**Appendix 3 – Guidance for the Apprenticeship ‘Apprentice Handbook’ and the ‘Employer Handbook’ [these may be replaced with templates)**

**Apprenticeship ‘Apprentice Handbook’**

*The Apprenticeship ‘Apprentice Handbook’ should be written as a companion document to the Course Handbook for the HE Award in instances where the Course is already approved and may be undertaken by students outside of the apprenticeship. Where a new course is approved solely for the purposes of the Apprenticeship, a combined Course and Apprenticeship Handbook may be written which includes clarity of information related to the HE award and the apprenticeship programme, with links to both the Programme Specification (for the HE Award) and to the Apprenticeship Specification (for additional requirements for the Apprenticeship).*

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| **Sections** | **Comment/further details** |
| Introduction and welcome | Some standard/editable text welcoming the apprentice to the apprenticeship programme. It should explain that this is a companion document to the course handbook (unless the course is developed solely for the purpose of the apprenticeship in which case the two may be combined) |
| Key contacts | Will these be different in any way from those listed in the course handbook e.g. are we anticipating lead employer roles, work place mentors? |
| What is a Higher level/Degree Apprenticeship? | What they are and what benefits they have in principle, can be standard.  Then what is specific to this apprenticeship and any distinctive features. |
| Apprenticeship Agreement and Commitment Statement | Clarify what these are, their purpose and who signs them. |
| Induction | Identify anything that is above and beyond or different from typical UW induction, particularly in relation to work place mentoring. |
| Elements of theHigher level/Degree Apprenticeship | Explain that there are two elements to an apprenticeship; the academic award and the meeting of the Apprenticeship Standard and that these are mapped. Can be standard text with hyperlinks to the Programme Specification and the Apprenticeship Specification.  Include the Apprenticeship Standard (or a link) and then link to the mapping in the apprenticeship specification. |
| Learning, Teaching and Assessment | This section needs to articulate concisely what is distinctive to this apprenticeship whilst acknowledging that L,T&A for the academic award still apply. Articulate what constitutes ‘off-the-job’ and ‘on-the-job’ learning and proportions of each.  e.g. apprentices experience full range of learning and teaching approaches as approved for the academic programme, but are in work 80% of the time so learning is also work-based. How is this supported via mentorship/tutoring?  Include:   * A breakdown of contact hours in tabular form between scheduled learning and teaching, work setting, self-guided study etc and/or * A course calendar specific to the apprenticeship (including assessment dates plus end point assessment)   Make reference to the Individual Learning Plan and regular tri-partite reviews of progress between the apprentice, University and Employer (normally minimum four times a year).  Assessment  Needs some standard text on the End Point Assessment, what this involves and how it is conducted and its influence on what is required additionally for an apprenticeship e.g. an individual learning plan, a portfolio of evidence, the significance of the project, a presentation. Then needs to be set out in detail for the specific apprenticeship according to the Standard and associated Assessment Plan. |
| Arrangements for Collecting Employer and Student Feedback | How does this work between:   * The apprentice and the employer * The University and the employer   Standard text about how subject to all typical feedback mechanisms for the course eg module evaluation, student survey etc. |
| Awarding the Apprenticeship | Reference to the University’s role in making the academic award based on x number of credits, but that the apprenticeship is conferred externally by the Institute for Apprenticeships based on End Point Assessment conducted by a registered independent End Point Assessment Organisation (except in cases of Integrated EPA). Also role of PSRB if applicable. Need to include what happens if they do not continue in their employment within the duration of the apprenticeship. |
| Employment statement and career prospects | On completion, the apprentice will have the full complement of knowledge, skills and occupational competence and professional attributes to enable them to be gainfully employed as a xxx or to have xxx level of membership of PSRB Y. |

**Apprenticeship Employer Handbook**

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| **Sections** | **Comment/further details** |
| Introduction and welcome | Some standard/editable text greeting the employer to UW and the Institute (and Partner where applicable). Introduction to the apprenticeship, what it is and the benefits of apprenticeships; the value of apprenticeships to the employer |
| Useful contacts at the University | List in a grid |
| Recruitment, admission and induction of apprentices | Standard text to clarify that apprentices must be paid employees. If advertising to recruit, specify a month. Who will be their key contact in developing this? How will the formal application process work?  Alignment of standard entry requirements to the HE course including RPL and expectations of employer for recruitment of apprentice(s).  Induction arrangements  Outline of summary arrangements for apprentice induction, including identification of personal tutor, workplace mentor/supervisor, etc. Also details of any parallel induction processes for employers. |
| Funding arrangements | Some standard text on the national funding arrangements and anything UW Finance thinks is helpful to add. |
| Apprenticeship Agreement and Commitment Statement | Clarify what these are, their purpose and who signs them. Arrangements for completion of the Commitment Statement. |
| The Apprenticeship Programme | Overview  A brief overview of the apprenticeship programme including:   * Its overall aims (including briefly how it relates to the Apprenticeship Standard and whether there is any PSRB recognition) * Duration and pattern of delivery * What is expected in terms of their commitment to the minimum 20% for ‘off-the-job’ learning and expectations for ‘on-the-job’ learning activities * What the range of teaching methods include; what a ‘typical’ apprentice week might look like.   Link to Programme Specification and Course Learning Outcomes and the Apprenticeship Specification    Apprenticeship programme structure  Include a grid of the modules that will be studied each year based on the award map  Refer to the Commitment Statement for clarification of policies and processes, e.g. arrangements for notifying employer of apprentice attendance on ‘off-the-job’ learning and employer notification of sickness/absence |
| Assessment | Some standard text on how the KSBs and Standard have been mapped to modules in order to enable apprentices to work towards End Point Assessment. Include hyperlink to the Apprenticeship Specification for mapping grid.  Then a grid of the assessment tasks that apprentices will be required to complete for the academic award. Requirements for gateway to End Point Assessment (EPA), how this will be conducted and by whom, when etc.  The role of employers/mentors in assessment (depending on the apprenticeship programme).  Expectations for allowing apprentices time to complete their assignments. How ongoing progress will be monitored/communicated. |
| Arrangements for Collecting Employer and Student Feedback | How does this work between:   * The apprentice and the employer * The University and the employer   Standard text about how subject to all typical feedback mechanisms for the course eg module evaluation, student survey etc. |
| Further information |  |