

**UNIVERSITY OF SUFFOLK**

**[INSERT APPRENTICESHIP COURSE TITLE]**

**EMPLOYER HANDBOOK**

**20XX-XX**

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| **In this template, text in red indicates where you will need to add or amend content to reflect your course.** |

**This handbook was compiled on [insert date] and the information presented
is correct as of that date**

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# Introduction

Thank you for selecting the University of Suffolk to send your apprentices to complete the [insert Course Title] [higher / degree] apprenticeship programme.

The [insert Course Title] is offered within the [insert School name]. [You may like to insert more details about the activities and aims of your School here].

This handbook is designed to provide information for employers about the [higher / degree] apprenticeship programme and how it is delivered and managed. Apprentices are provided with a course handbook, and they also have access to our online [Student Handbook](http://studenthandbook.uos.ac.uk/), where the most up-to-date versions of general information is made available electronically.

You can find details of all University policies and procedures on the University website at: <https://www.uos.ac.uk/content/our-policies-and-procedures-delivering-our-services-and-responsibilities>.

Useful contacts

Below is a list of people who are involved in delivering and supporting the apprenticeship programme, along with their contact details:

| **Job Title / Name** | **Telephone number and****University of Suffolk email address** |
| --- | --- |
| **Course Leader**[Insert Name] |  |
| **Course Team members**[Insert Names] |  |
|  |  |
|  |  |
| **Course Administrator**[Insert Name] |  |
| **Dean of School, [Insert School Name]**[Insert Name] |  |
| **Head of Apprenticeships**[Insert Name] |  |
| **Apprenticeships Skills Coach [if relevant]** [Insert Name] |  |
| **Apprenticeships Hub (general enquiries)** | apprenticeships@uos.ac.uk |
| **Safeguarding Officer** | safeguarding@uos.ac.uk |
| **[Any other relevant staff]**[Insert Name] |  |

# Recruitment, admission and induction of apprentices

**Recruitment and selection process**

Apprentices must be paid employees of your organisation: they may either be existing employees or new employees who you recruit specifically to undertake the apprenticeship programme. If you plan to recruit new employees, please advertise vacancies for apprentices by [month] prior to the commencement of the course, so that there is sufficient time for the University to complete the admissions process. The University can support you in advertising the apprenticeship vacancy via the Government’s ‘*Find an Apprenticeship’* service. Please speak to the University’s Head of Apprenticeships to find out more about how the University can support you in the recruitment and selection of apprentices.

Your main point of contact for developing a contract with the University and the recruitment of apprentices will be the Dean of the School (or nominee), who will work alongside the University’s Head of Apprenticeships to support your needs. They will liaise with you regarding contractual terms, entry requirements for the course, advertising vacancies and submitting details of successful candidates to the University for consideration for admission to the course. [Amend as appropriate, and include any further details regarding the admissions process, e.g. completion of application forms, communication with applicants, visa process (where relevant), completion of registration forms].

**Entry requirements**

[Outline entry requirements for the course, including whether it is a requirement for apprentices to have already achieved Level 2 English and Maths at GCSE grade C/4 or above (or equivalent). Where apprentices are not required to have English and/or Maths on entry, outline arrangements for providing this training where necessary, emphasising that this is in addition to the hours required for the apprenticeship course, i.e. cannot be used to meet the 20% off-the-job training requirements discussed below].

## Initial Needs Assessment and Recognition of Prior Learning (RPL)

As part of the admissions process for the apprenticeship programme, all apprentices will need to undertake an Initial Needs Assessment (INA) in conjunction with a member of the course team at the University. This is designed to identify any gaps in their knowledge, skills or experience, so that this can feed into an Individual Learning Plan (ILP).

[Delete if GCSE English and Maths are set as entry requirements for the programme] The INA process also enables us to confirm whether there is any need for English and Maths training as part of their apprenticeship, if they have not yet attained Level 2 qualifications in these subjects (GCSE Grade C/4 or above, or equivalent).

The INA process is also designed to help identify any previous study at a similar level that the apprentice has undertaken, or any relevant experience gained through work or other settings, for recognition (and exemption from study) against modules on the apprenticeship programme. Where prior learning is recognised in accordance with the University’s [Recognition of Prior Learning Policy](https://www.uos.ac.uk/sites/default/files/Recognition-of-Prior-Learning-Policy.pdf), the content, duration and cost of the apprenticeship programme will be adjusted accordingly.

## Agreements and Commitment Statements

The following three agreements must be in place prior to the apprentice commencing their programme:

1. An Agreement between you as the employer and the University regarding the supply of training and End Point Assessment for the apprenticeship, including associated financial arrangements.
2. A Commitment Statement, which is a tripartite agreement between you, the apprentice and the University outlining each party’s obligations in terms of supporting the apprentice to successfully complete the apprenticeship. The statement will include the planned content and schedule for the training (including End Point Assessment), intended start and end dates, and the number of planned off-the-job training hours for the full apprenticeship (see below).
3. An Apprenticeship Agreement between you and the apprentice which sets out the amount of time they will spend in off-the-job training and the planned end date of the apprenticeship.

**Off-the-job training requirements**

It is a core requirement of the Education and Skills Funding Agency (ESFA) that apprentices should spend at least 20% of their paid hours (minus statutory leave entitlement) in *off-the-job* training over the duration of the apprenticeship programme. This can include training delivered at the University, away from the workplace, or in the workplace but not as part of their normal working duties. This training must be directly relevant to the Apprenticeship Standard, and can include:

* the teaching of theory
* practical training, shadowing or mentoring (excluding training delivered for the sole purpose of enabling the apprentice to perform their job)
* work-based projects
* industry visits
* attendance at conferences, workshops or competitions
* additional allocated time within the working week to complete assignments or engage in online learning
* learning support
* time writing assignments.

It cannot include:

* time spent undertaking Level 2 English and/or Maths training
* tripartite progress reviews
* on-programme assessments
* training which takes place outside their paid working hours.

The Commitment Statement will outline arrangements for calculating and delivering the 20% off-the-job training, and for monitoring that this requirement has been met across the full duration of the apprenticeship programme.

**Induction arrangements**

[Add summary of arrangements for apprentice induction, including identification of personal tutor, workplace mentor/supervisor, etc. Also include details of any parallel induction processes for employers]

Part of the University’s apprenticeship induction process includes a welcome for new and current employers to come and meet with the Apprenticeships team, update any details and hear more about developments with our apprenticeship provision.

# Funding arrangements

Employers with an annual payroll bill of over £3 million are required to pay an Apprenticeship Levy, which is held in the Digital Apprenticeship Service and can be used to pay for apprenticeship training. Employers not liable for the Apprenticeship Levy, and those who use their whole Levy but have additional apprentices, can take advantage of Government co-funding. Only apprenticeship training can be paid for from the Levy, and any additional costs (including the apprentice’s salary) must be paid separately.

Standard tuition fees for the apprenticeship programme are published on the University website at [insert hyperlink]. The maximum funding band set by the Government for this Apprenticeship Standard is [insert figure]. The fee for the apprenticeship (which must also cover the End Point Assessment) can be discussed with the University’s Head of Apprenticeships.

Funding is normally released from the Apprenticeship Levy to the University on a monthly basis for the duration of the apprenticeship. A schedule of payments will be agreed between the employer and the University for any additional payments to be made by the employer (for example co-funding payments).

Employers with access to the Digital Apprenticeship Service should link with the University of Suffolk by following these steps:

1. Go to your Digital Apprenticeship Service account: <https://manage-apprenticeships.service.gov.uk/>
2. If you are adding the University of Suffolk for the first time, go to ‘Your Organisations and Agreements’ section and select ‘Add organisation’
3. Select the ‘Listed on Companies House’ option, and enter the University of Suffolk’s Companies House number: **05078498**
4. Before being able to add your first apprentice, you will firstly need someone in your organisation to authorise the ESFA Agreement. You will also need to make a note of the University’s UKPRN: **10014001**
5. In the ‘Apprentices’ section, you can begin adding your apprentices, which will be passed to the University for review and approval
6. You can ask the University to add the apprentices on your behalf, which you can select in the ‘add an apprentice’ form. If you do this, you will still have to approve any apprentices added by the University before any funding is released.

A detailed YouTube film is available, which provides a walkthrough of how to manage your Digital Account: <https://www.youtube.com/watch?v=XDYEtj16E38>.

The University will apply for additional payments from the Government for eligible apprentices (aged between 16 and 18 years old; or aged 19-24 with an Education or Health and Care plan) and will arrange to make the payments back to the employer. The University will also apply for additional funding to support English and/or Maths training at Level 2, which is paid directly from the Government and is not paid from the Apprenticeship Levy.

**Roles and responsibilities of the apprentice, the employer and the University**

The expectations of the apprentice, their employer and the University in relation to the apprenticeship programme are outlined in the Commitment Statement. Accountabilities for a successful apprenticeship are shared equally by the employer, apprentice and University. The roles and responsibilities set out below are intended to support the apprentice throughout their apprenticeship to successful completion.

**The apprentice agrees to:**

1. Give the University relevant information to assist in learner or programme eligibility checks.
2. Comply with any policies and procedures as outlined in the Commitment Statement.
3. Attend all required off-the-job training and workshops (or notify the University/employer, in advance where possible, of non-attendance).
4. Commit to the learning activities required in each module, including any additional self-study and research (to take place during working hours).
5. Complete any coursework, assignments and exams required to achieve the apprenticeship.
6. Assist the University in collecting evidence of off-the-job training (where information is held by the apprentice).
7. Attend and contribute to the progress review meetings.
8. Agree, with the employer and the University, when learning is complete and that they are ready to undertake the End Point Assessment.
9. Bring any issues to the attention of the employer/University, including any learning support/health issues that might affect the plan of training.

**The employer and the apprentice’s day-to-day manager agree to:**

1. Work with the University to identify the most suitable apprenticeship standard.
2. Provide assistance to the University in the eligibility checks of the apprentice.
3. Confirm that the University has made the appropriate checks with them:
	1. They have agreed that the apprenticeship is the most appropriate learning programme for the individual
	2. That the apprentice has the opportunity in their job role to gain the knowledge, skills and behaviours needed to achieve the apprenticeship
	3. That the apprentice has the appropriate support and supervision to carry out their job role
	4. They have agreed that prior learning has been taken into account with the design of the programme
	5. They have acknowledged that an apprenticeship requires at least 20% off-the-job training over the duration of the training period
	6. That all off-the-job training must be completed during working hours (including English and maths if required).
4. Negotiate a price with the University, taking into account the apprentice’s prior learning, and understands any obligations in relation to co-investment.
5. Choose an End Point Assessment organisation (at least 3 months prior to the end of the programme). *[Delete if EPA is integrated]*
6. Contribute to and agree to the plan of training, as developed by the University:
	1. Deliver off-the-job training (where agreed and detailed in the plan of training)
	2. Provide the apprentice with opportunities to practise new skills in the work environment
	3. Assist the provider in collecting evidence of off-the-job training (where information is held by the employer)
	4. Contribute to tripartite progress reviews with the apprentice and provider
	5. Agree, with the apprentice and provider, when learning is complete and the apprentice is ready to undertake the End Point Assessment
7. Seek to resolve any complaints brought by the apprentice/University.

**The University agrees to:**

1. Check the eligibility of the apprentice, including that:
	1. The apprentice has the right to work in England
	2. They spend 50% of their working time in England
	3. They are not undertaking another apprenticeship or will benefit from DFE funding during their apprenticeship programme (including student loans)
	4. They have not been asked to financially contribute towards the apprenticeship.
2. Conduct the following checks with the employer:
	1. The employer was offered (where appropriate) the option of the free Recruit an Apprentice service
	2. The employer has a contract of service with the apprentice which is long enough to complete the apprenticeship successfully (including End Point Assessment)
	3. The employer and the apprentice have signed an apprenticeship agreement
	4. The employer is paying the apprentice a lawful wage
	5. The employer has agreed that the apprenticeship is the most appropriate learning programme for the individual
	6. The employer acknowledges that the apprentice requires at least 20% off-the-job training over the duration of the training period
	7. The employer will allow the apprentice to complete their off-the-job training during working hours (including English and maths if required)
	8. The employer will give the apprentice appropriate support and supervision.
3. Devise a plan of training, for agreement by all three parties, taking account of the following:
	1. An initial assessment of the learner’s pre-existing knowledge, skills and behaviours, against those required to achieve the apprenticeship
	2. The learner’s current English and maths working level
	3. Any learning support needs
	4. The minimum off-the-job training requirement
4. Negotiate a price with the employer, including the following checks:
	1. Additional payments/bursaries/small employer waiver
	2. Relevant prior learning (which would reduce the duration of the programme and the negotiated price)
	3. That the employer understands any obligations in relation to co-investment (where appropriate)
5. Manage/provide the off-the-job training as detailed in the plan of training:
	1. Provide an induction programme to the apprentice (and the employer if required) that explains the plan of training
	2. Provide appropriate learning materials to the apprentice
	3. Report apprentice non-attendance at scheduled training sessions to the employer
	4. Ensure the quality of delivery through regular observations of teaching and learning, and apprentice/employer feedback
	5. Provide any certification as agreed with the employer/apprentice and/or required by the apprenticeship
	6. Lead the tripartite progress reviews with the apprentice and employer
	7. Update the Commitment Statement in consultation with the employer and apprentice as and when required
	8. Agree, with the apprentice and employer, when learning is complete and the apprentice is ready to undertake the End Point Assessment
6. Administer the programme:
	1. Complete any required paperwork (e.g. ILR) and upload data to the ESFA as required to trigger funding
	2. Make efforts to secure alternative employment for the apprentice if made redundant by the employer
	3. Seek to resolve any complaints brought by the apprentice/employer.

# About the apprenticeship programme

**Overview**

[Insert a brief general introduction to the course, including a link to the relevant apprenticeship standard. Summarise the key benefits of the course from an employer’s perspective. Where relevant, include details of any professional recognition that students will be eligible for upon successful completion of the course, including confirmation of whether any further steps are required in addition to meeting the requirements for a University of Suffolk award]

The [higher/degree] apprenticeship is a [x] year course, with each academic year running from [month] to [month]. Teaching is delivered across [two semesters, or amend as appropriate], each of [x] weeks’ duration. [Add here any specific dates that employers need to be aware of, e.g. exam periods, assessment boards, reading weeks].

Apprentices normally complete [xx] credits of study each academic year, broken down into a number of individual modules (usually worth 20 credits each). As part of their off-the-job training, apprentices need to plan to undertake about 200 hours (including scheduled classes, work-based learning and independent study) for each 20 credit module.

Teaching takes place through [lectures, seminars, workshop activities, online learning, work-based learning, off-campus trips …], supported by a comprehensive programme of tutorial support. Learning materials and module information is available to students via the University’s Online Learning Environment (OLE), which is known as Brightspace. Our approach to learning and teaching will encourage apprentices to become self-motivated, independent learners capable of directing their own study, whilst maintaining the academic rigour and quality expected of [undergraduate/postgraduate] study.

[Insert summary of a typical week of study for an apprentice, e.g. when and where will scheduled study take place, what amount of time will be devoted to work-based learning, and what additional independent study should be expected.] Please note that this is intended to provide a general indication of the typical student experience, and the division of time between different activities will vary over the duration of the course. It can be helpful if you agree a suitable weekly routine with your apprentices.

## Course learning outcomes

Our expectations of what apprentices will gain from studying this course are presented in terms of learning outcomes*.* These are statements defining specific knowledge, abilities and skills which apprentices will need to demonstrate to successfully complete the course.

On successful completion of this apprenticeship programme, an apprentice will be able to:

[List learning outcomes (final level of study only)]

## Course structure

This course includes three [amend as appropriate] types of module:

* Mandatory modules: these are modules that apprentices must take and pass in order to meet the requirements for the award.
* Requisite modules: These are modules that apprentices must take as part of their studies but it is not compulsory for them to pass – there may be an alternative module at the same or a higher level that they could take to make up the deficit in credit should they fail the module.
* Optional modules: These are modules that apprentices can select to complete as part of their studies. Where available, they will be required to complete a specific number of optional modules from a prescribed list as set out in the course structure.

Modules are delivered at [two/three] different levels: Level 4 (equivalent to the first year of a full-time degree programme); Level 5 (equivalent to the second year of a full-time degree programme) and Level 6 (equivalent to the third year of a full-time degree programme). [Amend as appropriate]

The modules that apprentices will study each year are presented below:

| **Module title** | **Level** | **Credits** | **Module type** | **Delivery point** |
| --- | --- | --- | --- | --- |
| **Year 1** |
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| **Total credits** |  |  |  |

**Work-based learning**

[Add information and guidance for employers on elements of the course that will be undertaken via work-based learning]

**Assessment**

[Provide an introduction to the types of assessment tasks that apprentices will be expected to complete, including details of the End Point Assessment process]

A summary of the assessment tasks that apprentices will be required to complete, including associated deadlines for submission, is provided below. We would be grateful for your support in giving apprentices time to complete assessment tasks. Extensions to submission deadlines can only be granted where there are extenuating circumstances (you can find out more in the University’s [Extenuating Circumstances Policy](https://www.uos.ac.uk/sites/default/files/Extenuating-Circumstances-Policy.pdf)).

| **Module title** | **Component number** | **Assessment type** | **Word count / duration** | **[Date / week] due** |
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| **Year 1** |
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**End Point Assessment (EPA)**

End Point Assessment (EPA) provides a holistic and independent assessment of the knowledge, skills and behaviours that the apprentice has acquired through the apprenticeship programme, in order to demonstrate occupational competence. The approach to EPA is outlined in the Assessment Plan for the relevant Apprenticeship Standard.

[Add statement regarding whether EPA is (i) integrated into the programme of study or (ii) an additional stage beyond meeting the requirements for the University award, i.e. non-integrated EPA. If integrated, discuss steps that the course team take to ensure that there is a clear separation between apprenticeship programme delivery and the conduct of EPA, in order to deliver an independent, objective assessment of the knowledge, skills and behaviours set out in the relevant Apprenticeship Standard. The University’s Conflict of Interest Policy for Apprenticeship End Point Assessment should be referred to in this regard.]

An apprentice can only take the EPA once they have completed all on-programme training and satisfied the gateway requirements set out in the Assessment Plan (including attainment of English and Mathematics at Level 2). To go through the gateway, you as the employer, the University and the apprentice should all be confident that the apprentice has attained sufficient skills, knowledge and behaviours through the apprenticeship programme to be provisionally competent to meet the Apprenticeship Standard, and that they are adequately prepared for EPA. [Add a summary of the approach for making decisions on progression through the gateway to EPA]

Apprentices will be provided with information and guidance on the EPA process at relevant stages throughout the apprenticeship programme, to ensure they clearly understand the requirements and are well-prepared. [Add further detail on how apprentices are prepared for EPA, e.g. through information on Brightspace; gateway preparation workshop sessions; mock assessment activities; gateway readiness checklists; monitoring reviews / interviews involving the apprentice, employer and University].

**Employer selection of an End Point Assessment Organisation [to be included for non-integrated EPA only]**

Non-integrated EPA requires the involvement of an authorised independent End Point Assessment Organisation (EPAO) listed on the ESFA Register of End Point Assessment Organisations for the relevant Apprenticeship Standard. The selection of the EPAO is your responsibility as the employer, although we are happy to provide you with information and guidance about possible EPAOs to help you to make a decision.

The EPAO should be selected at the start of the apprenticeship programme. In selecting a suitable EPAO, you may wish to consider the following criteria:

1. whether the organisation is listed on the ESFA Register of End Point Assessment Organisations for the required Apprenticeship Standard (this is a compulsory requirement)
2. whether the organisation and its assessors are completely independent of the apprentice, you as the employer and the University, and whether they have in place an appropriate conflict of interest policy
3. the organisation’s experience of delivering EPA for the relevant Apprenticeship Standard (including any existing relationship with you and/or the University and, if so, prior performance in the conduct of EPA)
4. arrangements for the appointment, induction, training and continuing professional development of assessors (including whether assessors are appropriately qualified and have practical experience within the relevant profession)
5. location of the organisation and suitability / flexibility / accessibility of arrangements for the conduct of EPA (including provision for reasonable adjustments)
6. support offered in preparation for EPA, such as briefing sessions for providers and/or employers; online support for apprentices; provision of mock assessment material, project topics or interview questions
7. arrangements for management of the EPA process and communication with the University, including reporting mechanisms, management of information, and opportunities for the University and employer to provide feedback on service delivery
8. the organisation’s internal quality assurance arrangements to ensure quality and consistency of assessment decisions (including assessment standardisation practices, marking and moderation processes, and arrangements for reviewing standards over time and across locations)
9. cost (which will be funded by the University from the apprenticeship fee paid to the institution).

Once you have selected the EPAO, we will liaise with them to arrange the EPA.

# Progress monitoring and tripartite reviews

[Provide a summary of how student progress and attainment will be monitored, and associated support mechanisms where any concerns are identified. Include details of how progress and attainment will be communicated to employers]

[Add information on any arrangements for workplace visits by members of the course team]

Formal tripartite progress reviews will normally take place at least termly. These review meetings should involve the apprentice, a representative from their workplace and a University representative. You engagement and support with these meetings is vital to the successful delivery of the apprenticeship programme. The meetings can take place virtually (for example via Skype) if this is agreeable with all parties.

The tripartite reviews provide an opportunity to:

* check progress against the relevant Apprenticeship Standard and Commitment Statement, including ensuring that the apprentice is on target to meet the 20% off-the-job training requirement (including confirmation that this is taking place within the working week)
* review the apprentice’s attendance and highlight any issues
* discuss and evidence their learning (through both on- and off-the-job training), and review performance
* review their continuing support needs, including triggering an assessment where appropriate
* review the apprentice’s understanding surrounding health and safety, equality and diversity, safeguarding and Prevent
* review the support being offered to the apprentice by the University and the employer
* discuss personal and career development
* celebrate successes and achievements
* agree future targets and objectives
* identify improvements/changes that could be made to the apprenticeship programme
* discuss preparation for End Point Assessment
* identify any revisions required to the Individual Learning Plan and Commitment Statement, for example because of any changes in circumstance.

A formal record of these meetings will be maintained by the University and shared with you and the apprentice.

**Breaks in learning or withdrawal from the apprenticeship programme**

We understand that circumstances can change and that there may be a need for an apprentice to take a break in their learning or to withdraw from the apprenticeship for a variety of reasons.

**Break in learning**

Apprentices may submit claims for a break in learning (referred to within the University as intercalation) where they take a period of leave from their work and/or their off-the-job training lasting more than four weeks as a result of extenuating circumstances (such as medical treatment, maternity or paternity leave, parental leave or leave for other personal reasons).

The request for a break in learning will be considered in accordance with the intercalation approval process outlined in the University’s [Extenuating Circumstances Policy](https://www.uos.ac.uk/sites/default/files/Extenuating-Circumstances-Policy.pdf). Any breaks in learning must be agreed with you as their employer, via the submission of a supporting statement, and must be reported to the Education and Skills Funding Agency (via the University) so that the original planned end date can be adjusted accordingly on the apprentice’s ILR.

In accordance with the funding rules, annual leave or short-term absence of up to four weeks is not considered by the ESFA to be a break in learning, and does not require the apprentice to intercalate their studies at the University

During a break in learning, the course team will maintain regular (at least monthly) contact with the apprentice and employer to assess the break in learning and intention to return. Unless the break is of a sensitive nature (for example death of a family member or serious illness), we will seek alternative measures / support after a three month period as it could be that the student has missed too much in learning activity to catch up and stay with their current cohort, and in some instances this can escalate quickly to a withdrawal. By keeping a record of evidence for any student on a break in learning on a monthly basis, we will ensure our reporting is robust and will hold up to scrutiny from the ESFA.

**Redundancy**

If you make an apprentice redundant during their apprenticeship programme, in accordance with the funding rules the University must make reasonable efforts to find the apprentice a new employer. You must notify the University promptly of the redundancy and provide a copy of the redundancy notice (including the date the apprentice became redundant), so that the University can maintain a record for ESFA reporting purposes.

If the apprentice is more than six months from the final day of their apprenticeship, they will be withdrawn from the apprenticeship if a new employer has not been found within twelve weeks of them becoming redundant. If you make the apprentice redundant within six months of the final day of their practical period specified in the Apprenticeship Agreement, they may continue on the programme without being employed under a written Apprenticeship Agreement (with the ESFA continuing to fund the remaining costs of the price negotiated between you and the University up to the funding band maximum).

**Apprentice resignation**

Where an apprentice resigns from their job and training and/or assessment is therefore no longer being delivered, no further funds from the ESFA will be made available. You must notify the University promptly of the apprentice’s resignation so that the University can maintain accurate and up-to-date records for ESFA reporting purposes.

The University will normally conduct a formal exit interview with the apprentice and their employer, with a record of the interview maintained in the evidence pack. Your cooperation in this process is welcomed.

# Managing the quality of apprenticeship programmes and employer feedback

**ESFA Employer Satisfaction Survey**

The Education and Skills Funding Agency (ESFA) runs an employer satisfaction survey, usually on an annual basis, to gather feedback on employers’ satisfaction with the service and training they have received for their staff from apprenticeship training providers. Along with the parallel learner satisfaction survey, the data provides impartial information about how well training providers perform. You can find out more at <https://www.gov.uk/government/publications/fe-choices-about-the-survey>.

The University will administer the employer satisfaction survey in the first instance on behalf of the ESFA, usually in the spring (this is known as the ‘provider-led’ phase), followed by an ESFA-led phase if needed in the event of low response levels. We will email you a link to the online survey and provide you with a unique Employer ID which you will need to access the survey. Please do complete the survey as we value your feedback on our apprenticeship provision.

You can access published scores for training providers through the data on [GOV.UK](https://www.gov.uk/education/further-education-provider-performance-measures).

**Course Committees**

At the University of Suffolk, each course has a Course Committee which plays an important role in overseeing the effective delivery, management and ongoing enhancement of the course, as part of the University’s Risk-Based Monitoring and Enhancement (RiME) processes. The Course Committee includes the Dean of the relevant academic school or nominee (as Chair), members of the course team, elected student representatives, employer representatives and invited further representatives as appropriate.

There are normally two Course Committee meetings each academic year. As part of its monitoring and enhancement activity, the Course Committee will consider a range of data including:

* Student recruitment and profile data
* Induction survey data
* Module results
* Feedback from students via module questionnaires
* Student retention, progression and achievement data
* National Student Survey (NSS) results (for final year students)
* University of Suffolk student survey results (for all other students)
* ESFA survey results (learner and employer)
* Employer feedback on course design and delivery
* External examiner reports (providing an external academic perspective on the course)
* Graduate destination data

We hope that you are able to take part in Course Committee meetings and play an active role in the ongoing development and enhancement of the [higher / degree] apprenticeship programme.

[Add information on any other mechanisms for involving employers in programme management and delivery]

# Safeguarding and Prevent arrangements

The University has a legal duty to create a safe environment for apprentices, protecting and safeguarding their welfare and promoting respect and tolerance through British Values. The University’s [Safeguarding Policy](https://www.uos.ac.uk/sites/default/files/Safeguarding-Policy-and-Code-of-Conduct.pdf) outlines the approach to ensuring the welfare of all those who study, work or visit the University and the procedures for dealing with any safeguarding concerns (including in relation to anyone who may be at risk of being radicalised by any extremist group or ideology). Safeguarding and Prevent are key themes for discussion during the induction process and at tripartite review meetings, providing an opportunity to monitor and raise awareness. Mandatory professional development workshops are provided by the designated Safeguarding Officers within the University for all staff engaged with apprentices.

If you have any concerns regarding safeguarding in relation to your apprentices, please contact our Safeguarding Officer via safeguarding@uos.ac.uk.

**Further information**

If you have any questions or concerns about the apprenticeship programme, please do not hesitate to contact the Course Leader or the University’s Head of Apprenticeships [add contact details].

Employers should refer to the Education and Skills Funding Agency’s ‘*Apprenticeship Funding: Rules and Guidance for Employers’*, which is available at: <https://www.gov.uk/guidance/apprenticeship-funding-rules-for-employers>