they will be directed to appropriate resources on their individual programme to continue to improve their English and maths.

Aim & Objectives

At BNU, we aim to support our learners improve their confidence and competence in English and maths skills. This means they can function independently in all aspects of their personal and professional life and make good progress within their organisations.

To achieve this aim, we will:

- Ensure that BNU colleagues receive support and guidance for embedding English and maths into the curriculum, where natural opportunities present themselves or where there is potential for further stretch and challenge.
- Provide high quality information, advice and guidance on functional skills through employer meetings, information days and Induction activities.
- Provision of initial BKSB assessments and diagnostics for those that require further support through Runway Training.
- Ensure all learners are placed on the right programme level for their ability and appropriate qualification pathway in relation to their ability to achieve the required level of functional skills by gateway.
- Where low levels of initial attainment exist and the likelihood of achieving a Level 2 by planned gateway is at risk, discuss how the learner may receive pre programme tuition prior to joining the programme with the employer.
- Develop a consistent approach to the delivery of English and maths from introduction to Runway Training to successful completion of functional skills.
- Runway Training to set SMART targets for the achievement of Level 2 English and maths.
- Any shared 'with consent' SEND plans informs the learning plan for each learner and is regularly reviewed by the APM
- Where appropriate, engage specialist tutors to deliver English and maths.
- Ensure that the delivery of English and maths is flexible in terms of location, time, method and vocational context so that learners' needs are met.

- Provide support for existing staff to improve their personal English and maths skills (via Runway)

Intent and implementation

This approach is fully implemented when:

- All learners without a grade C/4 grade in English or mathematics or certification for these are attending an appropriate class with a clear progression route to Level 2 in English and maths.
- All tutors understand how to develop English and maths in their teaching and in the context of the curriculum, employability, learning and assessment.
- Our observation profile shows the significant majority of sessions rated as good or better.

Apprenticeships & colleague engagement

All colleagues delivering apprenticeships will be made aware of the importance of English and maths within apprenticeships. This will, depending on the role, require different levels of information. All teaching and Hub colleagues will know their exact roles and responsibilities in relation to promoting the importance of English and maths. They will perform their role in helping learners to achieve qualifications in these subjects and understand:

- How GCSEs in English and maths differ from the equivalent functional skills.
- The value to learners and employers of developing English and maths skills.

Additional support will be given as described below

- Teaching colleagues must have a well-developed understanding of English and maths in their employment sector, and how to integrate these skills in a meaningful way for learners.
- Teaching colleagues and Apprenticeship Partnership Managers have a role in encouraging workplace supervisors and mentors to take responsibility for reinforcing the importance of English and maths in the context of work.

- Recruitment and guidance staff will be made aware of how English and maths fits into apprenticeships when offering information, advice and guidance to prospective learners.
- As well as ensuring current staff are clear about their roles, staff induction programmes will include information about the approach to English and maths.
- All quality assurance and monitoring meetings will include briefings and updates on English and maths progress, outcomes and impact.

Please see appendix A for detail of support provided

Reviewing and Making Resources Fit for Purpose

Resources used as part of the learner journey for English and maths will ensure that the learner is working towards the most appropriate level of qualification. This includes having the appropriate support and ensuring learner's progress is tracked and monitored in a way that all relevant staff will have access to this information. The resources include:

- Basic Key Skills Builder (BKSB), our initial and diagnostic assessment tool via Runway Training that records current skills and qualifications.
- Initial needs analysis (INA) this captures skills, knowledge and behaviours at point of entry (INA) The outcome is fully documented in the individual learning plan (Training plan)
- Resources to support teaching and learning are provided by Runway Training and the Student Learning Achievement team.
- Support and guidance provided by the university Learning Achievement team (DfSS)
- Apprenticeship Partnership Managers and Reviewers to track and monitor progress and evidence learner progress from starting point.

Teaching, Learning and Assessment of English and maths

Each part of the learner journey will be reviewed to ensure that the importance of English and maths from induction to exit is reinforced and monitored. Learning opportunities will include development of English and maths skills in the workplace by making good use of naturally occurring opportunities as well as where possible within the teaching plan. Individual support needs of those with learning difficulties and disabilities around English and maths will be met by providing appropriately skilled and qualified functional skills tutors. Assessment processes

will clearly show where the apprentice is currently performing, and learners will be given the feedback and encouragement they need to achieve.

Initial Assessment

All applicants will take an initial assessment at, or preferably prior to, interview. This assessment ensures learners have the appropriate ability to successfully complete the programme in a manageable timescale. Key considerations are:

- It is the responsibility of the Apprenticeship Hub to ensure that each learner completes the initial assessment and that results are recorded on the ILP in a timely manner.
- Learners who have achieved a minimum grade C/4 or above in English and/or maths also must complete an initial assessment. All learners are expected to develop their English and maths skills regardless of prior attainment so a starting point must be identified.
- Initial assessments are critical to ensure that each learner's starting point has been identified so that ongoing progress can be tracked.

All colleagues teaching on apprenticeships must be familiar with this approach and supporting processes which are published on the intranet.

Quality

The implementation of this approach will be monitored through the annual quality assurance cycle including progress reviews, observations of teaching and learning and subcontractor reviews.

Appendix three – Support for Learners

Student Learning & Achievement (SLA) support available – Central resource

Topic	Resource	Mode of delivery and use of resource	Owner
PReSS (Practical Recipes for Student Success -Developing Academic Skills	Delivered by team as timetabled and organised by DfSS during Welcome week. Customised slides shared with Schools post delivery	Interactive lecture Recordings of lectures available on Blackboard	SLA Team
Introduction to the Student Learning and Achievement (formerly LDU)	SLA team - As and when invited by the course/programme teams at Induction. Customised slides shared post delivery	Interactive lecture	SLA Team
Study Skills for Successful Students Top Tips for academic writing Transitioning to HE Time Management Academic skills development through critical reading and writing Incorporating others' research in academic writing Understand the Cite Them Right guidelines for referencing	PReSS on Bb organisation Used by students for independent study Used by course teams to refer their students to useful guidance Used by the SLA team at 1:1 tutorials and workshops	Interactive lecture/small group workshops as scheduled or as requested by course teams and students	SLA Team

at Buckinghamshire New University			

Improving academic English and academic skills with EAP (English for Academic Purposes)
 	
   • Listening and note making in lectures
 	
   • Developing effective reading skills
 	
   • Constructing stronger sentences in academic writing
 	
   • Structuring academic paragraphs
 	
   • Academic style
 	
   • Summarising, paraphrasing and integrating sources
 	
   • Understanding assignment briefs
 	
   • Delivering presentations
 	
   • Participating in seminar discussions
 	
   • Grammar
	EAP on Bb organisation
	
	Scheduled live sessions during academic year Sep-May
		Interactive lectures
		
		Recording of lectures available on Blackboard
		
		One - to - one support and small group tuition
		
		Feedback on written assignments
			Margaret Thomas
			
			Daniel Webber

Growing in Confidence for pre qualifying nursing students	pre-sessional course for students to understand the requirements and expectations of HE study	workshops	Dept of Pre qualifying nursing supported by

			the SLA
Maths for Academic Purposes	Scheduled Session as and when Required	Interactive lecture 1-1,Group session and workshops as requested by course leader and students	Mark Ohiku
Academic Integrity	Two one hour workshops delivered during timetabled sessions-	Designed for all students at level 4. Delivered in collaboration with subject lecturers	Paulette Morris
Epigeum - Avoiding Plagiarism online course	Standalone online course covering referencing and plagiarism provided by Epigeum/OUP	Available to all BNU students and partner students with an @bucks.ac.uk email address	Simon Lee-Price
Headstart ● Information videos on website explaining aspects of academic study. ● Opportunity for prospective students to have 1:1 meetings to discuss any concerns they have with study in HE.	Series of 3 minute videos Booked online 1:1 sessions 2 x online courses 1 x on-campus course	Designed for all students prior to study at level 4.	SLA team

● Pre-sessional courses online and on-campus			

GTA Support available – School Resource
Available to learners within the Nursing Midwifery and Allied Health School

Topic	Resource	Mode of delivery and use of resource	Owner
Growing in Confidence Course	Standalone programme delivered by Graduate Teaching Associates and SASD/SLA colleagues to prepare students for academic studies.	Online sessions Recordings of sessions available on Blackboard	GTAs in SNMAH & SASD/SLA colleagues
Seminars and lectures covering: ● Referencing ● Academic Integrity ● Study Skills ● Proofreading skills ● Academic Skills (Levels 4, 5, 6, 7) ● Using appropriate evidence ● Critical thinking skills ● Communication skills	Sessions delivered during timetabled sessions across modules and programmes at Module Leader's request. Assignment Brief study skills and academic writing are also covered on an adhoc basis by the module teaching team	Online sessions Recordings of sessions available on Blackboard	GTAs in SNMAH
Writing lectures and seminars: ● Reflective Writing	Sessions delivered during timetabled sessions across modules and programmes at Module Leader's request.	Online sessions Recordings of sessions	GTAs in SNMAH

• Critique Writing • Academic Writing • Essay Writing		available on Blackboard	
Online training for University software: • Library Search • Turnitin • Cite Them Right	Sessions delivered during timetabled sessions across modules and programmes at Module Leader's request.	Online workshops Recordings of sessions available on Blackboard	GTAs in SNMAH
Pre-assessment support	Students email up to 25% of drafts to GTAs for pre-assessment feedforward.	Email correspondence Tracking comments in-text One-to-one meetings via BB Collaborate	GTAs in SNMAH
Post-assessment/referral support	Providing students with additional feedback on referral work to help meet Learning Outcomes ahead of resubmission.	Email correspondence Tracking comments in-text One-to-one meetings via BB Collaborate	GTAs in SNMAH
Bespoke sessions on Academic Skills-related themes.	At Module Leader's request.	Online workshops Recordings of sessions available on Blackboard	GTAs in SNMAH

One-to-one support	At student's request.	Email correspondence BB Collaborate meetings	GTAs in SNMAH
Tailored Drug Numeracy timetabled taught sessions	Maths teaching team	Face to face and/ or online teaching	SNMAH
Discussion around drug numeracy in skills-based sessions	Module leader and seminar leader	Face to face and/ or online teaching	SNMAH
Maths support offered by the Learning Development Unit for individual /small group face to face/ online support	Learning Development Unit/ Student Achievement and Success Directorate	Face to face and/ or online teaching	SASD/SLA
Online Maths resources which all students can access via Blackboard	Blackboard	Blackboard – provided by Leaning Development Unit/ Student Achievement and Success Directorate	SASD/SLA
Online Maths Platform (SN@P Numeracy) that all students are pre-registered the time of their enrolment on their undergraduate Nursing Programme. SN@P provides online tutorial videos. A bank of practice questions allowing students to practice	SN@P Numeracy – online platform	SN@P Numeracy Assessment and module teaching team	SNMAH
Students can view result of Mock exam paper immediately and can request to view their completed summative paper to identify area for future development	Module Leader	Module leader	SNMAH

Runway support – formal qualifications at level 2

Available to learners studying functional skills through Runway

Topic	Resource	Mode of delivery and use of resource	Owner
English Level 2 – Speaking, Listening, Reading and writing. Level one available pending IA and Diagnostic testing	• Initial assessments and diagnostic testing • Webinar library, • online learning resources adapted to individual learning plan – skills forward • tutor support – 121 online tutor • 8 week 2 hour tuition classroom sessions • Paper based for posting • Mock paper digital system • Online exam booking	• Online package -Forskills • Online access for revision of modules • Online learning plan developed around individual needs – Skills forward • Via teams for 121 or classroom support • Paper based for those not familiar with tech • Learners can pick their dates and reserve exam slot	BA /RUNWAY
Maths Level 2 – calculator and non-calculator Level one available pending IA and Diagnostic testing	• Initial assessments and diagnostic testing – Forskills • Webinar library, • online learning resources adapted to individual	• Online package -Forskills • Online access for revision of modules • Online learning plan developed around individual needs – Skills forward	BA /RUNWAY

	learning plan – skills forward • tutor support – 121 online tutor • 8 week 2 hour tuition classroom sessions • Paper based for posting • Mock paper digital system • Online exam booking	• Via teams for 121 or classroom support • Paper based for those not familiar with tech • Learners can pick their dates and reserve exam slot	

High Wycombe Campus
Queen Alexandra Road
High Wycombe
Buckinghamshire
HP11 2JZ

Aylesbury Campus
59 Walton Street
Aylesbury
Buckinghamshire
HP21 7QG

Uxbridge Campus
106 Oxford Road
Uxbridge
Middlesex
UB8 1NA

**BNU based at
Pinewood Studios**

Pinewood Studios
Pinewood Road
Iver Heath
Buckinghamshire
SL0 0NH

Missenden Abbey
London Road
Great Missenden
Buckinghamshire
HP16 0BD

Telephone: 01494 522 141

f   BucksNewUni

▼   BucksNewUni

⊡   BucksNewUni

▶   BucksNewUniversity

If you have any queries about this policy, please contact the School or Directorate responsible for the policy