

**Apprenticeship Design Guide**

***This guide has been designed to support programme teams who are developing a new apprenticeship programme(s), setting out the internal and external requirements governing their design.***

***The content of the guide is aligned to the requirements of the Education and Skills Funding Agency (ESFA), the Office for Students (OfS), the Institute for Apprenticeships and Technical Education (IfATE), the Office for Standards in Education, Children’s Services and Skills (Ofsted) and the*** [***LJMU Apprenticeship Policy***](https://policies.ljmu.ac.uk/UserHome/Policies/PolicyDisplay.aspx?&id=486&l=1)***. It has also taken account of the*** [***Quality Assurance Agency’s Higher Education in Apprenticeships Characteristics Statement.***](https://www.qaa.ac.uk/docs/qaa/quality-code/higher-education-in-apprenticeships-characteristics-statement.pdf?sfvrsn=1438a081_6)

***Pre-entry***

***­***

|  |  |
| --- | --- |
| **Through the process of developing the proposed apprenticeship, you must ensure that:** | **Programme Team Verification** |
| It will only engage employers who have been subject to a Due Diligence check by the university. |  |
| It will only permit entry to prospective apprentices who have secured a suitable employer who is willing to sponsor them through the apprenticeship process. |  |
| It contains mechanisms to ensure that an initial assessment of each apprentice’s prior learning and experience is carried out during the application stage, **prior** to them being admitted to the programme.  As a minimum, this **must** include a skills scan, accreditation of their qualifications and a meeting/discussion with the apprentice. |  |
| The approach to the skills scan will facilitate the input of employers. |  |
| Following the initial assessment of each apprentice’s prior learning and experience, the apprenticeship will enable apprentices to undertake a practical period that lasts for a minimum of 12 months in duration. |  |
| The fee for each individual apprentice will only be confirmed following satisfactory completion of the assessment of their prior learning and experience. |  |
| It only permits entry to apprentices who have obtained Grade C or Grade 4 or above in English Language and Mathematics GCSE or one of the following, approved, alternative qualifications:   * Key Skills Level 2 in English/Mathematics. * NVQ Level 2 Functional Skills in Mathematics and English Writing or Reading. * Skills for Life Level 2 Numeracy/English * Higher Diploma in Mathematics/English * Functional Skills Level 2 in Mathematics/English * Northern Ireland Essential Skills Level 2 in Communication or Application of Number * Wales Essential Skills Level 2 in Communication or Application of Number. |  |

***Curriculum***

|  |  |
| --- | --- |
| **Through the process of developing the proposed apprenticeship, you must ensure that:** | **Programme Team Verification** |
| It will contain a curriculum that develops and deepens apprentices’ understanding of fundamental British values. |  |
| It will contain a curriculum that is designed to protect apprentices from the dangers of radicalisation and extremism in accordance with the ‘Prevent’ duty guidance. |  |
| It will contain a curriculum that will contribute to a culture of safeguarding, ensuring that apprentices are able to learn and achieve safely. |  |
| It will include teaching, learning and assessment methods that ensure apprentices are kept safe, including when learning remotely. |  |
| Appropriate points are built into the programme to enable apprentices to complete the mandatory training in safeguarding, Prevent and fundamental British values.  Apprentices should engage with this mandatory training during Years 1, 3 and 5 of their programme. |  |
| It will support inclusion and diversity in the workplace and ensure that there are no unnecessary barriers to learning or assessment. |  |
| The apprenticeship’s design is clearly and fully aligned to the Apprenticeship Standard and Assessment Plan. |  |
| It will include a curriculum and delivery model that meets the occupational needs of employers and apprentices. |  |
| It will enable apprentices to undertake an appropriate volume off-the-job training, which complies with ESFA funding rules. To this end:  Full time apprentices (defined as those working 30 or more hours per week) are required to spend at least 20% of their normal working hours, over the planned duration of the apprenticeship practical period on off-the-job training. This equates to a **minimum** of 6 hours of off-the-job training per week and a **minimum** of 278 hours of off-the-job training per calendar year.  For part time apprentices, you **must** contact the Degree Apprenticeship Team who will calculate the minimum off-the-job requirements for the apprenticeship(s). The Degree Apprenticeship Team should be contacted at [DegreeApprenticeships@ljmu.ac.uk](mailto:DegreeApprenticeships@ljmu.ac.uk) |  |
| It will enable employers to be engaged in agreeing the volume of off-the-job learning calculated by the university. |  |
| It will ensure that off-the-job training represents new learning, which is delivered during an apprentices’ normal working hours, is aligned, as far as possible, to apprentices’ day-to-day work activities, and is aligned to the applicable Apprenticeship Standard. Thus, enabling apprentices to develop the required knowledge, skills and behaviours. |  |
| There will be integration between on and off-the-job learning and the approach to achieve this has been designed collaboratively with employers. |  |
| A learning plan has been developed, utilising the university’s agreed template. The learning plan must include:   * The modules within the programme. * The methods of assessment utilised by the programme. * A mapping to the relevant knowledge, skills and behaviours, competencies and programme learning outcomes. * Scheduled learning and teaching hours. * Off-the-job hours and timing. * Guided independent study. * Work-based learning activity. |  |
| A training plan will be developed for each apprentice and appropriate plans are in place to ensure that apprentices and employers are given the opportunity to contribute to their development.  Each apprentice’s training plan must clearly define the expectations and responsibilities as to how the university and their employers will work together to support them in achieving full occupational competence.  Training plans should also reflect the outcomes of the pre-entry assessment of apprentices’ prior learning and experience. To this end, they must reflect any resultant removed content, an appropriate reduction in the duration of the apprenticeship and an appropriate reduction in funding. |  |
| Enrichment activities are embedded within the apprenticeship. |  |

***End-Point Assessments***

|  |  |
| --- | --- |
| **Through the process of developing the proposed apprenticeship, you must ensure that:** | **Programme Team Verification** |
| Apprentices will only be able to take their End-Point Assessment once they have met their minimum duration of the apprenticeship (**minimum of 372 days**), have satisfied the gateway requirements set out in the Assessment Plan, completed the required off-the-job training requirements, and the university and their employer is content that they have developed the required knowledge, skills and behaviours to successfully complete their apprenticeship. |  |
| Apprentices will be supported to fully understand the End-Point Assessment process. |  |
| Apprentices will be appropriately prepared and supported to transition from their degree to the End-Point Assessment. |  |
| No new learning will take place during the End-Point Assessment period. |  |
| The End-Point Assessment process must commence at least six months before the planned end date of the apprenticeship **(non-integrated apprenticeships only)**. |  |
| An End-Point Assessment Organisation has been selected from the Apprenticeship Provider and Assessment Register (APAR) and a price has been negotiated with the End-Point Assessment Organisation **(non-integrated apprenticeships only)** |  |
| The End-Point Assessment is aligned to the Assessment Plan and is designed to meet the occupational needs of employers and apprentices **(integrated apprenticeships only)**. |  |
| The End-Point Assessment is designed to align with the general requirements of the Institute for Apprenticeships and Technical Education. To this end, the End-Point Assessment should be designed to ensure that it:   * Delivers valid and accurate judgements of occupational competence. * Produces consistent and reliable judgements. * Is assessed independently. * Is graded using at least one level above pass. * Is feasible, manageable and affordable. * Enables the End-Point Assessment Organisation to make reasonable adjustments.   **(integrated apprenticeships only)**. |  |
| If applicable, the End-Point Assessment is designed to comply with the requirements and/or assessment procedures of a PSRB(s) **(integrated apprenticeships only)**. |  |
| If applicable, should the apprenticeship be subject to a PSRB that controls access to an occupation, that they have been involved in the development of the End-Point Assessment **(integrated apprenticeships only)**. |  |
| A suitable pool of independent assessors, who are appropriately qualified and have appropriate knowledge, expertise and occupational competence, is deployed to assess the End-Point Assessment **(integrated apprenticeships only)** |  |

***Apprentice Progress/Support***

|  |  |
| --- | --- |
| **Through the process of developing the proposed apprenticeship, you must ensure that:** | **Programme Team Verification** |
| Comprehensive induction activities are in place, which are designed to ensure that apprentices are appropriately prepared for **all** aspects of the apprenticeship. |  |
| Induction activities support apprentices to develop an awareness and understanding of the dangers of radicalisation and extremism in accordance with the ‘Prevent’ duty guidance. |  |
| Induction activities will contribute to apprentices’ awareness and understanding of fundamental British values. |  |
| Induction activities will enable apprentices to understand safeguarding, including the university’s mechanisms and policies for ensuring that they can learn and achieve safely, free from abuse, harassment and harm. |  |
| Tripartite meetings will take place a minimum of four times, per year, and that they will happen at least every 12 weeks. |  |
| The approach to facilitating tripartite meetings will ensure that they facilitate a three-way discussion between the university, apprentices and employers. |  |
| For **non-integrated apprenticeships**, two tripartite review meetings a year will take place post-gateway to monitor the apprentice’s progress towards completing their End-Point Assessment. |  |
| Appropriate arrangements are in place to work with employers to ensure the working environment within which apprentices operate is appropriate to enable them to develop the required knowledge, skills and behaviours. |  |
| There will be workplace support provided to apprentices from a competent mentor and coach. |  |
| Mechanisms are in place to facilitate training for workplace mentors. Employers should be involved in the development of this training. |  |
| Arrangements are in place to ensure that employers are able to effectively utilise Aptem and that they have a clear knowledge and understanding of their responsibilities regarding their use of the system (i.e. purpose and timescales). |  |