**Higher and Degree Apprenticeships**

**Sheffield Hallam University - Compliance Checklist for staff Delivering Courses**

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| **Initial student eligibility criteria must be set** | |
| Before accepting students onto the course   * Be aware of the three-stage application process - contact [DEEP](https://blogs.shu.ac.uk/wblapprenticeships/contact/) and Admissions beforehand * Any changes to the apprentice status? Are they still eligible? Any changes **must** be communicated to [DEEP](https://blogs.shu.ac.uk/wblapprenticeships/contact/) * There are specific rules that apply if the Apprentice loses their job. |  |
| **Working with employers during recruitment** | |
| The employer should   * be ready to support the apprentice * sign the [three-way learning agreement](https://blogs.shu.ac.uk/wblapprenticeships/policy/higher-and-degree-apprenticeships/learning-agreement/) * be involved in a three-way review process throughout the apprenticeship * support the apprentice towards the [End Point Assessment](https://blogs.shu.ac.uk/wblapprenticeships/policy/end-point-assessment/?doing_wp_cron=1494511565.5480890274047851562500) - can include elements of the course where employers have opportunity for direct involvement. * ensure the mentor voice can be embedded into assessment tasks. |  |
| **Three Way Agreements** | |
| If course falls under HDA ***standard***   * a commitment statement including the Learning Structured Training Programme and Milestones for Work-Based Learning will apply and are obtainable from [DEEP](https://blogs.shu.ac.uk/wblapprenticeships/contact/) * these agreements **must** be in place before the apprenticeship starts * these agreements **must** be reviewed through-out the apprenticeship term * if the student cannot gain the knowledge, skills and behaviours set out in the Apprenticeship Standard they cannot take the [End Point Assessment](https://blogs.shu.ac.uk/wblapprenticeships/policy/end-point-assessment/?doing_wp_cron=1494511874.0671949386596679687500) and **20%** of funding will be withheld. * the specific Assessment Plan for the Apprenticeship Standard will also define other requirements that the apprentice must meet and Course Teams need to be aware of these and can consult DEEP and the published Apprenticeship Standard (https://www.gov.uk/government/collections/apprenticeship-standards) and actively support the apprenticeship journey * A Template Commitment Statement or learner file (2016/17) will apply and can be obtained from [DEEP](https://blogs.shu.ac.uk/wblapprenticeships/contact/) |  |

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| **Attendance registers** | |
| **Must be kept for 6 years**   * Course Leaders need to be able to identify the Apprentices at the start of the course * Course Leaders must communicate the need for their Module Leaders to be aware of these apprentices and of the need to take and retain registers. * Course Administrators should discuss the recording of registers with Registry and to set up secure electronic folders or hard copy approaches to module files. Contact Cat Wasnidge in DEEP for further advice * Recording and retention of attendance records is **a funding requirement**. Failure to do this may jeopardise funding. Course Leaders should be diligent about this! |  |
| **An agreed, structured work-based training programme and support** | |
| The course delivery team should   * ensure that the three-way review is taking place, to look at the availability and impact of the employer's structured training support. * ensure the review document be used at least **once per semester**. Contact [DEEP](https://blogs.shu.ac.uk/wblapprenticeships/contact/) for the template. This will use available attendance data and performance from assessment and should be communicated to the employer. This allows for employer feedback and provide additional guidance for the apprentice to achieve a successful apprenticeship journey |  |
| **Induction activities / modules which require and support learner PDP** | |
| The apprentice induction should   * clarify their own obligations in seeking to gain specific knowledge, skills and behaviours * include steps to keep the employer and provider informed * make them aware of their status and ideally include the their mentor * recommend joint events - these should include the need for some different elements to other (non-apprentice) students on the same programme. |  |
| **Identifying External End Point Assessment Organisation** | |
| Working with the [DEEP team](https://blogs.shu.ac.uk/wblapprenticeships/contact/?doing_wp_cron=1494582620.9638020992279052734375):   * to complete the apprenticeship, the apprentice will need to take an [End Point Assessment](https://blogs.shu.ac.uk/wblapprenticeships/policy/end-point-assessment/?doing_wp_cron=1494582794.1653249263763427734375) * End Point Assessment is undertaken by a third party, selected by the employer and then procured by the main provider * We are **not** able to assess our own learners at the End Point Assessment - discuss options, timing and approach to securing this.   In relation to the above:   * *Cyclical course mechanisms for development opportunities supported by workplace mentor* * *Opportunities for employer feedback and engagement, including mentor contact points* * *End point assessment progress checks to ensure final payment to SHU from ESFA* * *Awareness of employment status and flags for change that might affect eligibility and progress* |  |