

APPRENTICESHIP PROVISION

QUALITY AND STANDARDS

HANDBOOK

Quality Support Service

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# 1. Introduction

This handbook has been produced to assist members of the University of Hull, and employer partners, to understand the procedures involved in the development, approval, establishment, quality assurance and effective management of Apprenticeship programmes.

Throughout this document, it is assumed that the Apprenticeship programmes are delivered and validated by the University of Hull and in some cases (where the programme consists of theory and practice placements), in partnership with employer providers as an approved partner institution.

The Handbook is subject to regular review and is published as a ‘live’ document.

The University is always interested to receive comments from colleagues and partners about the content and format of the handbook and the associated quality assurance framework. Interested parties can contact the faculty quality team with responsibility for apprenticeship provision for guidance on the availability of these publications. Contact details are given at the end of this handbook.

Any comments or questions regarding the procedures or contents of this handbook **should** be addressed, in the first instance, to:

**Quality Support Service**

**E-mail:** **quality@hull.ac.uk**

# 2. Apprenticeship Provision

All apprenticeships, including degree apprenticeships, have an on-programme period, gateway and an End Point Assessment (EPA) period. At gateway, the apprentice’s employer believes (with advice from the training provider) the apprentice has reached occupational competence and is ready for that to be tested by the end-point assessment. To pass through the gateway, the apprentice will need to have completed new learning related to the occupation’s knowledge, skills and behaviours (KSB’s) and any additional (non-degree) mandated qualifications.

The University of Hull (UoH) deliver both higher (level 5) and degree (level 6 & 7) Apprenticeship programmes.

There are three types of Apprenticeship Programmes as follows:

**Non- integrated Apprenticeship:** has an underpinning academic award followed by an end point assessment (EPA) that is delivered by an **independent external** End Point Assessment Organisation (EPAO).

**Integrated Apprenticeship:** has an underpinning academic award included and all assessment specifically relating to the apprenticeship award is integrated within the end point assessment (EPA) for the Apprenticeship. The EPA is delivered by the host training provider who have responsibility as the End Point Assessment Organisation (EPAO).

**Fully-Integrated Apprenticeship:** has an underpinning academic award with all apprenticeship related assessment fully integrated into the academic award. Fully-integrated apprenticeships still have an End Point Assessment (EPA) however, this is a process that starts with the board of examiners and finishes when the training provider makes the required declarations to the Professional Statutory Regulatory Body (PSRB). The apprentice is not required to carry out any additional assessments outside of the main underpinning academic award in accordance with category 4 below.

In degree apprenticeships (integrated & fully integrated), off-the-job training/planned hours (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 (with the exception of category 4 EPAs as defined by the Institute for Apprenticeships and Technical Education (IFATE) (2022), see below).

**Category 4 EPAs**: For degree apprenticeships where the professional body has a regulatory role which controls access to the occupation, the EPA **must** be integrated with the professional body’s assessment procedures rather than the degree itself. The degree in these apprenticeships will be completed as a gateway requirement, but the apprenticeship will continue until the EPA is completed. The EPA will be the professional body’s assessment process. Successful completion of the EPA will grant the apprentice membership of the professional body and allow them to practise in the occupation.  The EPA will need to meet the general requirements for end-point assessment. The structure, parameters and requirements of the end-point assessment as set out in its associated EPA plan (IFATE, 2022).

The EPAs of degree apprenticeships **must** be delivered by end-point assessment organisations (EPAOs), therefore providers of integrated and fully integrated apprenticeships are required to take on the responsibility as an EPAOs and **must** be on the Apprenticeship Provider and Assessment Register (APAR) specifically for the relevant degree apprenticeship/standard. Programme Directors are expected to work with the Apprenticeship Funding and Compliance Service to secure a successful application to the APAR **within 12 months** of delivery of the EPA. This process for application to the APAR is outlined in the EPA Policy. [EPA Policy QSS June 2023 final.docx](https://hullacuk-my.sharepoint.com/%3Aw%3A/g/personal/jennifer_chambers_hull_ac_uk/EYUTw6uzK0NCnUAvChGzVtcBSQCOH57WF4VM-tiB4Hbo2A?e=66QoXN)

The fundamental principle overriding all types of apprenticeship provision is that the University retains ultimate responsibility for the academic standards of awards granted in its name. In addition, through quality assurance and enhancement processes, the University ensures that the quality and standards of apprenticeship programmes are comparable to traditional academic programmes whilst ensuring they align to apprenticeships standard. With that in mind, this handbook has been designed with reference to the Quality Assurance Agency UK Quality Code, Institute for Apprenticeships and Technical Education (IFATE) and requirements of Ofsted and the Office for Students.

The University places particular emphasis on the following:

* Apprentices registered on Apprenticeship programmes are recognised as studying towards an underpinning award of the University of Hull as part of an Apprenticeship award;
* Requests for new programmes will be considered and **must** be supported by a robust business case and be approved by Faculty Leadership Teams.
* Each programme is subject to the development consent, University Validation Process, successful application to the Apprenticeship Provider and Assessment register and where appropriate will require relevant PSRB approval.
* Faculties that intend to develop apprenticeships are expected to work closely with both the Head of Apprenticeships (Quality of Education) and the Apprenticeship Funding and Compliance Service, Associate Dean (Education) and Faculty Quality team to ensure all necessary apprenticeship/academic elements/requirements are embedded within the design of the programme.
* The apprentice learning experience **mus**t be comparable to that of traditional students
* Effective and regular communication between employer partners, apprentices and the University is essential;
* Apprentices are subject to a robust recruitment and onboarding to programme process and documentation **should** clarify the commitment required and expectations of the apprentices and their employers;
* The agreements between the University, the Employer and the Apprentice **must** be specific and managed in accordance with a contract/tripartite agreement and training plan;
* The University is sensitive to matters of confidentiality and commercial sensitivity between it and its employer partners;
* The University, at all times, **must** safeguard its reputation as a provider of educational programmes of high quality.

# 3. Quality and Standards

The University’s on-campus quality assurance framework is applied to Apprenticeship provision with appropriate modifications and additions following careful consideration of the Quality Assurance Agency for Higher Education (QAA), Education Inspection Framework (EIF) (Ofsted), and the External Quality Assurance Framework (IFATE). Specified committees and individuals are responsible for the creation, implementation, monitoring, review and enhancement of the quality assurance framework, which is designed to enable the University to fulfil its responsibilities for the quality and standards of all University of Hull awards and Apprenticeship programmes.

The University quality assurance framework is expressed in a series of regulations policies and codes of practice. The University maintains the standards of its awards by making key elements of the quality assurance framework **mandatory**. At the heart of this approach are the University’s programme regulations which govern the eligibility of all candidates for the University’s awards. Applying the same regulations ensures consistency for all programmes, irrespective of location of delivery. This approach is reinforced by a number of University codes of practice or policies which apply, including conduct of boards of examiners, the nomination and appointment of external examiners, end point assessment and student misconduct.

Throughout this Handbook, reference is made to the relevant university regulations, codes of practice and policies and procedures with specific references to apprenticeship requirements. Please use the [latest versions of documents](https://www.hull.ac.uk/Choose-Hull/University-and-region/Key-documents/Quality) to avoid continued use of out-of-date paperwork and guidance.

# 4. Programme Design and Approvals Process

## 4.1 Programme Design

Modules

Each programme of study leading to a University and Apprenticeship award is made up of a number of modules, self-contained units of study that are taught and assessed within a single trimester.

The University uses a decimal system of credits with the majority of modules being 20 credits.

Modules of 10, 30, 40 or 60 credits **may** be used depending on the type of programme and programme stage. Credit ratings are based on the total time that a typical student/apprentice will spend in order to complete the module successfully, that is, including class contact time, private reading and study, revision, blended/ online learning and completion of assignments or examinations. Each single credit corresponds to a notional ten hours of study time. A 20-credit module therefore demands 200 hours of student time however, this does vary for apprentices and planned hours **must** be clearly outlined in a specific Apprenticeship training plan. Please refer to University programme regulations via the Quality and Standards webpage. [https://www.hull.ac.uk/choose-hull/university-and-region/key-documents/quality](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fquality&data=05%7C01%7CJennifer.Chambers%40hull.ac.uk%7Cf5f2cb03f35044c0211908db892bfa54%7C490a81977b834f1089b983189be3835e%7C0%7C0%7C638254594186424114%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=m%2B2JHW87ikoD6ozvu%2F7K1PGSch%2FGi2o%2FaQ7%2B3zaXs5c%3D&reserved=0)

Apprenticeship awards

Degree apprenticeships work best when all elements of learning contribute to the award of the degree qualification, the achievement of the apprenticeship and the realisation of employers’ expectations of a competent individual.

There are apprenticeship specific requirements that **must** be considered when designing, developing and delivering an apprenticeship. A summary of requirements is outlined below:

* The degree learning outcomes or competencies **must** be aligned with the knowledge, skills and behaviours (KSBs) in the associated apprenticeship standard. Apprenticeship standards and assessment plans are published by the Institute for Apprenticeships and Technical Education and can be found by visiting <https://www.instituteforapprenticeships.org/apprenticeship-standards/>
* A training plan that details the planned learning hours **must** be clearly defined and agreed against the requirements of the apprenticeship standard as part of the programme design stage and prior to commencement of the programme and shared with both the apprentice and the employer. PSRB programmes will also have additional regulatory considerations relating to theory and practice hours that **must** be met during the apprenticeship programmes that **must** also be considered at the programme design stage.
* Off the Job (OTJ) hours **must** be clearly articulated within the training plan and agreed by the employer. Mechanisms to record planned learning hours **must** be considered as part of the programme design. Apprentices **must** submit regular time sheets to ensure they can evidence their achievement of their planned hours. This is a **mandatory requirement** for compliance with ESFA funding rules.
* The development of the Individual Learning Plan (ILP) **must** be considered as part of the Apprenticeship programme design. All Apprentices **must** be provided with clear objectives aligned to an (ILP). This is often monitored, communicated and documented through regular progress review meetings and associated documentation.
* All apprentices **must** have a progress review meeting with both University and employer representative present and engaged in the process normally **every 10 weeks**. In exceptional circumstances this may be up to 12 weeks but not beyond unless an alternative schedule has been pre-planned. This is a **mandatory requirement** for compliance with ESFA funding rules and **must** be built into the programme design and **must** include a narrative detailing the key agenda items covered in the review.
* All apprenticeships have a gateway procedure to go through prior to the apprentice being eligible for end point assessment and therefore the details and process for this **must** be clearly defined as part of the programme approval. The gateway refers to the requirements that need to be met in order for the employer to put forward their apprentice for EPA. It ensures that all apprentices have completed the mandatory aspects of the occupational standard and any work that underpins specified assessment methods and that employers believe an apprentice is occupationally competent at the point they enter the gateway. **It should be noted that apprentices cannot progress through gateway unless they have met their agreed off the job/planned hours (as specified within their training plan), therefore it is vital that this is accurately planned and recorded as part of the programme design.**

## 4.2 The Approvals Process

The initiative for a new Apprenticeship programme usually originates following external engagement activity and Faculty Leadership Team approval. Proposals **should** normally be complementary to the strategic operations of the University faculty involved. Once approved by the Faculty, and prior to commencing the development consent process, contact **must** be made with the Apprenticeship Funding and Compliance Service to ensure the University follow the compliance activity required by the Education and Skills Funding Agency (ESFA) and Institute for Apprenticeships and Technical Education (IFATE) requirements set out by the Department for Education (DfE).

For new programme development, please refer to Code of Practice: New Programmes. [https://www.hull.ac.uk/choose-hull/university-and-region/key-documents/quality](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fquality&data=05%7C01%7CJennifer.Chambers%40hull.ac.uk%7Cf5f2cb03f35044c0211908db892bfa54%7C490a81977b834f1089b983189be3835e%7C0%7C0%7C638254594186424114%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=m%2B2JHW87ikoD6ozvu%2F7K1PGSch%2FGi2o%2FaQ7%2B3zaXs5c%3D&reserved=0)

Timeframes

Curriculum Leads **should** liaise with the relevant Associate Dean (Education), Head of Apprenticeships (Quality of Education) and faculty quality teams to discuss paperwork deadlines.

Curriculum Leads **must** allow **four to six weeks** for the convening of a development consent panel, and **six to eight weeks** for a university validation panel. This will enable sufficient time for quality checks to be made prior to panels.

## 4.3 Modifications to Apprenticeship Programmes of Study

The University Code of Practice: Modifications to Programmes of Study splits modifications to programmes into ‘major’ and ‘minor’. Please refer to the [University Code of Practice: Modifications to Programmes of Study](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fprogramme-development-and-management%2Fucop-modifications-to-programmes-of-study-v5-11-jan-22.docx&wdOrigin=BROWSELINK) for further detail.

## 4.4 Suspension or Withdrawal of Programmes

Definitions

**Suspension of recruitment** refers to the temporary suspension of recruitment to a programme for up to two years with the expectation that the programme will resume recruitment in the future.

Please note other current Apprentices **must** be informed of the reasons that recruitment to the programme on which they are studying is being suspended, for example through the student/staff forum.

**Withdrawal** refers to the permanent withdrawal of a programme from the portfolio.

**Suspension pending withdrawal** refers to the phasing out of a programme through suspension of all future recruitment, until all cohorts complete and the programme can be permanently withdrawn.

The External Examiner, Independent End Point Assessor and External Assurer **must** be informed of any of the above.

Please refer to the [University Code of Practice: Suspension or withdrawal of a programme of study](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fprogramme-development-and-management%2Fucop-suspension-or-withdrawal-of-programmes-v5-06-jan-22.docx&wdOrigin=BROWSELINK) for more detail.

# 5. Committee Structure for Apprenticeship Provision

The University has a number of committees which oversee the management of its Apprenticeship programmes. This section aims to provide an understanding of the reporting and management structures and describes the key committees with oversight of, or impact on, apprenticeship provision.

## 5.1 Senate

Senate, chaired by the Vice-Chancellor, is ultimately responsible for the quality of the University’s programmes and the standards of its awards.

## 5.2 University Education and Student Experience Committee (ESEC)

The Student Experience and Education Committee provides assurance to Senate regarding the quality of learning and teaching and the appropriateness of academic standards, including in respect of external expectations, as well ensuring effective student engagement in the development and enhancement of the student experience. ESEC is also responsible for overseeing the strategic academic portfolio planning and development of educational partnerships.

## 5.3 University Quality and Standards Committee (QSC)

The University Quality and Standards Committee provides assurance to Senate regarding the assurance and enhancement of academic quality, the maintenance of academic standards for taught provision and the enhancement of the student learning experience.

## 5.4 Student Voice and Success Committee (SVSC)

The Student Voice and Success Committee ensures effective student engagement in the development and enhancement of the student experience. It oversees University initiatives and actions across the student journey and ensures a partnership approach.

## 5.5 Faculty Level Apprenticeship Group (FLAG)

Each Faculty delivering Apprenticeship programmes hold a regular Faculty Level Apprenticeship Group meeting that is chaired by the Faculty Apprenticeship Lead (FAL). This is a key operational meeting that enables programme directors to take a lead role in the operational planning and delivery of apprenticeships, review the Quality Improvement Plan (QIP) and contribute to the Self-Assessment Report (SAR).

## 5.6 University Apprenticeship Quality and Compliance Committee (UAQCC)

The committee is the key governance committee in relation to Apprenticeship provision and is responsible for monitoring the quality and standards of apprenticeship teaching, learning and assessment provision across the University. This committee reports to the Apprenticeship Governance Board on the consistency of the quality of apprenticeship provision, compliance with funding rules, risk and on the continuous improvement approach to the enhancement of apprenticeship provision.

## 5.7 Education Planning Committee (EPC)

The Education Planning Committee is responsible for strategic academic portfolio planning and development. Specifically, it approves on behalf of Senate new programmes, suspension or withdrawal of existing programmes, and recommends to Senate new approval and withdrawal of partners.

Its main function is to ensure that the University’s academic taught portfolio is continually developed and enhanced in response to changes in external markets and activities, and remains in line with the University’s Strategic Plan.

## 5.8 Apprenticeship Governance Board (AGB)

The Apprenticeship Governance Board (AGB) provides assurance to the University Leadership Team (ULT) regarding the quality of apprenticeship provision delivered by the university so that apprenticeships offered support the needs of the local and regional economy. Its main function is in providing leadership and challenge in respect of the quality of education, learner progress and the learner and employer experience through monitoring and managing performance and risk. The board achieves this through a focus on data, managed improvement actions and the effective challenge and support of leaders and managers. The AGB is accountable for implementing the Apprenticeship Strategy as agreed by University Leadership Team ensuring the quality improvement cycle is effectively undertaken and managed so that identified improvements are made to provision, systems and processes and to understand the impact of these on learners and employers whilst ensuring compliance and enhancement.

## 5.9 Student Cases Committee (SCC)

The Student Cases Committee is a sub-committee of the Student Voice and Success Committee and acts within the remit of the Student Voice and Success Committee, and within the delegations given to it by the Student Voice and Success Committee. It provides assurance to the Student Voice and Success Committee regarding the consideration and determination of individual student cases submitted by students, apprentices and academic areas.

The Student Cases Committee deals with individual student cases, including overseeing all matters of academic discipline e.g. termination of programme of study and academic appeals for both on-campus and collaborative students. SCC considers and adjudicates cases involving individual students/apprentices including matters relating to suspension of study, extensions to periods of study and repeat periods of study. SCC is also responsible for the management of the University Appeals Process.

# 6. Communications

Key contact details for University staff associated with Apprenticeship provision can be found at the back of this Handbook for reference. If colleagues are unsure of whom to contact then, in the first instance, they **should** contact the University quality team who will direct them to the appropriate faculty or University representative as appropriate.

The day-to-day contact regarding programme administrative management issues normally takes place through direct contact between academic unit and faculty administrative staff at the University and the Apprenticeship Funding and Compliance Service. Indeed, it is **essential** that a strong link is built at that level, not only to ensure that the mechanics of running the programme progress smoothly, but also to provide a useful link between Faculties and apprenticeship quality and compliance.

There are regular contract management meetings between employers and the Apprenticeship Funding and Compliance Service within the University. Each Faculty also has a Faculty Apprenticeship Lead who has strategic responsibility for Apprenticeships and external engagement relating to Apprenticeship provision. This may include providing feedback on the progress of Apprentices or raising concerns. At programme level, a regular programme management team and partnership meeting takes place which includes representation from leaders and managers from the University, employer partners, apprentices and service users. This reports into the relevant Faculty Level Apprenticeship Group (FLAG) meeting which takes place 4 times per year. Any matters or risk relating to quality of education or compliance and funding can be escalated to the University Apprenticeship Quality and Compliance Committee (UAQCC) and Apprenticeship Governance Board (AGB).

# 7. Roles and Responsibilities

## 7.1 At the University

For each Apprenticeship programme or set of programmes within an academic discipline, the University will appoint a Programme Director who will be an academic member of the University faculty. On behalf of the faculty, the Programme Director will be responsible for those areas identified in this Handbook and specifically for:

* Providing guidance to ensure that the programme of study and syllabus is appropriate for the named award and mapped clearly to the relevant Apprenticeship standard prior to EPC approval;
* Engaging with the appropriate internal and external quality processes and the submission of appropriate documentation;
* Overseeing the scrutiny of assessment tasks and review of student/Apprentice output in accordance with the University of Hull code of practice on Moderation and in accordance with the relevant assessment plan as outlined by IFATE;
* Representing the University on the Board of Examiners and End Point Assessment Boards and advising accordingly;
* Where appropriate, attending any final exhibition, performance or other summative outcome;
* Advising on the appointment of external examiners/independent end point assessors and liaising with external examiners/independent end point assessors accordingly;
* Advising on programme development and quality enhancement of the subject, in line with University of Hull expectations of the student experience; the University Quality Improvement Plan, Ofsted inspection reports, PRSB regulatory requirements, Office for Student monitoring reports;
* Liaising with Faculty Apprenticeship administrative staff as well as Apprenticeship Funding and Compliance service as necessary over routine administration, and any problems that arise;
* Liaising, where appropriate, with the faculty quality team seeking their advice and guidance on generic quality issues, and keeping them informed on subject specific issues;
* Acting as the main contact within the faculty for the purposes of admissions, examinations, annual reporting etc. and liaising, where appropriate through Faculty and Apprenticeship administrative staff and with central University administration on such matters;
* Being a member of relevant Faculty Apprenticeship and education related committees as appropriate (where they will help to co-ordinate items for discussion);
* Reviewing annually programme specific marketing and recruitment information and reporting to Faculty Level Apprenticeship group;
* Identifying areas for Apprenticeship development for the University;
* Providing guidance and support in the preparations for relevant external audits, and representing the area of work in internal and external quality assurance University and regulatory review processes.
* Participate in (or delegate a team member) apprenticeship issue escalation boards to enable the Apprenticeship Compliance and Funding service to accurately manage University wide apprenticeship progress issues.

## 7.2 Employer Partners

An apprenticeship is a partnership between a training provider, an employer and an apprentice and all parties share a commitment to making sure that the apprenticeship is successful.

The University requires employer partners to commit to and sign an Employer Training Services Agreement. The contractual agreements will be managed centrally by the University’s Funding and Compliance Service in partnership with the relevant Faculties.

Nursing and Midwifery Council approved Apprenticeship Programmes are required to follow a specific process for onboarding new employers as an employer partner This is a mandatory and reportable requirement for PSRB programmes. This process is outlined in **Appendix 1 of this handbook**.

All employer partners are required to nominate a lead apprenticeship contact for each programme/apprenticeship standard or set of programmes/apprenticeship standards and identify those members of staff who will be providing leadership and administrative support from an Apprenticeship quality and compliance perspective.

The University greatly values its partnership and the contribution employer partners and University staff make to each and every apprenticeship. The University intends to ensure that colleagues work collaboratively with employer partners to:

* Ensure that employers and apprentices’ have a clear understanding of the commitment required to complete an apprenticeship all the way through to their End Point Assessment.
* Ensure that progress reviews involving the apprentice, employer mentor[[1]](#footnote-2) and Portfolio Tutor are effective and attended by all parties **every 10 weeks**. In exceptional circumstances this may be up to 12 weeks but not beyond unless an alternative schedule has been pre-planned.Ensure that information on your apprentice’s progress is received and understood by both employer partners and apprentices’ and their next steps are agreed

**At a glance guide**

Employers **should** ensure that:

1. an employer mentor is in place for each apprentice to support in developing and applying the knowledge, skills and behaviours needed to be successful
2. organisational commitment to each apprentice is understood by all those involved in the apprenticeship
3. apprenticeship performance data (e.g. attendance data) provided by the university is used by those that need it in the employer organisation
4. apprentice progress reviews are attended and engaged with by line managers and/or mentors as appropriate to ensure that an apprentice’s next steps can be agreed
5. apprentices and employers understand the support available to apprentices on programme
6. any issues that affect an apprentice’s progress on their apprenticeship are highlighted as early as possible
7. all staff involved in apprenticeships have an awareness of the Ofsted Education Inspection framework
8. all staff and apprentices are aware of safeguarding policies and procedures specifically in relation to the apprentice.

The key areas that employers **should** know to help your apprentice succeed are outlined below:

**Employer mentors**

Employer mentors are key to all apprenticeship programmes. They take the responsibility in supporting apprentices to apply their learning, collect evidence and access opportunities for further learning. All apprentices **should** have an assigned mentor (role titles vary) to support them in their programme and to take an active part in regular progress review meetings and action planning.

The University has produced a ‘A Quick Guide for Base Placement Assessors’ [Degree Apprenticeships Quick Guide For Base Placement Assessors 2022.docx](https://hullacuk.sharepoint.com/%3Aw%3A/s/EDUFacultyApprenticeshipLeads-Team/EfWXZjgBHINElJ1g34fZjUEBH9pltBvetPd_r4i-cylVPQ?e=4XxXzH) and a more detailed ‘Degree Apprenticeship Guide for employers’ [Degree Apprenticeships Guide For Employers.pdf](https://hullacuk.sharepoint.com/%3Ab%3A/s/EDUFacultyApprenticeshipLeads-Team/EQGdsY1rtUhMghpmVBA9PgUB6IquGvhuEB9vGwkYT0rP4Q?e=3dtX8G) to help those undertaking the apprentice mentor role understand the nature of mentoring and how it relates to the apprenticeship.

Employer partners **must** ensure that mentors are trained and supported and, if in doubt, contact the relevant Programme Director who will be happy to advise.

Benefits – an objective and trusted supporter of the apprentice is in place to help them achieve.

**Clear understanding of the commitment required to complete an apprenticeship and the end-point assessment**

It is essential that employer partners and apprentices’ know what to expect on their programme. Degree Apprenticeships are very intensive programmes for all involved and they build towards an End Point Assessment (EPA) that confirms that an apprentice is competent in their role.

The University and employer partners share a responsibility in aligning on and off the job training (planned hours) and ensuring that apprentices make progress as per their Individualised Learning Plan (ILP). Programmes require clear support from all employer staff involved. The University already puts in place a clear ‘Training Plan’ when each apprentice starts their programme that requires agreement from a representative from the employer organisation. The University has recognised however, that these commitments are not always fully understood by line managers, mentors and those directly supporting apprentices within organisations. It is essential that employer partners work together with the University to ensure that all those involved are aware of the commitment made to each apprenticeship as outlined in the tripartite agreement.

Benefits – a shared understanding of the apprenticeship and the expectations of each party.

The Commitment Statement/Training Plan

**The Employer agrees;**

* That they have worked with the University of Hull to agree that this apprenticeship is the most appropriate learning programme for this individual.
* To ensure that the Apprentice is in receipt of a wage that meets the national minimum wage requirements.
* The apprentice has not been and will not be asked to contribute financially towards the apprenticeship.
* The apprentice has a contract of employment which covers the duration of the apprenticeship, including EPA.;
* To ensure the Apprentice has the range of work, training and level of experience necessary to achieve and demonstrate the knowledge, skills behaviours as outlined in the relevant apprenticeship standard.
* To provide the apprentice with the appropriate support and supervision (where necessary) to carry out the role.
* Ensure a suitable person (either a line manager or mentor) is available to contribute to the regular progress reviews with the Apprentice and Portfolio Tutor.
* That prior learning has been taken into consideration within the design of the programme and the negotiation of the price.
* To release the Apprentice to undertake the agreed number of “off the job training/planned ” hours, as specified within the planned hours section of this document, without loss of wages or position. **In many cases this may exceed the minimum requiremen**t. This **must** be done within their normal contracted working hours. This could include, but is not limited to, lectures, workshops, one to one support with the Portfolio Tutor, assignment writing, reading and research, portfolio work, placement activities, mentoring and shadowing and project work specific to the achievement of the apprenticeship.
* To release the Apprentice to attend all block release lectures, seminars and classes, as scheduled in the apprentice timetable.
* To release the Apprentice to undertake Maths and / or English functional skills if required, which **must** be **in addition to the “total planned hours”** (as above) required for the main components of the Apprenticeship, and be within the apprentices normal contracted working hours.
* You understand that once agreed by all parties, the “planned training” hours as specified within this document **MUST** be met in order for the apprentice to undertake End Point Assessment.
* That they will seek to resolve any concerns of complaints brought by the apprentice / University
* If the Apprentice is terminated due to redundancy, to attempt, as far as is reasonably practicable, to source alternative suitable employment for the duration of the Apprenticeship.
* Upon completion of the underpinning qualifications, to participate fully in (and support the apprentice in completing) the End Point Assessment process.
* To work with the University of Hull to choose a suitable End Point Assessment Organisation at least 3 months prior to the end of the Apprentices programme (not applicable for Integrated Degree apprenticeships).
* That they were offered the option of the recruit an apprenticeship service *(for new recruits only)*
* To meet all the conditions specified in the Apprenticeship Training Services Agreement.

**Progress and performance data sharing**

There is a wealth of information relating to the performance of each apprentice available including module grades, attendance at taught and online sessions, dates of progress reviews planned and undertaken, and off the job (planned hours) training performance. This is shared with every employer partner on a regular basis (every month). However, there are times when the University needs to get information to employers more frequently. Crucially, employer apprenticeship leads are required to disseminate the information with apprenticeship leaders and managers that need it internally.

The University also targets non-attendance via the apprentice’s Portfolio Tutor at an individual apprentice/employer mentor level to help understand if there are barriers for apprentices in attending. Should Apprentices not attend theoretical sessions, mentors/line managers will be made aware.

Performance and review data enable both the employers and the University to track the data aligned to the academic progress of the apprenticeship.

If employer partners require performance data contact the Apprenticeship Funding and Compliance Service at apprenticeships@hull.ac.uk.

Benefits – clear shared understanding of the progress that apprentices are making.

**Employer mentor attendance at progress review meetings**

Progress review meetings are essential to tracking the progress of learners on an apprenticeship programme. They offer the chance for the three parties (apprentice, employer, provider) to come together and reflect on progress as well as to set and agree SMART[[2]](#footnote-3) goals and action plan the next steps for apprentices. They may be more or less frequent depending on the progress that an apprentice is making however, employer partners and apprentices can usually expect a progress review meeting every 10 weeks.

All progress review meetings **must** be prioritised and include all three parties as this is an EFSA requirement. Without employer involvement then the progress of the learner is not acknowledged and it may not be possible to agree next steps without a manager/mentor present.

Benefits – progress can be challenged and actions agreed with full employer commitment and support.

**Support available for apprentices**

There is a wealth of support available to apprentices throughout and beyond their apprenticeship programme. As apprentices of the University, there is comprehensive support available via <https://www.hull.ac.uk/choose-hull/student-life/student-support>

Services include:

* Support for mental health and wellbeing
* Support for academic writing
* Impartial careers advice and guidance
* Disability, Inclusion and learning differences

Apprentices may also be supported by a Portfolio Tutor who helps apprentices to develop high quality evidence for their e-portfolio and prepare apprentices for End Point Assessment. Some programmes have specific staff appointed as Portfolio Tutors and others have an academic member of staff who take on the role of the Portfolio Tutor as part of their role as a Lecturer.

Benefits – apprentices can access the support they need to succeed.

**Apprentice issue escalation**

If there are any concerns that affects an apprentice’s ability to continue or complete their programme, this **must** be referred at the earliest to the University who will manage this in accordance with the **Issue Escalation and Resolution Policy** . [Issue escalation policy - V7 15.05.23.docx](https://eur02.safelinks.protection.outlook.com/ap/w-59584e83/?url=https%3A%2F%2Fhullacuk-my.sharepoint.com%2F%3Aw%3A%2Fg%2Fpersonal%2Fa_collett_hull_ac_uk%2FEVJ5QsqXMfJNjCT4kiZDrZgB6l61IxD5tjBcKqJDQf6KGg%3Fe%3DWaEbKI&data=05%7C01%7CJennifer.Chambers%40hull.ac.uk%7Cf5f2cb03f35044c0211908db892bfa54%7C490a81977b834f1089b983189be3835e%7C0%7C0%7C638254594186424114%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=HicantIGvG2fPffpIIczxwKt1E%2BtWiLR53VyljJJI2w%3D&reserved=0). Early action can often resolve issues before they escalate.

Benefits – issues can be addressed at the earliest opportunity.

**Ofsted and the Education Inspection Framework (EIF)**

All apprenticeship programmes are regulated by Ofsted’s [Education Inspection Framework](https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework). Employer partners are not expected to have expert knowledge about the framework, but it is essential that employer partners are aware of the key areas Ofsted are inspecting and what is needed from employer partners.

Key areas for inspection include:

* Quality of Education
* Behaviours and Attitudes
* Personal Development
* Leadership and Management (inc safeguarding arrangements)

Ofsted may visit the University at any time providing 48 hours notice and when they do, they want to speak with apprentices and employer partners. Employer partners are expected to proactively engage with Ofsted inspections, be welcoming and to share their experiences.

Collaboratively, employer partners and the University do the best for all apprentices and will focus on the opportunity to showcase the progress that apprentices have made and the positive impact that the apprenticeship programmes are having on apprentices and employer organisations.

Benefits – both employer partners and the University can showcase the excellence of our apprentices and impact their learning has on role in the workplace and employment.

**Safeguarding and Support**

The University share a responsibility for the safeguarding of apprentices with employer partners. Apprentices and employers **must** know how to raise a safeguarding concern or a concern about the mental health or safeguarding of an apprentice.

Apprentices themselves **must** also know how to keep themselves safe and employer partners are required to reflect the nature and context of safeguarding in the workplace. Each workplace is different and employer mentors are required to help support and discuss keeping safe with apprentices.

If you have any concerns relating to the **mental health or safeguarding** of an apprentice/student which you wish to share with the university, these **should** be shared using the Report a concern form [Report A Concern (hull.ac.uk)](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmyjourney.hull.ac.uk%2Freport-a-concern&data=05%7C01%7CV.Hewson%40hull.ac.uk%7C6a7312291e654171861708db5d16ad96%7C490a81977b834f1089b983189be3835e%7C0%7C0%7C638206124194170353%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=vIydMex88MzOkfGOyGboaNr4asbPdSzntQ1J216VLMA%3D&reserved=0).

If an apprentice identifies a need for wellbeing support, disability or mental health related support or adjustments,  in the first instance they **should** be direct to the website ([Student support | University of Hull](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Fstudent-life%2Fstudent-support&data=05%7C01%7CV.Hewson%40hull.ac.uk%7C6a7312291e654171861708db5d16ad96%7C490a81977b834f1089b983189be3835e%7C0%7C0%7C638206124194170353%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=4SeSy4E7geSVkvgYyi5DvPqufZyKGnfo0SoI5FuEY3U%3D&reserved=0)) which outlines how a student can access advice, guidance and support.

The University’s Safeguarding Policy can be found here. [Safeguarding Policy.docx](https://hullacuk.sharepoint.com/%3Aw%3A/r/Services/UniversityPolicy/Policy/Safeguarding%20Policy.docx?d=wed1f651332854648904aed57e0a12361&csf=1&web=1&e=riV4dh)

Benefits – apprentices feel safe and know how to keep themselves safe throughout their apprenticeship.

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# 8. Staff Development

The University has an approved Continuous Professional Development (CPD) Strategy [Apprenticeship CPD Strategy.docx](https://hullacuk.sharepoint.com/%3Aw%3A/s/EDUFacultyApprenticeshipLeads-Team/ET8qo_wDYA9EoJ4628LdA-wBsQ_TjIh65B7dn9__dQFL-w?e=2QM628) for staff involved in apprenticeship programmes.

The CPD Strategy identifies the approach to ensuring that staff involved in delivery, administration
and the wider communities involved with apprenticeships offered by the University understand
these programmes and ensure that the University is able to deliver excellence in apprenticeships.

There are three strands to the University’s CPD approach with the first focussed on the quality of teaching, learning and assessment rooted in sound work-based learning pedagogy. The second strand relates to governance, leadership and management, compliance and support for cross-cutting themes. The third strand relates to the subject/industry specific CPD for those delivering apprenticeship programmes.

Through this Apprenticeship CPD Strategy the University intends to ensure that all those with involvement in apprenticeships understand how to deliver their part in delivering high quality apprenticeships. The CPD will help to ensure a consistent understanding of apprenticeships delivered by the University and to create communities of practice to enable ongoing dialogue.

The University is keen to foster the development of the relationship with employer partners and to assist with the development of employer partner staff. Employer partner staff may be eligible to attend events and courses offered by the University subject to the availability of places and payment of a fee if appropriate.

## 8.1 Code of Practice: Curriculum Review and Development and Peer Support for the Enhancement of Teaching and Learning

The University expects academic staff teaching apprenticeship programmes to engage in the [Curriculum Review and Development for apprenticeship programmes](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2FApprenticeships%2Fucop-curriculum-review-and-development-for-apprenticeships-sept-2023.docx&wdOrigin=BROWSELINK) and [Peer Support for the Enhancement of learning and Teaching](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fmonitoring-and-enhancement%2Fucop-pselt-nov-21.docx&wdOrigin=BROWSELINK) process in accordance with the approved Codes of Practice.

The code of practice curriculum review and development for apprenticeships is designed to enable programme scrutiny using a supportive approach, providing evidence on the quality of teaching, learning and assessment, which can contribute to the self-assessment process, drive continuous improvement and support continuing professional development of all staff involved in the apprenticeship provision.

The ‘curriculum review and development’ approach **should** be used across all apprenticeship programmes, including any subcontracted provision. A review **should** be completed for each apprenticeship programme at least once every academic year to feed into the Quality Cycle programme level self-assessment process, unless there are any quality issues which require a more frequent approach, such as complaints from apprentices or poor feedback on apprentice or employer surveys. This approach also supports teaching staff, Programme Directors and Portfolio Tutors to share practice and peer review each other’s programmes, this is essential for continuing professional development. Peer support is a developmental and rewarding process for all involved1 and contributes to a culture of quality learning and teaching. A university-wide peer support scheme for enhancing learning and teaching has to operate across a range of diverse learning and teaching situations at different levels, in different disciplines and within different pedagogical approaches. The University of Hull’s approach acknowledges that all teachers have the capacity to improve their practice and that collegiality and openness are important to enhancing learning and teaching.

The primary purpose of the University’s approach is to support the individual development of all staff involved in all forms of learning and teaching activity. Peer support is an opportunity for colleagues to critically reflect on their practice and thereby enhance their teaching competence. Information from the process may be used to:

1. share and enhance teaching and learning practice across the University, Faculty, and Subject Area;
2. provide evidence to external reviewers and other stakeholders, including students/apprentices through their representatives at University committees, that teaching enhancement and evaluation takes place;
3. support formal CPD such as an application for AdvanceHE Fellowship;
4. contribute to the staff Performance Development Review process.

## 8.2 Appraisal

The University undertakes an annual Appraisal and Development Review (ADR) for staff that deliver programmes/modules leading to University/Apprenticeship awards. This process is appropriate and relevant for the provision of higher education in accordance with the Appraisal and Development Review Policy and Procedure. <https://hullacuk.sharepoint.com/Services/HR/SitePages/Performance-Management.aspx#what-is-performance-management>

9. Management of Apprenticeship Programmes

The successful operation of an Apprenticeship programme requires a mixture of administrative and academic activities. This Handbook includes information in sections covering administrative, apprentice related management activities, academic management and quality assurance matters. If there are any aspects of programme organisation and management about which you would like further information or guidance, please contact the Faculty quality office for advice. If the query relates to apprenticeship data or funding regulations / requirements, please contact the Apprenticeship Funding and Compliance service Apprenticeships@hull.ac.uk.

In order to comply with Education and Skills Funding and Apprenticeship Standards (IFATE), it is essential that the following contractual requirements are in place:

* A training plan that details the planned learning hours **must** be agreed against the requirements of the apprenticeship standard prior to commencement of the programme and shared with both the apprentice and the employer. PSRB programmes will also have additional regulatory considerations relating to theory and practice hours that **must** be met during the apprenticeship programmes that **must** be considered.
* Off the Job (OTJ) hours **must** be clearly articulated in a training plan agreed by the employer. Apprentices **must** submit regular time sheets to ensure they can evidence their achievement of their planned hours. This is a **mandatory requirement** for compliance with ESFA funding rules.
* All Apprentices **must** be provided with clear objectives aligned to an Individual learning plan (ILP). This is often monitored, communicated and documented through regular progress review meetings and associated documentation.
* All apprentices **must** have a progress review meeting with both University and employer representative present and engaged in the process normally **every 10 weeks**. This is a **mandatory requirement** for compliance with ESFA funding rules.
* All apprenticeships have a gateway procedure to go through prior to the apprentice being eligible for end point assessment. The gateway refers to the requirements that need to be met in order for the employer to put forward their apprentice for EPA. It ensures that all apprentices have completed the mandatory aspects of the occupational standard and any work that underpins specified assessment methods and that employers believe an apprentice is occupationally competent at the point they enter the gateway. **It should be noted that apprentices cannot progress through gateway unless they have met their agreed off the job/planned hours (as specified within their training plan), therefore it is vital that this is accurately planned and recorded.**

The EPA then takes place in accordance with requirements set out in the assessment plan, when all the on-programme training has been completed and after the gateway has been passed. It **should** only start once the employer is confident that the apprentice is occupationally competent, that is, they are deemed to be working at or above the level set out in the occupational standard and ready to undertake an EPA. The employer may seek input from the apprentice’s training provider(s) in making this decision, but the decision **must** ultimately rest with the employer. **Training providers must not allow apprentices to start undertaking EPA activities until the employer has signed a declaration to agree they are “EPA ready”**

The EPA plan **must** set out any gateway requirements to be completed or achieved before an apprentice can undertake an EPA. This section of the EPA plan **must** cover:

* + minimum English and maths requirements;
	+ mandatory qualifications detailed in the occupational standard;
	+ any requirements or outputs that underpin an assessment method – for example, if a portfolio demonstrating particular aspects of the occupational standard is used to support a presentation in the EPA, you **must** make it clear that this portfolio **should** be completed prior to the gateway and what it **should** contain;
	+ confirmation that the employer is confident that the apprentice is occupationally competent, that is, they are deemed to be working at or above the level set out in the occupational standard, and is ready to undertake the EPA.

The EPA plan **must** only mandate or reference the exact qualifications that have been agreed for inclusion within the occupational standard. It **must** not include content that is not included in the occupational standard.

* Work completed prior to the gateway can be used to support an assessment method but cannot be an assessment method in its own right. This includes logbooks, portfolios, projects or similar that are completed during the apprenticeship, and may be useful tools to support assessment methods, for example a presentation.
* All apprentices **must** successfully complete their End Point Assessment in order to achieve their Apprenticeship award. Apprenticeship award certificates are issued by the Institute for Apprenticeships and Technical Education (IFATE).

# 9.1. Administrative Management

This section covers some of the administrative responsibilities, which relate to Apprentices directly and which **must** be managed effectively to meet the University’s expectations, as outlined in the Apprenticeship Training Services Agreement.

A key aspect of the relationship between the University faculty and the employer partner is the ability to work collaboratively to manage the progress of apprentices. This includes scheduling dates for 10 weekly progress review meetings that are necessary to comply with ESFA and Ofsted requirements and enable apprentices to progress in accordance with their programme planned end date and agreed training plan. It is essential that employer partners work closely with the University to ensure that all of the progress review meetings operate as smoothly as possible.

The University has a designated Apprenticeship Funding and Compliance Service situated centrally within the University. There is also a designated administrative team for apprenticeships based within each Faculty who have responsibility for scheduling progress review meetings and other quality related duties. The Student Hub is responsible for processing programme results that relate to the underpinning award and any day to day enquiries a student/apprentice may have.

Academics are expected to work collaboratively with the Faculty Quality Office, Student Hubs, employer partners and the Apprenticeship Funding and Compliance Service to deliver high quality apprenticeship provision.

## 9.2 Marketing and Communications

The University has responsibility for the accuracy of all public information relating to its awards including marketing and promotional materials e.g. prospectuses, web pages and press releases plus material distributed at careers fairs and open days. The University recognises that partner institutions may want to advertise their Apprenticeship offer within their organisation.

Please refer to the [University Code of Practice: Approval of Collaborative Provision Publicity and Marketing Information](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fcollaborative-provision%2Fucop-cp-publicity-and-marketing-information-sept-2023.docx&wdOrigin=BROWSELINK) for further detail.

The Marketing and Communications Directorate at the University will be happy to offer advice on general marketing matters and advice on design and University publications.

## 9.3 Employer and Apprentice annual survey

**Apprentice and Employer Surveys (annual requirement - January/February)**



An annual set of surveys acts as the starting point for the self-assessment cycle and these take place across January into February each year. The outcomes provide rich and detailed programme by programme feedback from both apprentices and employers. The surveys are facilitated by the Apprenticeships Funding and Compliance Service and shared with Programme Directors and Faculty Apprenticeship Leads.

## 9.4 Student Handbooks and Employer Guides

The University will provide each apprentice with access to a MyJourney module which will provide programme and University information to all students and apprentices. The University will also provide employers with the following documentation:

* **Degree Apprenticeships: A Guide for Employers on Supporting Apprentices** [Degree Apprenticeships Guide For Employers.pdf](https://hullacuk-my.sharepoint.com/%3Ab%3A/g/personal/jennifer_chambers_hull_ac_uk/EcM35aakuM5JjJ5z3kjRBAIB-IrtB5y-fHjCcBJzwkq9jg?e=0AeTeX)
* **A Quick Guide for Base Placement Assessors** [Degree Apprenticeships Quick Guide For Base Placement Assessors 2022.docx](https://hullacuk.sharepoint.com/%3Aw%3A/s/EDUFacultyApprenticeshipLeads-Team/EfWXZjgBHINElJ1g34fZjUEBH9pltBvetPd_r4i-cylVPQ?e=PQlGdv)

## 9.5 Apprenticeship Induction and Onboarding to Programme

Both the University and the employer partners are **required** to give all apprentices a formal induction. Induction is essential to the successful onboarding to the programme for apprentices to ensure both apprenticeship and compliance with ESFA and that standards set out by IFATE are met. This process reinforces the level of commitment required to undertake an apprenticeship to both the employer and the apprentices. The speed and effectiveness with which apprentices settle into all aspects of institution and University makes a positive contribution to supporting retention to apprenticeship programmes. Induction **should** recognise the diversity of students/apprentices’ experience, needs and expectations.

Induction **should** cover: academic, practice and apprenticeship requirements of the programme; student/apprentice support available; health and safety issues; (academic unit or equivalent) arrangements and student/apprentice representation. In addition to the standard information given, employer partners **should** take the opportunity to inform apprentices of the relationship between the two organisations and clarify the role the University plays.

All Apprenticeship programmes have a detailed ‘Programme on a Page’ which provides an overview of the apprentice journey throughout their apprenticeship programme. This reinforces the level of commitment required from apprentices and their employers.

Assessment of the individual’s prior learning and experience (along with the other initial assessment activities) allows the provider to establish the ‘starting point’, or baseline, for the apprentice.

Effective recognition of prior learning is a **mandatory** requirement and has benefits for apprentices, employers and providers. A robust initial assessment forms the foundation for a high quality apprenticeship programme for:

* the **apprentice**, who will have a tailored training plan that identifies their specific training needs and gives them the most effective route to full occupational competence, without unnecessary duplication.
* the **employer**, whose apprentice has a training programme that is tailored to the employer and the individual’s needs and ensures that best use is made of the off-the-job (planned hours) time to train.
* the **provider**, who can deliver a more tailored learning experience that will be valued by apprentices and their employers. This can lead to the apprentice completing the programme in a shorter time.

[The provider guide to delivering high-quality apprenticeships](https://www.gov.uk/government/publications/provider-guide-to-delivering-high-quality-apprenticeships) gives more detail about how [initial assessments](https://www.gov.uk/government/publications/provider-guide-to-delivering-high-quality-apprenticeships/starting-to-deliver-apprenticeships#initial-assessment) fit in to the rest of the apprenticeship. [https://www.gov.uk/government/publications/provider-guide-to-delivering-high-quality-apprenticeships/provider-guide-to-delivering-high-quality-apprenticeships](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fprovider-guide-to-delivering-high-quality-apprenticeships%2Fprovider-guide-to-delivering-high-quality-apprenticeships&data=05%7C01%7CJennifer.Chambers%40hull.ac.uk%7C105c469d2e264cc0149208db8c1dc144%7C490a81977b834f1089b983189be3835e%7C0%7C0%7C638257831635326963%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=H%2FvftQ0o3Kdlm4f8sGCwczgb%2BgVi9thRZ88tgcU%2F8U0%3D&reserved=0)

The assessment of prior knowledge and experience will inform the final funding the University is able to claim for that apprentice, therefore accurate assessment is vital. In some cases, extensive prior knowledge and experience may mean an individual is not eligible for the apprenticeship route, or it may not be financially viable to deliver the programme for that individual. In these cases, the Apprenticeship Funding and Compliance service can provide further guidance.

Assessment of prior learning and experience **must** be completed prior the apprentice starts the apprenticeship programme, and is formally agreed within the apprentices training plan which **must** be signed by all parties prior to or on the start date.

Employer partners will wish to note the University guidelines and are expected to have in place mechanisms for the welcome, orientation and induction of apprentices which is facilitated through the University’s central point of information ‘MyJourney’. The **Degree Apprenticeships: A Guide for Employers on Supporting Apprentices** is provided **for information** to employer partners. Increasingly it is recognised as good practice that induction **should** be a continual process that involves both programme leaders and managers and employer partners during the early weeks and months that an apprentice commences programme, rather than a one-off event on arrival.

## 9.6 Notification of Results and Transcripts

The University is responsible for notifying all results to students/apprentices (and for providing appropriate feedback and academic guidance) at the end of each assessment process. **Results must not be given orally, especially over the telephone. Results for apprentices can be shared with employers and this is written into the training plan agreement.**

The University **must** produce a transcript at the end of the final level and may choose to produce a transcript at other intermediate levels. Transcripts **must** record all modules where the assessment has been attempted, including fails, although the higher of the two fail marks **must** be recorded. The transcript **should** indicate that the programme delivered was an apprenticeship as well as a University of Hull award.

Faculties **must** also check that details of the final award are accurate; any anomalies **should** be reported to Academic Services. Faculties **should** record that an accuracy check has been undertaken on a copy of the approved pass list. Transcripts for apprentices on indirectly funded programmes will normally be produced by the University.

## 9.7 Graduation Ceremonies and the Issuing of Certificates

Apprentices who have been awarded qualifications at undergraduate or postgraduate degree level are entitled to attend and have their awards presented at a University graduation ceremony. The certificates issued will be the same as those awarded for successful completion of traditional higher education and degree programmes. Apprentices will also receive a certificate for their Apprenticeship award and are responsible for their expenses in attending the ceremony and **must** adhere to the same rules and regulations, as for traditional students. The University Graduation Office will contact graduands with details of the ceremony and action to be taken for the hire of appropriate academic dress. Apprentices unable to attend the University ceremony may graduate in absentia.

The University recognises that most employers may want to hold their own award ceremonies or celebratory events either before or after a University Graduation Ceremony and **must** inform their Apprentices they will be invited (\*subject to the above) to attend both ceremonies. Degree certificates will be presented at the University of Hull ceremony or issued following the ceremony. As students/apprentices of the University, those who graduate with a degree will become alumni of the University.

# 10. Management of Apprentice Related Issues

This section looks at the procedures involved in the general, day-to-day running of an apprenticeship programme. These procedures may involve staff at all levels of management, from administrative support staff to senior management staff and this information is designed to give those staff with such responsibilities some guidance on the University’s expectations and requirements. It will also be useful for those members of staff involved in the academic management of apprenticeship programmes to ensure the efficiency of administrative procedures.

Employer partners **must** ensure that the requirements outlined in the Apprenticeship Training Services Agreement are met, particularly those relating to compliance with ESFA and IFATE requirements. Intake dates are agreed and detailed in the agreement. Employer partners **must** consult faculty representatives if agreed minimum numbers have not been achieved. Employer Partners **must** also make arrangements to keep apprentices informed of key information including recruitment processes and planned start dates.

## 10.1 Escalating concerns

The University operates an established **Issue Escalation and Resolution Policy.** [Issue escalation policy - V7 15.05.23.docx](https://eur02.safelinks.protection.outlook.com/ap/w-59584e83/?url=https%3A%2F%2Fhullacuk-my.sharepoint.com%2F%3Aw%3A%2Fg%2Fpersonal%2Fa_collett_hull_ac_uk%2FEVJ5QsqXMfJNjCT4kiZDrZgB6l61IxD5tjBcKqJDQf6KGg%3Fe%3DWaEbKI&data=05%7C01%7CJennifer.Chambers%40hull.ac.uk%7Cf5f2cb03f35044c0211908db892bfa54%7C490a81977b834f1089b983189be3835e%7C0%7C0%7C638254594186424114%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=HicantIGvG2fPffpIIczxwKt1E%2BtWiLR53VyljJJI2w%3D&reserved=0)This policy is to be used for all issues raised relating to the progress of apprentices. It may be used alongside and in addition to other policies, in particular ‘[Regulations governing the investigation and determination of allegations of fitness to practise’](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fassessment%2Fregulations-governing-the-investigation-determination-of-concerns-about-fitness-to-practise-v2-07.docx&wdOrigin=BROWSELINK) and the specific requirements are detailed on the Quality and Standards webpage. For FoHS apprentices, this policy may also be used alongside the requirements of the [Placement Learning Unit](https://www.hull.ac.uk/faculties/fhs/shsw/placement-learning-unit) . This policy applies to all apprentices and employers engaged by the University in its role as a training provider for apprenticeships. While any individual is able to raise a concern, the policy is to be used by University staff responsible for ensuring the progress of apprentices through their programme.

This process can be used for most apprentice / employer issues arising from non-compliance with the funding rules, lack of academic progress and / or the terms of the Apprenticeship contractual documentation. Where this process is not appropriate, the most suitable course of action will be agreed by the Head(s) of Apprenticeships (Quality of Education)/ (Compliance and Funding).

## 10.2 Record Keeping and Archiving

For apprentices on validated apprenticeship programmes:

The University takes responsibility for maintaining a full record of the apprentice’s academic progress, including module marks and periods of study, as well as personal data. Employer partners **should** complete all statutory returns required in accordance with apprenticeship requirements for the programme. The University **must** be provided with basic information about each apprentice enabling it to maintain a basic record to facilitate the production of student/apprentice ID cards and statistics. Up-to-date and accurate information is especially important for the Degree Ceremonies Office who issue invitations to graduation ceremonies and produce certificates. Finally, employer partners are reminded of their legal duty to comply with the General Data Protection Regulations (2018).

## 10.3 The Application Process

The University **must** assure itself that admissions procedures are robust and consistent across all apprenticeships progammes and that it complies with the requirements set out by the Professional Statutory and Regulatory Bodies. Recruitment for Apprentices is usually a joint process between the University and the employer partner. This is to ensure that all entry requirements for the University and Apprenticeship are met whilst supporting the employers to appoint a suitable apprentice. It is the employer partners’ responsibility to ensure that prospective apprentices are aware of the University’s involvement in the recruitment to the apprenticeship programme. It is important that the procedures are adequately understood and essential for employer partners to provide all required documentation to enable the University to reach a timely decision regarding applications, thereby ensuring an efficient service to the applicants.

Employer partners **must** ensure that apprentices applying for apprenticeship programmes are eligible and satisfy immigration and apprenticeship requirements.

Employer partners **should** also be aware that although the apprenticeship standard will set out minimum entry requirements, each training provider has the right to set their own entry requirements in addition to this, as long as these are applied consistently to all applicants.

The application form

Apprentices usually apply via the employer partner for a place on the apprenticeship programme using an application form which is normally prepared by the employer partner. Once the employer has screened the application and has identified an applicant as a prospective apprentice, they are asked to complete a University application form and will progress subject to shortlisting and a successful interview. Interviews are normally carried out jointly by the University and employer partner. Prospective apprentices may also apply directly to the University for the apprenticeship programmes, however, **must** have the support of an employer in order to do this.

Managing the application process

Employer partners/prospective apprentices **must** send by email the applications that are to be considered to the Apprenticeship Funding and Compliance team together with supporting documentation/evidence of qualifications using specific admissions criteria agreed during the approvals process. The Faculty Admissions Office is responsible for processing applications including verifying that the qualifications and/or experience of the applicant are commensurate with the approved admissions criteria. Employer partners **must** ensure that prospective apprentices are aware that any application is subject to further consideration and final approval by the University.

Where apprentices are passing from one University programme to another, apprentices **must** make a formal application for the second programme and receive a formal offer letter. The apprentice would otherwise not be able to enrol for the second programme of study. If a student/apprentice wishes to transfer from one programme offered by the University to another, it will be necessary to withdraw formally from the programme the apprentice is currently registered for before being accepted onto the other programme.

Guidelines for the admission of apprentices to a particular programme are outlined within the programme regulations and prospective apprentices **should** satisfy themselves that applications meet with the pre-requisites before submitting them for consideration by the University. The pre-requisites **should** comply with the University’s English language requirements which can be found [here](https://www.hull.ac.uk/choose-hull/study-at-hull/admissions/english-language-requirements). The University’s decision on applications is final. Employer partners **must** ensure that applications are sent to the Faculty Admissions Office with complete documentation. Incomplete applications **must** be placed on hold, and not processed until all required information is received. Generally, the requirements are as follows:

* An approved application form;
* Original Copies of relevant academic certificates, on which it has been noted that the original documents have been seen by admissions staff who are satisfied by the authenticity. The University retains the right to see the original documentation including IELTS certificates or equivalent and NARIC assessments, if deemed appropriate;
* At least one reference; normally an academic reference although some academic units may ask for an additional work reference;
* Evidence of the student/apprentice’s proficiency in English language (if appropriate);
* Interview report (if appropriate).

Exceptional cases by Dean’s approval

In exceptional circumstances where applicants do not possess the standard entry requirements, the University can recommend the applicant for acceptance as an exceptional case. It is important to note that for some apprenticeship programmes, an exceptional case may not be possible and the final decision will be made by the University. In addition to the standard supporting documentation, the employer partner **should** submit an interview report carried out by the employer representative, which details discussions conducted with the applicant regarding their application. Examples of areas where an interview report are especially helpful include:

* A prospective apprentice who does not seem to fulfil the academic entry requirements but has extensive work experience which may compensate;
* A prospective apprentice who has performed poorly during their most recent study, due to ill health or other circumstances (these cases **should** also be supported by academic references).

Each case will be considered individually on its merits by the Dean of the relevant University Faculty (or nominee). If an employer partner receives an application about which they are uncertain, they **should** contact the relevant faculty at the University for guidance.

Recognition of Prior Learning (RPL)

Where it is expected that a prospective apprentice might routinely be granted exemptions, by virtue of prior experience/qualification, from specific aspects of the programme this **should** normally be declared within the initial onboarding to programme documentation. Thereafter exemptions are at the University’s discretion. The University programme regulations specify the number of credits that **must** be passed in order to gain a University award and **must** meet the funding rules and standards as set out by the ESFA and the IFATE.

Approval of applications

Applications submitted by prospective apprentices and/or the employer partners are considered by the Programme Director and processed by the Faculty Admissions Office who will prepare a formal offer letter for the successful applicants.

The pressure from applicants who are keen to learn the outcome of their application is well understood within the University and every effort is made to ensure rapid decisions concerning applications. The Faculty Admissions Office will endeavour to send offer letters as soon as practicable within a maximum of five working days of receiving notification that a candidate has been successful at interview, and will expect to receive acceptance letters normally within ten working days. However, this turnaround can only be achieved if full documentation is provided with each application and employer support is confirmed. The University reserves the right to request additional information to support any application and may grant an applicant conditional acceptance dependent on receiving additional information, for example, satisfactory references.

The University will ensure that staff absences do not normally delay the processing of applications and, although the Faculty Admissions Office has periods of high levels of activity, it will seek to maintain a regular flow of acceptance notifications throughout busy times.

The formal offer

Offers of places on programmes of study leading to University awards are the responsibility of the University. Offers are made through the Faculty Admissions Office, which will issue a letter of acceptance. Applicants will receive either:

* A formal unconditional offer letter stating details of the programme, its location and the start date for which the applicant has been accepted;

OR

* A formal conditional offer letter stating details of the programme, its location and the start date for which the applicant has been accepted, but also including the conditions which the offer is subject to.

In the event of a conditional offer being made, the requirements **must** be fulfilled before an apprentice commences a programme unless the letter of acceptance specifically states otherwise. Examples of conditional offers include the receipt of a satisfactory reference or the successful completion of another award.

Employer partners **may not**, in any circumstance, issue acceptance on behalf of the University. No apprentice may commence any programme until they have received confirmation of official acceptance. In exceptional circumstances, an application may be made close to the start of an intake however this **must** be approved by the Faculty and the Apprenticeship Funding and Compliance Service and the Dean of Faculty (or nominee). The University may allow the applicant to attend classes, or receive module study material, but it is the responsibility of the University and employer partner to make clear in writing to the applicant that continued participation on the programme is conditional on a formal acceptance by the University. In these instances, it is expected that the employer partner includes a copy of the letter with the application. The University **must** also formally agree such a decision and employer partners **must** therefore ensure that they have procedures in place to cater for apprentices whose applications are subsequently rejected by the University.

Summary of application process for Apprenticeship programmes

* The employer partner/apprentice sends the completed application, together with copy certificates (including Maths and English), references and evidence of English language proficiency (where appropriate), to the Admissions team in the first instance;
* The Admissions Office review and where appropriate invite prospective apprentices to interview; the Apprenticeship Funding and Compliance Service **must** be consulted if there are any queries relating to compliance or funding.
* In addition to the certs and application form, apprentices **must** have completed their Maths and English assessments and the skills scan (signed by employer and applicant) before an offer letter can be issued. Evidence of appropriate Maths and English qualifications **must** be shared with the Apprenticeship Funding and Compliance Service **before** an offer is made. Please refer to <https://www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above> for the full list of acceptable qualifications. **Please note**, if the qualification is not listed within this link, it will not be accepted. All offers are subject to meeting the Maths and English requirements for Apprenticeships.
* Upon successful interview, the formal offer letter is produced and sent to the applicant, via the Faculty admissions office. All offers are subject to apprentices evidencing the necessary occupational health and Disclosure and Barring Service Screening (DBS) and satisfactory references.
* Employer partners are responsible for undertaking the required occupational health and Disclosure and Barring Service Screening (DBS) and sharing the relevant information with the Admissions team within the University.
* In the event of an application being rejected, the University will inform the applicant by letter. The employer partner may also choose to write a letter to the applicant. In such cases the employer partner will be kept informed.

English language proficiency

For all University programmes, applicants whose first language is not English **should** submit evidence of English language proficiency. The applicant may be regarded as proficient, in respect of admission to undergraduate and postgraduate degree programmes when they have achieved one of the qualifications or tests approved by the University for admission to undergraduate and postgraduate degree programmes. A list of such programmes is available [here](https://www.hull.ac.uk/choose-hull/study-at-hull/admissions/english-language-requirements).

Some applicants may not hold any of the qualifications accepted and may wish to be considered on the basis of substantial use of English in their profession. The procedure for consideration in this way is explained below. However, applicants **should** be aware that special cases of this nature will be considered individually by the University and there is no guarantee that applicants will be accepted on the basis of references and other information provided to the University. Consideration of the application may also take longer than an application which fulfils the University’s requirements. Applicants are recommended to take International English Language Testing System (IELTS) wherever possible.

If an applicant wishes their English Language proficiency to be considered on the basis of use in the applicant’s profession, it is necessary for the applicant to:

* Discuss the application with the employer partner in the first instance. Please note, regulatory conditions apply for Professional Statutory Regulatory Body accredited programmes. Please refer to relevant regulatory body websites such as Nursing and Midwifery Council, Health Care Professions Council, Social Work England. For programmes that are not subject to regulatory conditions, if it is agreed that the applicant’s English language proficiency **should** be considered as a special case, a report **should** be completed by the employer partner and forwarded to the University with the application to support the case;
* Provide academic and/or professional references that specifically mention the way in which English is used by the applicant (e.g. through report-writing, written and oral communication).

In addition, applicants who do not hold any of the qualifications may also demonstrate their English skills through successful academic study taught and assessed entirely in English within recent years. If this is the case, then this **should** be clearly indicated on the application form.

Please note; IELTS cannot be used as evidence of level 2 attainment in English. Applicants would still need to demonstrate that they have an approved level 2 qualification as per the Department for Education list of acceptable qualifications; <https://www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above>

New and continuing apprentices

Apprentices on validated programmes **must** be registered with the University of Hull. If an apprentice is not registered with the University they will **not** be able to commence or continue on the apprenticeship or receive a University of Hull award. Apprentices returning to a programme following a break in learning **must** attend a meeting with their employer and Programme Director to agree their training plan and ensure all apprenticeship training service agreements are updated and in place. The employer is responsible for carrying out any necessary occupational health screening and/or updating Disclosure and Barring Service Screening (DBS) as appropriate.

Apprentices are required to comply with the following when they register on a validated apprenticeship programme:

* [University of Hull Regulations governing Academic](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fassessment%2Fregulations-governing-academic-misconduct-v4-12-aug-22.docx&wdOrigin=BROWSELINK) Misconduct (so far as it applies to apprenticeship provision)
* [University Code of Practice: Academic Appeals](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fstudent-information%2Fucop-academic-appeals-ug-pgt-sept-2023.docx&wdOrigin=BROWSELINK) (so far as it applies to apprenticeship provision)
* University of Hull [Library](https://www.hull.ac.uk/choose-hull/study-at-hull/library)
* Any other University of Hull policy, procedure, regulation, or requirement as may be communicated from time to time.

International Applicants

All prospective applicants **must** have secured employment as an apprentice and have the full support of a UK employer before applying for the programme.

Access to library facilities

Apprentices will not be able to apply for a student card or use any of the university facilities until they have been registered with the University. It will usually take 24 hours for their library card to become activated once they have registered with the university.

## 10.4 Changes to Apprentices Personal and Programme Details

Any changes to an apprentice’s personal or programme details **must** be notified to the University as they occur. Apprentices can change their personal details through the MyHull Portal. Apprentices can use the **my Details** page to view and make changes to their personal details and also to view any learning support arrangements that are in place.

You can use the **Talk to Us** option in the [myHull portal](http://my.hull.ac.uk/) to:
- talk to the Central Hub using the Live Chat functionality
- raise an enquiry for the Central Hub or your faculty
- use the Frequently Asked Questions to access a wealth of information to support you
- manage appointments with Student Services

The University are required to verify the apprentice’s new details by checking the appropriate official documentation.

The University issues final degree certificates with the name recorded on our student record system. The University will not alter the certificate after it has been issued.

All apprentices **must** be employed and actively working in a relevant, full-time role (30 hours per week +) to remain eligible for apprenticeship funding. Any changes to this (sickness / maternity / redundancy etc) is likely to require either a break in learning or withdrawal from programme. In addition to this, apprentices **must** live in England (Scotland and Wales have their own devolved funding arrangements) and spend a minimum of 50% of their working hours in England. Please contact the Apprenticeship Funding and Compliance Team for further advice.

## 10.5 Change of Programme

If an apprentice wishes to change or cease their programme of study, the employer and apprentice **must** notify the University to request a withdrawal from the programme. In some circumstances, a transfer of programme i.e., from an Apprenticeship to a traditional degree programme request may be considered.

## 10.6 Withdrawal from Programme

If an apprentice wishes to withdraw from their programme of study/apprenticeship then the University and Apprenticeship Funding and Compliance Service **must** be notified of these changes as they occur.

The sole purpose of the university withdrawal form is to exchange information between the apprentice, employer and the University. The University’s process ensures both the apprentice, the employer and the University agree to the withdrawal.

Apprentices that change their employer may need to be withdrawn from the programme if their new employer is not willing to support them with their apprenticeship.

# 11. Academic Management

## 11.1 Activities Relating to the Assessment Process including End Point Assessment (EPA)

The University has overall responsibility for all programme assessment including end point assessment (EPA) with the exception of non-integrated apprenticeship programmes. This includes anonymous marking and second marking and the moderation process carried out by University academic staff. All non- integrated Apprenticeship provision has an external end point assessment that is carried out by an external End Point Assessment Organisation (EPAO) who will be commissioned and contracted by the University to carry out the end point assessment. Further information relating to End Point Assessment can be found later in this handbook.

The [University Code of Practice on Assessment Procedures](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fassessment%2Fucop-assessment-procedures-v1-19-for-sept-22.docx&wdOrigin=BROWSELINK) **must** be applied for all modules and programmes classified as apprenticeship provision unless expressly stated in the text. The code includes specific guidance on anonymous marking, second marking and penalties for over-length and late submissions.

Moderation

Moderation is a standard feature of higher education and apprenticeship provision. It is a process by which the University assures itself that any work undertaken by the student/apprentice is set and assessed in a consistent and fair manner, to ensure parity of standards and that the level of achievement reflects the required academic standards comparable to programmes on campus and nationally. The University has developed a code of practice that applies to two specific processes: the scrutiny of summative assessment tasks; and the review of student/apprentice output arising ou**t of those tasks.**

**It should** also be noted that the external examiner **must** be consulted on all assessment tasks, irrespective of their format, level or stage within a programme. The precise range of tasks which the external wishes to see, and the timing of the consultation, **must** be discussed with the external examiner in advance.

Please refer to the [University Code of Practice: External Examining](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fexternal-examining%2Fucop-external-examining-dec-21.docx&wdOrigin=BROWSELINK) for further detail on moderation of student work.

Due to the nature of some assessment tasks, it may not always be practical to carry out the moderation process as set out by the code. In these cases, University faculties will facilitate this process such as attending, where possible, presentations, exhibitions, and performances.

External Examiners

External examiners are appointed by the University for every programme. The appointment will be for four years.

The role of the external examiner is to assist the University in discharging its responsibility for the quality and standards of the education it provides and the awards it offers.

Please refer to the [University Code of Practice: External Examining](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fexternal-examining%2Fucop-external-examining-dec-21.docx&wdOrigin=BROWSELINK) for further detail.

Note: For integrated apprenticeship the external examiner will normally take on the role of External Assessor. Please refer to the EPA Policy. [EPA Policy QSS June 2023 final.docx](https://hullacuk-my.sharepoint.com/%3Aw%3A/g/personal/jennifer_chambers_hull_ac_uk/EYUTw6uzK0NCnUAvChGzVtcBSQCOH57WF4VM-tiB4Hbo2A?e=Nu4zEE)

Independent End Point Assessors

Independent End Point Assessors (IEPAs) **must** be appointed by the University for every integrated/fully-integrated apprenticeship programme. For fully-integrated apprenticeships the IEPA will normally take on the role of External Assessor in addition to their role as IEPA. The appointment will be for four years in accordance with the EPA Policy. Please refer to the EPA Policy [EPA Policy QSS June 2023 final.docx](https://hullacuk-my.sharepoint.com/%3Aw%3A/g/personal/jennifer_chambers_hull_ac_uk/EYUTw6uzK0NCnUAvChGzVtcBSQCOH57WF4VM-tiB4Hbo2A?e=Nu4zEE) for recruitment, nomination, roles and requirements of IEPAs/EAs. All IEPA/EA appointments are subject to meeting the individual criteria for the individual Apprenticeship standards as set out by IFATE.

## 11.2 Examination Arrangements

The University operate examinations under their own, well-defined procedures in accordance with rigorous examination regulations, Code of Practice: Assessment Procedures. [https://www.hull.ac.uk/choose-hull/university-and-region/key-documents/quality](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fquality&data=05%7C01%7CJennifer.Chambers%40hull.ac.uk%7C53b446b929934a03a86c08db8c1b4303%7C490a81977b834f1089b983189be3835e%7C0%7C0%7C638257821242217331%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ovcNJ8VGtNuwTR6FpOlFfdA93i%2B5ObWVborL98ElOSo%3D&reserved=0)

The University provides instructions to invigilators and to students/apprentices regarding conduct during examinations e.g. the use of academic misconduct.

It is the University’s responsibility to arrange examination times and deadlines for other assessed work and make these known to students/apprentices, together with any penalty in case of late submission/failure to submit assessed work. For example, the University will need to explain to students:

* The attendance requirements for the programme;
* The consequences for missing a teaching session without prior notice;
* The penalties for submitting work after an agreed deadline;
* Exceptions to the above – for example in the case of illness or emergency – in this case, claims normally need to be substantiated by documented evidence;
* Additional considerations and coursework extension procedures.

When a student/apprentice has declared a disability or a health problem, the University **must** ensure that a formal process exists to assess student/apprentice requirements and ensure that where appropriate reasonable adjustments or alternative examination arrangements are in place.

## 11.3 Boards of Examiners/End Point Assessment Boards

For apprentices on validated programmes

The University **must** hold a Boards of Examiners as set out in the code of practice referenced below. Module Boards of Examiners **must** be established to determine the marks for each module, taking into account claims for additional considerations. Marks **must** be awarded according to the University standard scale unless the module has been specifically designated and approved as ‘pass/fail’.

Programme Boards of Examiners **must** be established to determine the progression of each student/apprentice between the stages of each programme and to the award. A Programme Board may never change a mark or other decision of the Module Board. Careful attention **must** be paid to the regulations governing progression, compensation and condonement and degree classification. The decisions of the programme board, including compensation, referral and condonement, **must** be recorded on the Programme Board Report.

Fully- integrated Apprenticeship Programmes require a separate End Point Assessment (EPA) Board that will take place 2 weeks after the main Board of Examiners. For integrated Apprenticeships the EPA element is processed as part of the main Board of Examiners. Please refer to the EPA Policy [EPA Policy QSS June 2023 final.docx](https://hullacuk-my.sharepoint.com/%3Aw%3A/g/personal/jennifer_chambers_hull_ac_uk/EYUTw6uzK0NCnUAvChGzVtcBSQCOH57WF4VM-tiB4Hbo2A?e=Nu4zEE) which outlines the requirements for End Point Assessment.

Please refer to the [University Code of Practice Board of Examiners](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fprogramme-regulations-including-exam-boards%2Fucop-boards-of-examiners-v2-23-for-sept-22.docx&wdOrigin=BROWSELINK) for further detail.

## 11.4 Actions to be taken in Advance of Module and Programme Boards

**Module Board and Programme**

It is advisable for the Administrator (UoH) to review all relevant module/programme records with the module leader/Programme Director before the meetings take place in order to check that all the students/apprentices are registered and on the correct programme and that records are accurate and up to date. Any recommendations for alterations to marks or grading by the external examiner or Independent End Point Assessor (integrated only) **must** be considered by the Module Board and the appropriate changes made to mark grids. It is considered good practice to hold a **‘pre’ board** in advance of the actual board meeting where possible in order that potential issues can be identified and investigated. Please remember that the Boards **must** be quorate in order for any decisions to be made.

**Additional Considerations**

The University **must** consider cases of additional considerations prior to the Boards and the decisions **must** be reported to, Module and/or Programme Boards as appropriate.

**Cases of Academic Misconduct**

Cases of academic misconduct identified before the appropriate Module Board **must** be investigated in accordance with the approved procedures. If an investigation has already taken place, the decision of the Academic Misconduct Panel **must** be reported to the Module Board and the decision for the module made accordingly. If the investigation has not yet taken place, the mark grids **should** indicate that the decision has been deferred as “under investigation for the use of academic misconduct”.

Actions during Module and Programme Boards

The Chairs of both Module and Programme Boards **must** ensure that the meetings are conducted in accordance with the relevant code of practice. A sample of typical agendas for Module and Programme Boards with guidance on writing minutes can be found within the [University Code of Practice: Boards of Examiners.](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fprogramme-regulations-including-exam-boards%2Fucop-boards-of-examiners-v2-23-for-sept-22.docx&wdOrigin=BROWSELINK) It is the partner institutions’ responsibility to minute the meeting and to make available to members of the Boards the following:

* Agendas;
* Minutes of the last meetings;
* Module /programme board grids;
* Copies of moderator reports;
* External examiner comments (if available);
* List of any core and/or elective modules;
* Programme regulations and other relevant guidelines in operation e.g. treatment of borderline cases.

All fully integrated apprenticeships require and end point assessment board. Please refer to the EPA Policy where the process is clearly outlined. [EPA Policy QSS June 2023 final.docx](https://hullacuk-my.sharepoint.com/%3Aw%3A/g/personal/jennifer_chambers_hull_ac_uk/EYUTw6uzK0NCnUAvChGzVtcBSQCOH57WF4VM-tiB4Hbo2A?e=Nu4zEE)

Actions post Module and Programme Boards

The Administrator (UoH) **must** send the Programme Board results in the format specified by the university to Academic Services for processing. The Faculty **must** publish results to students after the programme board.

Following the Board, the Administrator (UoH) **must** distribute the minutes to the members of the Boards. It is the responsibility of the Administrator (UoH) to ensure that documentation is accurate.

The decisions of the programme board, including compensation, referral and condonement (where appropriate), **must** be recorded and documented in the format specified by the University. University/Faculty academic offices will be expected to keep a copy of the documentation for their own records.

## 11.5 Role of the Student Cases Committee (SCC)

The underlying principle adopted in matters of progress of apprentices is that they **should** be treated where possible, as if they were students on traditional programmes. It is essential that any decision that impacts on an apprentices’ planned end date is reported to the Apprenticeship Funding and Compliance Service. Although the original planned end date for an apprentice cannot be amended (except for apprentices that took a break in learning), in most cases a revised training plan will need to be agreed by all parties.

The structures and procedures are intended to ensure that apprentices are treated in the same way as other University students. However, the University respects the autonomy of its apprenticeship provision and endeavours to ensure that apprentices are not disadvantaged through the application of University procedures.

Suspension of study/Break in Learning

Circumstances may arise which cause the apprentice to require a break from their studies rather than complete them according to the usual duration of the programme. For example, in cases of illness or family crisis. Suspension of study is essentially a legitimate interruption of the period of registration. In apprenticeship terms, this is referred to as a programme deferral or break in learning. A break in learning **must** be used where an individual agrees, with their provider and employer, to take a break of at least 4 weeks from their apprenticeship (with or without a break from work) but plans to return to their apprenticeship in the future. A break in learning **must not** be used for periods of annual leave or short term periods of sickness. All breaks in learning **must** be agreed with the Apprenticeship Funding and Compliance Service.

A break in learning **must** align to an application for an apprentice to suspend their studies for periods not exceeding 12 months. This is subject to approval by the Head of Academic Unit, and to the Student Cases Committee. Suspension of study **should not** be used as a device for extending the period of study. There may be occasions when Apprentices are asked to suspend their studies i.e. if an apprentice is subject to an investigation relating to fitness to practise.

Once the apprentice resumes study, they have the same amount of time to complete the programme as was available prior to the period of suspension. During the period of suspension, the apprentice is not expected to study and the University is not eligible to claim levy funding. There is a maximum period of time for a break in learning in accordance with ESFA funding rules (submissions on breaks in learning cannot cross 2 R14 submissions). The University requires that each stage of study **must** be completed within a period of 3 years.

**First Standard Suspension**

The University **must** be notified immediately if an apprentice wishes to suspend their studies for up to one year and the apprentice does not wish to repeat their studies. Programme Directors **must ensure that the Apprenticeship Funding and Compliance Service are made aware at the earliest opportunity if an apprentice takes the decision to have a break in learning and suspend their studies. Approval from the employer and the Apprenticeship Funding and Compliance Service must be sought before a break in learning can be processed.**

A first standard suspension will be processed without approval from the Student Cases Committee.

**Extension to Suspension/ Repeat Studies (year or trimester)/ Retrospective Suspension**

The University **must** be notified immediately if an apprentice wishes to suspend their studies, which will result in one of the following:

* An extension to their existing suspension; for apprenticeships, this is subject to employer agreement.
* Repeating their year or repeating the trimester; for apprenticeships, this is subject to employer agreement.
* Retrospective suspension; for apprenticeships, this is subject to employer agreement.

The final decision for an apprentice wishing to suspend/take a break in learning and will result in one of the above will be made by SCC and will be subject to employer agreement. In order for SCC to make that decision, the administrator (UoH) **must** complete all sections on the suspension form, this includes the reason why the apprentice wishes to extend their suspension, repeat their studies or why their suspension **should** be back-dated. This **should** also include the relevant evidence and **must** be signed by the relevant apprenticeship programme director.

**Repeat Year**

A decision on whether an apprentice can repeat a year of study **must** be made by SCC and will be subject to employer agreement. In order for SCC to make that decision the administrator (UoH) **must** complete all sections on the repeat studies form, this includes the reason why the apprentice wishes to repeat their studies and **must** be signed by the apprentices’ programme director.

Additional Considerations and coursework extensions

To ensure consistency with students undertaking University awards elsewhere, provisions for the consideration of additional considerations and coursework extensions **should** be the same or equivalent for apprentices. The University has approved forms for additional considerations and coursework extensions which are used within apprenticeship provision.

Consideration of the Additional Considerations Committee or equivalent **must** be in advance of the Board of Examiners and **should** report decisions to the Module Board. The meetings of the Committee **should** be minuted and a copy available for reference at the Module/Programme boards when appropriate.

Academic misconduct

The University has regulations on the use of academic misconduct governing plagiarism, cheating and similar forms of academic misconduct which **must** be followed by Partner Institutions.

Academic misconduct is **defined as** conduct which may gain students an illegitimate advantage or benefit for themselves or another or which may create a disadvantage or loss for another. This definition applies whether the candidate acted alone or in conjunction with another or others, whether members of the University or not, and includes conduct which is attempted. It also includes the successful (or attempted) inducing or coercing of another or others, whether they are members of the University or not.

Acts of academic misconduct can take many forms.

Please refer to the [University Regulations governing Academic Misconduct](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fassessment%2Fregulations-governing-academic-misconduct-v4-12-aug-22.docx&wdOrigin=BROWSELINK) for further detail.

Academic appeals

Appeals on apprenticeship programmes are governed by the University Code of Practice: Academic Appeals which **must** be followed by Partner Institutions.

Please refer to the [University Code of Practice: Academic Appeals](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fstudent-information%2Fucop-academic-appeals-ug-pgt-sept-2023.docx&wdOrigin=BROWSELINK) for further information.

Academic discipline

The University operates a system of discipline regarding attendance and submission requirements so that apprentices engage with their off the job training requirements in accordance with their agreed training plan. Where issues are raised in respect of compliance with Funding or Apprenticeship requirements, matters are dealt with via the Issue Escalation and Resolution Policy. [Issue escalation policy - V7 15.05.23.docx](https://eur02.safelinks.protection.outlook.com/ap/w-59584e83/?url=https%3A%2F%2Fhullacuk-my.sharepoint.com%2F%3Aw%3A%2Fg%2Fpersonal%2Fa_collett_hull_ac_uk%2FEVJ5QsqXMfJNjCT4kiZDrZgB6l61IxD5tjBcKqJDQf6KGg%3Fe%3DWaEbKI&data=05%7C01%7CJennifer.Chambers%40hull.ac.uk%7Cf5f2cb03f35044c0211908db892bfa54%7C490a81977b834f1089b983189be3835e%7C0%7C0%7C638254594186424114%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=HicantIGvG2fPffpIIczxwKt1E%2BtWiLR53VyljJJI2w%3D&reserved=0)

## 11.6 End Point Assessment/Conflict of Interest

The EPA takes place in accordance with requirements set out in the assessment plan, when all the on-programme training has been completed and after the gateway has been passed. It **should** only start once the employer is confident that the apprentice is occupationally competent, that is, they are deemed to be working at or above the level set out in the occupational standard and ready to undertake an EPA. The employer may seek input from the apprentice’s training provider(s) in making this decision, but the decision **must** ultimately rest with the employer. **Training providers must not allow apprentices to start undertaking EPA activities until the employer has signed a declaration to agree they are “EPA ready”.**

The EPA plan **must** set out any gateway requirements to be completed or achieved before an apprentice can undertake an EPA. This section of the EPA plan **must** cover:

* minimum English and maths requirements
* mandatory qualifications detailed in the occupational standard
* any requirements or outputs that underpin an assessment method – for example, if a portfolio demonstrating particular aspects of the occupational standard is used to support a presentation in the EPA, you **must** make it clear that this portfolio **should** be completed prior to the gateway and what it **should** contain
* confirmation that the employer is confident that the apprentice is occupationally competent, that is, they are deemed to be working at or above the level set out in the occupational standard, and is ready to undertake the EPA

The EPA plan **must** only mandate or reference the exact qualifications that have been agreed for inclusion within the apprenticeship standard.

* Work completed prior to the gateway can be used to support an assessment method but cannot be an assessment method in its own right. This includes logbooks, portfolios, projects or similar that are completed during the apprenticeship, and may be useful tools to support assessment methods, for example a presentation.
* All apprentices **must** successfully complete their End Point Assessment in order to achieve their Apprenticeship award. Apprenticeship award certificates are issued by the Institute for Apprenticeships and Technical Education (IFATE).

The University has an EPA policy [EPA Policy QSS June 2023 final.docx](https://hullacuk-my.sharepoint.com/%3Aw%3A/g/personal/jennifer_chambers_hull_ac_uk/EYUTw6uzK0NCnUAvChGzVtcBSQCOH57WF4VM-tiB4Hbo2A?e=Nu4zEE) that sets out the University’s approach to End Point Assessments and processing of EPA results so that we can procure or provide EPA services to clients that is of the high standard that our partners expect.

The University has an established Conflict of Interest Policy, Guidance and Templates. [UoH-ConflictofInterest-policy and templates-nov19.pdf](https://hullacuk-my.sharepoint.com/%3Ab%3A/g/personal/jennifer_chambers_hull_ac_uk/EQtLm0ElOtlElfz_sw3GvjsBfoBamHgKICc_2LC2lwNCEw?e=0IAe0v) This document sets out the policy and procedures governing apprenticeship end point assessments (EPA)
delivered as part of our apprenticeship programme for employers.

## 11.7 Complaints

Complaints by apprentices or employer partners on apprenticeship programmes are governed by the University of Hull’s Regulations and Procedure for the Investigation and Determination of Complaints by Students which **must** be followed by Partner Institutions.

Please refer to the [University Regulations and Procedure for the Investigation and Determination of Complaints by Students](https://www.hull.ac.uk/choose-hull/university-and-region/key-documents/docs/quality/student-information/student-complaints-v3-00-sept-21.pdf) for further information.

## 11.8 Personal Supervisors

The University **must** allocate Personal Supervisors (or equivalent) to apprentices in accordance with the guidance for the University’s own on-campus provision. The University guidelines provide information to staff and apprentices in terms of the allocation and role of personal supervisors, changing personal supervisors record-keeping and confidentiality.

## 11.9 Portfolio Tutors

All apprenticeship programmes have designated staff undertaking a portfolio tutor role. For some programmes a portfolio tutor is appointed specifically and in some areas a member of academic staff takes on this role as part of their wider commitment to academic delivery of the programme.

The primary function of this role is to provide support to a range of apprentices with differing levels of experience within their discipline. They provide support with individualised learning planning and coaching to apprentices in order to develop and evidence the individual knowledge, skills and professional behaviours required for ‘End Point Assessment’ including planning and conducting progress review visits, record keeping, dissemination of information and issue escalation.

The portfolio tutor provides ongoing support to apprentices and employer representatives through planned progress review meetings and advice on how to contextualise and use the learning within the programme to maximise its impact for apprentices and their employers. This will also include offering advice and guidance to facilitate their transition, learning, performance and progression.

The portfolio tutor will support, assess and provide feedback for apprentices’ e-portfolios, which evidences their work based and practice learning, and will ensure that apprentices and their employers plan and deliver the planned hours requirement agreed within the training plan and provide support in action planning to meet specified individual targets.

# 12. Governance and Quality cycle

Apprenticeships are regulated by OfS, Ofsted and are also funded through the Education and Skills Funding Agency (ESFA) which brings additional compliance (i.e. minimum levels of quality) requirements.

The University has established a robust quality cycle that provides strategic and operational oversight and breaks down the approach to quality for apprenticeship provision and specifically aims to address a key area of quality improvement.

Governance Arrangements

A robust structure of apprenticeship governance is in place to provide challenge and scrutiny of ‘quality of education’ and other Education Inspection Framework improvements. This structure can be found HERE [Governance structure.docx](https://hullacuk-my.sharepoint.com/%3Aw%3A/g/personal/mel_mason_hull_ac_uk/Ef8UOGl1f9JPs6GiTsgNmZIBKsivFZJ-5LG9is3NN1gjlg?e=ODgwaf)

This structure allows for scrutiny of quality improvements at Faculty level, at University wide level with clear accountability at the Apprenticeship Governance Board with itself accountable to the University Leadership Team. The structure also allows for escalation through the University’s academic committees, as with any other programme, but ensures that apprenticeship quality improvement in the context of the Education Inspection Framework to be considered strategically and operationally.

Apprenticeship specific Self-Assessment Activities

Self-Assessment Reports **should** be developed as part of the Quality Cycle. The Faculty Level Apprenticeship Group, University Apprenticeship Quality and Compliance Committee and Apprenticeship Governance Board facilitate the opportunity for sufficient challenge by academic colleagues in respect of the quality of education. A process for producing a self-assessment report is in place that strengthens Faculty Apprenticeship Leadership support (for the process itself and for ensuring timescales and quality will be met) and ensures appropriate challenge and scrutiny.



Apprentice and Employer Surveys (annual requirement - January/February)



An annual set of surveys acts as the starting point for the self-assessment cycle and these take place across January into February. The outcomes provide rich and detailed programme by programme feedback from both apprentices and employers. The surveys are facilitated by the Apprenticeship Funding and Compliance Service and shared with Programme Directors and Faculty Apprenticeship Leads.

# 13. Quality Assurance

The University’s approach to quality assurance consists of a range of internal quality assurance activity is set out in the codes of practice and quality and standards framework. Due to the nature of its educational and work-based learning activities the University needs to review both the academic and work-based activity regularly. Appropriate internal quality assurance procedures have been developed and continue to evolve in the light of experience as set out in the:

* [Code of Practice: Curriculum Development and Review for Apprenticeships.](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2FApprenticeships%2Fucop-curriculum-review-and-development-for-apprenticeships-sept-2023.docx&wdOrigin=BROWSELINK)
* [Code of Practice Continuous Monitoring, Evaluation and Enhancement of Programmes](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fmonitoring-and-enhancement%2Fucop-cmee-nov-21.docx&wdOrigin=BROWSELINK)
* [Code of Practice Peer Support for the Enhancement of Learning and Teaching](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fmonitoring-and-enhancement%2Fucop-pselt-nov-21.docx&wdOrigin=BROWSELINK)

## 13.1 Continuous Monitoring, Evaluation and Enhancement of Programmes

The University bears responsibility for the overall review of apprenticeship programmes in the same way it does for all programmes offered by the faculty. The mode and scope of review is set out in the codes of practice and quality and standards framework.

The [Code of Practice: Continuous Monitoring, Evaluation and Enhancement](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fmonitoring-and-enhancement%2Fucop-cmee-nov-21.docx&wdOrigin=BROWSELINK) process aligns to the Education Inspection Framework and forms a single cycle of reporting, quality improvement, action planning and implementation, and impact analysis, and helps to cover the University’s obligations as a validating body.

All programmes at the University of Hull have a Programme level journal through the Continuous Monitoring, Enhancement and Evaluation (CMEE) process. This provides a basis for all quality improvements for all programmes and feeds into the University’s quality structures outlined in section 13. Faculty level CMEE journals aggregate up to provide the focus for targeted improvements for all apprenticeship provision aligned to the EIF. The enhancement of programmes through the promotion of good practice is focussed primarily within the CMEE process itself.

## 13.2 External Audit

The University Apprenticeship programmes are subject to review and monitoring carried out by external regulatory bodies including Ofsted, Office for Students (OfS) and where appropriate Professional, Statutory or Regulatory Bodies (PSRBs). The University, employer partners and apprentices are central to these regulatory inspections and monitoring. The outcome of such audits impact on the ability for employers and the University to facilitate good quality apprenticeships. It is important therefore that the University and employer partners work together and participate in preparations and receives reports through the relevant Committees e.g. Partnership and Apprenticeship Governance meetings. Notification of such events **should** in the first instance be reported to the Quality Support Service, Head (s) of Apprenticeships (Quality of Education)/(Funding and Compliance).

## 13.3 Internal Quality Assurance

The purpose of internal quality assurance (IQA) is to monitor assessment activities and ensure that the principles of end point assessment are met, in line with the relevant regulatory and external quality assurance requirements as set out by the Designated Quality Body (OfS). The University of Hull is committed to ensuring there is a standardised approach to internal quality assurance practice. The IQA process will be open, fair and free from bias and there will be accurate and detailed recording of all internal quality assurance decisions. The IQA process monitors and maintains the quality, transparency and integrity of end point assessment, in line with the requirements of the Designated Quality Body (OfS) and the Institute for Apprenticeships & Technical Education. Refer to the EPA Policy [EPA Policy QSS June 2023 final.docx](https://hullacuk-my.sharepoint.com/%3Aw%3A/g/personal/jennifer_chambers_hull_ac_uk/EYUTw6uzK0NCnUAvChGzVtcBSQCOH57WF4VM-tiB4Hbo2A?e=Mbaa95) which outlines the IQA process.

## 13.4 External Quality Assurance

The University is registered as an End Point Assessment Organisation (EPAO) and a provider of End Point Assessments with the Department for Education Apprenticeship Service. This provision is therefore subject to external quality assurance by the Designated Quality Body in England (DQB). From 1st April 2023, this is operated by the Office for Students (OfS) who will undertake External Quality Assurance of End Point Assessment Organisations offering integrated higher and degree apprenticeships.

External Quality Assurance (EQA) monitors the end-point assessment that apprentices undertake at the end of their apprenticeship, to ensure that it is fair, consistent and robust across different apprenticeship standards and between different assessment organisations. EQA ensures that end-point assessment organisations (EPAOs) all work to a high standard and that an apprentice would get the same result from their EPA regardless of the EPAO. EQA also ensures the apprenticeship standard and end-point assessment plan are fit-for-purpose and actually delivering the outcomes that are required.

The response to External Quality Assurance is managed by the central Quality Support Service (QSS) within the University and supported by leaders and managers of Apprenticeship programmes. All Integrated and fully-integrated apprenticeship provision is in scope for External Quality Assurance. The University will appoint an External Assessor to each apprenticeship standard to undertake quality assurance activity in response to requirements for external quality assurance. Please refer to the EPA Policy [EPA Policy QSS June 2023 final.docx](https://hullacuk-my.sharepoint.com/%3Aw%3A/g/personal/jennifer_chambers_hull_ac_uk/EYUTw6uzK0NCnUAvChGzVtcBSQCOH57WF4VM-tiB4Hbo2A?e=Mbaa95) for further information.

The EQA Framework sets out how apprenticeship EPAs **must** be externally quality assured (IFATE,2019).

It sets out what good practice in EPA looks like, and what EQA providers **should** look out for to be confident this has happened. The resulting improved clarity to EPA and EQA providers will ensure consistency with how assessments are delivered across the country.

* [Download a copy of EQA Framework](https://www.instituteforapprenticeships.org/media/5505/eqa-framework-august-2020-a.pdf)
* [Download a copy of EQA Framework Vision](https://www.instituteforapprenticeships.org/media/5506/eqa-framework-vision-a.pdf)
* [Download a copy of EQA manual](https://www.instituteforapprenticeships.org/media/5507/eqa-manual-a.pdf)

## 13.5 Monitoring

The University and employer partners receive feedback on programmes from the following main sources, as follows:

Student/Apprentice feedback

As a minimum, it is expected that the University will collect feedback from students/apprentices following teaching on each module and have in place mechanisms for acting upon such feedback and informing students/apprentices of action taken. Examples of good practice are available from faculty.

All apprentices and their employers will receive an annual Apprenticeship survey which is designed to facilitate the collation of feedback for the University to act on in order to drive improvements and continue to deliver apprenticeships to the highest quality possible.

University faculties are expected to monitor feedback from apprentices and their employers through the Faculty Level Apprenticeship Group and the University Apprenticeship Quality and Compliance Committee. It is the responsibility of the Programme Director to summarise the apprentice and employer feedback, positive and less positive aspects of this feedback, and action taken.

Student/Apprentice representation

The University of Hull and the Students’ Union are jointly committed to implement an effective and coherent system of student representation at all levels of the institution. The University’s commitment is driven by the overriding objective of continuing to improve the student/apprentices’ learning experience. It is founded on the belief that listening to students/apprentices and treating students/apprentices’ as partners, with shared ownership of their learning, results in much improvement, both for current and future students/apprentices’.

# 14. Key Contacts at the University

|  |  |
| --- | --- |
| Quality enquiries – including regulations, codes and forms | quality@hull.ac.uk  |
| Apprenticeship Funding and Compliance Service | Apprenticeships@hull.ac.uk |
| Curriculum management, programme approvals and modifications (Faculty of Health Sciences only) | fhs-quality@hull.ac.uk |

# 15. Acronyms & Abbreviations

AGB Apprenticeship Governance Board

CMEE Continuous Monitoring, Evaluation and Enhancement of Programmes

EIF Education Inspection Framework

EPA End Point Assessment

EPAO End Point Assessment Organisation

FACE Faculty of Arts, Culture and Education

FBLP Faculty of Business, Law and Politics

FHS Faculty of Health Sciences

FESEC Faculty Education and Student Experience Committee

FoSE Faculty of Science and Engineering

IELTS International English Language Testing System

IEPA Independent End Point Assessor

NARIC National Academic Recognition Information Centres

Ofsted Office for Standards in Education, Children’s Services and Skills

OfS Office for Students

OIA Office of the Independent Adjudicator

EPC Education Planning Committee

PSRB Professional, Statutory and Regulatory Bodies

QAA Quality Assurance Agency

RPL Recognition of Prior Learning

RTS Recognised Teacher Status

SMT Senior Management Team

SCC Student Cases Committee

UAQCC University Apprenticeship Quality and Compliance Committee

URS University Registrar and Secretary

UUK Universities UK

# 16. Definitions

**Accreditation** is used to describe a process by which an institution without its own degree awarding powers, or which chooses not to use its awarding powers, is given wide authority by a university or other awarding institution to exercise powers and responsibility for academic provision. The awarding institution exercises only limited control over the quality assurance functions, but remains ultimately responsible for the quality and standard of the award.

**Recognition of Prior (Experiential) Learning (RPL)** is a process by which individuals can claim and gain credit towards qualifications based on their prior learning and, sometimes, experience. Credit **should** only be given where there is evidence that the experience or learning has resulted in the student achieving the appropriate and clearly expressed learning outcomes.

**Articulation** is used in this code to describe a particular form of formal credit-rating and transfer agreement between two institutions, one of which agrees to recognise and grant specific credit and advanced standing to applicants from a named programme of study pursued in the other.

**Award** is any UK higher education award or qualification as defined by The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Nov 14).

**Awarding Institution** is a university or other higher education institution empowered to award degrees, diplomas, certificates or credits by virtue of authority given to it by statute, Royal Charter, or the Privy Council, or under licence from another authorised body. It is the UK institution whose academic award is the award to which a programme of study leads.

**Level** is a broad indicator of the relative demand, complexity, depth of study and autonomy of learning associated with a particular award. Descriptions of the levels of UK higher education awards are given in The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Nov 14).

**Partner**, or partner organisation, is the term used to describe the institution or other body or individual with which the awarding institution enters into an agreement to collaborate. In this handbook, the partner will normally be a further education college in the UK providing higher education and consequently the term partner institution is used throughout.

**Programme** (of study) is the approved curriculum followed by a registered student. A programme may be multidisciplinary, or refer to the main pathway through a modular scheme.

**Professional, statutory and regulatory bodies (PSRBs)** is used to denote organisations which are authorised to accredit, approve or recognise specific programmes in the context of the requirements for professional qualification.

**Programme specifications** provide concise published statements about the intended learning outcomes of programmes of study, information about the teaching, learning, learning support and assessment methods used to enable the learning.

**UK Quality Code for Higher Education** (*the Quality Code*) sets out the expectations all providers of UK higher education are required to meet. It gives all higher education providers a shared starting point for setting, describing and assuring the academic standards of their higher education awards and programmes and the quality of the learning opportunities they provide.

**Appendix 1:**

**NMC Approved Apprenticeship Programme Onboarding new employers**



1. Note that employer mentors may have different role titles – e.g. Practice Learning Facilitator [↑](#footnote-ref-2)
2. SMART = Specific, Measurable, Achievable, Realistic, Timebound [↑](#footnote-ref-3)