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| **Apprenticeship Delivery Guide** |
| A Handbook for Apprenticeship Course Leaders, Work Based Learning Coaches and the delivery team |
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APPENDICES

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|  This refreshed version, April 2020 is a second approved version reflecting early implementation of actions identified in the University's Quality Improvement Plan. |

**Appendices**

Appendix 1 Delivery Standards for Apprenticeships at SHU

[Standards, Highlighted on TAE](https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide/)

Appendix 2 Apprenticeship Course Leader Role Description

 [Apprenticeship Course Leader Role](https://blogs.shu.ac.uk/cle/files/2019/03/HDA-CL-role-outline-V2-FINAL.pdf)

Appendix 3 Work Based Learning Coach Job role

 <https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide/>

Appendix 4 Apprentice Progress Review Template

 <https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide/>

Appendix 5 Template for 20% Off-The-Job-Training Calculation

 <https://blogs.shu.ac.uk/wblapprenticeships/should-we-do-this-apprenticeship/>

Appendix 6 Peer Observation Template

 <https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide/>

Appendix 7 Attendance Monitoring Baseline Process

 <https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide/>

Appendix 8 Template for Apprenticeship Case Studies

 <https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide/>

Appendix 9 Apprenticeship Withdrawal Form DRAFT

 <https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide/>

Appendix 10 Standard Letter / Email for Triggering Withdrawal Process

 <https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide/>

Appendix 11 Assessment Board (Apprenticeship) Agenda (as at Feb 2020)

 <https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide>

Appendix 12 Apprenticeship Milestones

 <https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide/>

Appendix 13 Academic Adviser Model for Apprenticeships

 <https://blogs.shu.ac.uk/wblapprenticeships/delivery-guide/>

**Appendix 1: Delivery Standards for Apprenticeships at SHU**

 **SHU Apprenticeship Delivery Standards**

 These standards work alongside existing SHU quality frameworks and policy to set a baseline for course teams to collaboratively support and challenge apprenticeship learners from their commitment statement through to their End Point Assessment. These standards complement the Apprenticeship Course Leader Role and WBL Coach roles.

* **Planning for Delivery**: The Course Delivery Team must work together so that curriculum delivery includes strong work based learning that supports the setting of targets and monitoring progress from the apprentice's starting point through to End Point Assessment, further implemented through Progress Reviews, as managed by the WBL Coach.
* **WBL Coach Cohort Allocations**: Coaches are recruited, trained and allocated workloads to reflect levels of expertise and capability to support apprentices' progress, taking into account staff, apprentice and employer experience across the apprenticeship portfolio.
* **On-Boarding (Skills Scan, RPL and the Commitment Statement)**: Course Leaders and WBL Coaches work collaboratively to support the On-boarding process, check the apprentice and employer needs and adjust the learning plan (including Recognised Prior Learning) at the start of each apprenticeship and making adjustments during delivery where necessary.
* **Welcome/Information Evenings**: The Apprenticeship Delivery Team will attend and support employers and apprentices to understand their obligations and expectations, as well as setting out the University's role and key points of the Apprenticeship Standard.
* **Apprenticeship Essentials for Course Induction:**  ACLs arrange/deliver an Apprenticeship-focused induction, supported by the WBL Coach to cover the apprenticeship specific aspects of delivery as well as core SHU induction material.
* **During Delivery:** The ACL coordinates module learning and assessment activities to reflect the needs of the apprentices on their standard so that knowledge skills and behaviours are embedded in delivery and WBL opportunities are maximised. WBL Coaching is integrated to curriculum so coaches can optimise effective progress reviews and SMART target setting.
* **Apprentice Progress Reviews:** WBL Coaches are responsible for scheduling and conducting tripartite progress reviews, engaging employers and supporting progress to achieving timely progress towards Knowledge, Skills and Behaviours in readiness for End Point Assessment. Targets are set and supported by in-curricula work based learning and assessment approaches, coordinated and reviewed by the Course Leader.
* **Monthly ACL & WBL Coach Meetings (B-R-A-G Tracking & Actions):** ACLs and WBL Coaches meet on a monthly basis to review individual and cohort progress using the standard meeting template. This meeting is used to and identify causes for concern to be escalated, and interventions tracked, as well as recognising achievements and agreeing EPA readiness.
* **Safeguarding Matters:** ACLs and WBL Coaches are aware of SHU's obligations to protect vulnerable adults from any threats to their well-being and any safeguarding matters. Key stakeholders including ACL, Academic Advisers, Student support, WBL Coach should be informed of any change in circumstances or well-being issues. Communication to employers must be coordinated with BESE, having regard to confidentiality and GDPR.
* **Apprenticeship Essentials in Curriculum:** The ACL is accountable for implementing certain compliance activities in and around curriculum including: implementing attendance monitoring; organising delivery of the timetabled and scheduled learning activities that make up the Universities contribution to 20% Off The Job Training; identifying and developing opportunities to emphasise British Values, Equality and Diversity; observing that apprentices are undertaking substantially new learning. The WBL Coach will support all these activities.
* **Assessment Practice:** The ACL has oversight of course assessment, including embedding and enhancing a WBL approach to assessment and related delivery activities. This includes developing activity flows between Assessment tasks and the Apprenticeship Progress Reviews.
* **Course Leader Role in Delivering Elements of Curriculum:** ACLs take an active role in delivering parts of curriculum to enhance their knowledge of each cohort and accessibility for the apprentice learners to gain support and provide feedback on delivery.
* **Gateway Period and End Point Assessment:** ACLs ensure that timely and sustained support is available during the gateway period into EPA to maximise apprenticeship completions by the Planned End Date for each cohort and individual. The WBL Coach plays a key role advising on readiness and driving up EPA success for both integrated and independent EPA.
* **Course Review - Apprenticeship Course Improvement Plans and Assessment Boards (Apprenticeship):** Employer and apprentice feedback will inform holistic course review, supported by WBL Coach input. ACLs will use Course Review to ensure a focus on the enhancement of WBL opportunities and look directly at achievement of the whole apprentice programme up to and including End Point Assessment.
* **Employer Feedback:** Employer feedback is taken as seriously as learner feedback and is used responsively during delivery and formally at course review to ensure delivery is sector and employer focussed and maximises the opportunities for employers to realise impact during and after the apprenticeship.
* **Celebrating Success:** The ACL and the WBL Coach both actively champion apprenticeships and work to instil a culture of commitment and ambition in the apprentice and employer community identifying achievements and looking for opportunities to celebrate success.

**Appendix 2: Apprenticeship Course Leader Role**

 For up to date: [Apprenticeship Course Leader Role](https://blogs.shu.ac.uk/cle/files/2019/03/HDA-CL-role-outline-V2-FINAL.pdf)

|  |  |
| --- | --- |
| **Role title:**  | **Course Leader (Higher and Degree Apprenticeships)** |
|  | This role is a high level outline of the key responsibilities of a course leader. The context and precise activities may differ according to type, size and complexity of course. This document should therefore be read in conjunction with more detailed guidance available on the 'Course Leaders and Higher and Degree Apprenticeship Essentials' sites. For the purposes of this role outline the definition of the course team will included colleagues based in the employment setting. |
|  |  |
| **Role purpose:** | To provide academic leadership, to the course team, in relation to course design and delivery and ensure the ongoing development of a designated course is fit for purpose in delivering an excellent student experience and continues to meet the needs of the employer(s).  |

**Responsibilities:**

**Providing academic leadership** **in relation to course design, delivery and enhancement by:**

* Working with relevant colleagues and employer(s) to design the course ensuring employer(s) needs are met alongside the requirements of the apprenticeship standard and any professional body requirements, using the university's Apprenticeship and work based learning framework.
* Creating a sense of identity and ownership amongst the course delivery team, providing focus and enabling staff to understand their contribution to the course, (e.g. by meeting regularly with the course delivery team to discuss the successful operation and development of the course).
* Working with the course delivery team to identify and advise on opportunities for academic development of the course in line with the strategic priorities of the Department, Faculty and University.
* Advising key stakeholders/managers on the course specific resource requirements.

**Ensuring an optimum student experience by:**

* Building a sense of student community, acting as a key contact for students and liaising with student course representatives and the wider student cohort.
* Reviewing course timetables, assessment schedules and other organisational aspects prior to the commencement of the academic year and working with relevant academic and professional services staff to improve the overall organisation of the course delivery, relevant off the job training and any gateway activities.
* Working with module delivery teams to ensure module documentation and content are correctly branded and that teams understand and can articulate to students how the module meets the requirements of the degree and Higher Degree Apprenticeship (HDA) standards, in addition to any professional body requirements.
* Overseeing student recruitment and induction, preparing key information for students including course guides and the timely provision of pre-enrolment information to support transition.
* Working with colleagues to ensure students are aware and can access the full range of student support service available from the University.
* Monitoring operational delivery of the course to proactively address any emerging issues.
* Ensuring the continuous improvement of the course by sharing course specific knowledge and experiences through the course development process.
* Working with academic and professional services colleagues to identify opportunities to equip students with the skills, knowledge and behaviours required by and developed with employers and embed them into the course.

**Overseeing and reporting on the development and achievement of quality assurance and enhancement activities and facilitating the identification of opportunities for continuous improvement of the course by:**

* Contributing to the development and achievement of quality standards and criteria and identifies opportunities for continuous improvement of the course, reflecting on relevant performance indicators such as the National Student and Post Graduate Taught Experience Survey results.
* Ensuring that the module management is in line with university expectations e.g. moderation, verification, evaluation and review.
* Providing appropriate input to relevant course evaluation processes and identifying areas for further improvement.
* Engaging with external examiners at course level, professional bodies and end point assessors.
* Contributing to reports in accordance with published schedules and taking appropriate action in the light of quality judgements.
* Overseeing the monitoring and reporting on student progress and attendance to ensure funding returns can be made accurately and in the required timescale.
* Leading enhancements to the course ensuring that it reflects student and employer needs.

**Ensuring effective team working and communications by:**

* Representing the course by attending relevant events Departmental, Faculty and University forums e.g. welcome evenings, graduation ceremonies.
* Building effective working relationships within the course team, including arranging regular team meetings with academics and professional services colleagues.
* Regularly visiting the employment setting(s) and meeting with the student(s) and workplace mentors.
* Ensuring that employers are kept informed of student achievement and overseeing regular review meetings with the employer to discuss student progress against the requirements of the degree programme and the apprenticeship standard.
* Meeting and liaising with current and potential employer(s) as appropriate.
* Building effective working relationships with external stakeholders relevant to the approval, delivery and quality enhancement of the course.

**Ensuring that students are recruited appropriately onto the course and progression opportunities are optimised by:**

* Supporting the recruitment and enrolment of new students including understanding and applying specific entry requirements, attending recruitment events, assessment days and apprentice\employer welcome events, where appropriate.
* Acting as an advocate for, and contributing to the marketing of the course.
* Ensuring that admissions procedures and progression opportunities are being undertaken in line with the University's admissions policy, including Recognition of Prior Learning (RPL).

**Appendix 3: Work Based Learning Coach Role**

|  |  |
| --- | --- |
| **Role Purpose** | To take responsibility for the delivery of apprentices and employer liaison at the University and in the work place. This will include achievement against key objectives, as outlined in the University's Corporate Plan and directorate Strategic Development and Annual Operating Plans. To work closely with directorate senior managers and colleagues in faculties, providing support for the development and implementation of apprentice progress review systems and processes.Undertake Apprentice Progress Reviews (tripartite basis) and portfolio development activities with apprentices and their employers through visits to the apprentice's employer sites, or alternatively digitally, via telephone etc.To proactively visit and engage employers and apprentice learners to improve apprentice support and enhance performance and progress of apprentices towards successful completion of their End Point Assessment.Support the implementation of University policies, working collaboratively with other directorates and faculties.  |

**Professional services generic responsibilities for grade 6 staff**

* Provide a consistent and professional service which supports the delivery of local business plans.
* Work collaboratively to ensure an integrated approach to the planning, development and delivery of services, including contributing to relevant initiatives within functional area.
* Actively promote change and support new ways of working within University professional services including supporting work outside of your own functional area and/or team.
* Provide a professional, visible and proactive service, developing credibility and trust with a range of stakeholders.
* Contribute to the development, delivery and planning of services and functions within your area of responsibility.
* Participate in cross-University groups and projects and undertake inter functional area work to support the development of management information and corporate initiatives.
* Contribute ideas and suggestions to enhance service delivery and customer experience.
* Ensure the appropriate escalation of issues and areas of concern to the relevant manager.
* Manage the implementation of policies and procedures in functional areas, providing advice on these and ensuring their effective communication.
* Demonstrate a commitment to ongoing development of self and others.

**Role Specific Responsibilities**

* Support the design, implementation and ongoing delivery of apprenticeship systems and processes for apprentice and employer support, both face to face and on-line, working closely with all relevant directorates and faculties.
* Conduct Apprentice Progress Reviews (tri-partite basis) in specialist areas that support the development of knowledge skills and behaviours in relevant apprenticeship standards and the requirements of the End Point Assessment.
* Apply and develop knowledge of industry practice and training to support work based learning delivery on campus specifically in relation to the delivery of work based learning modules where academic delivery requires coordination of apprentice progress monitoring and action planning to enhance the apprenticeship journey.
* Apply and develop knowledge of sector specific apprenticeship curriculum and relevant professional values to support employers and apprentices' structured development in the work place.
* Support the management of external reporting to the Education and Skills Funding Agency specifically ensuring timely completions of Apprenticeship Progress Reviews and related evidence.
* Undertake employer visits that support compliance with the University's ESFA contract, specifically relating to health and safety, Prevent Duty, British Values, Safeguarding and 20% off-the-job learning for example.
* Support the management of the University's Apprenticeship and Work Based Learning group ensuring effective committee management.
* Support preparation of a variety of reports including regular updates for University meetings, specifically related to progression and completions of apprenticeship awards and progress in work based learning modules and apprenticeship portfolios.
* Work closely with other Apprenticeship development leads within the University to coordinate work-based learning employer liaison with business development activities.
* Seek ways to improve efficiency and quality and motivate and encourage others
* Contribute to achievement of organisational goals
* Engage with the relevant business and professional environments to develop and promote employer engagement that will enhance apprenticeship performance
* Participate in relevant University committees or working parties as appropriate
* The above list is not exhaustive and, as such, it is expected that you will be responsible for related issues commensurate to the level of the role.

**Appendix 4: Apprentice Progress Review Template**

Please note the review form below is updated from time to time to reflect ESFA funding rules and quality assurance activities to enhance delivery and in line with best practice for supporting learner progress towards targets.

**This Appendix last updated: January 2020**

|  |  |  |
| --- | --- | --- |
| **Apprentice's Name:** | ***Apprenticeship Progress Review*** | **Image result for esfa logoID no:** |
| **Apprenticeship** |  |
| **Course** |  |
| **Employer + Mentor** |  | **Mentor Attended Review** |  |
| **WBL Coach** |  | **Course Leader** |  |
| **Start Date** |   | **Planned End Date**: |  | **Expected End Date:** |  |
| **Type/location**  |  | **Date of Review:** |  |

**Main Ratings – Inputted into e-track**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Overall Status | Excellent | On track | Concerns | At risk / Intervention | No current judgement |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| OTJT Summary – Done and logs up-to-date (e-track) | Excellent | On track | Concerns | At risk / Intervention | No current judgement |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| KSB / Portfolio Status - Progress towards EPA | Excellent | On track | Concerns | At risk / Intervention | No current judgement |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Workplace / Employer Rating  | Excellent | On track | Concerns | At risk / Intervention | No current judgement |

**Additional Ratings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Attendance | On track | Concerns | At risk / Intervention | No current judgement |

|  |
| --- |
| **Grades and Apprentice comments on academic progress:**Latest grades (or append), Confirm previous comments, or update |
| Apprentice to complete this section | Q. Are you happy with your performance, do you need any support? |

|  |
| --- |
| **Progress towards Functional Skills English and/or Maths (if relevant) (and/or). Progression towards personal targets (literacy, numeracy skills)** |
| Apprentice to complete this section | Q. Are you happy with your performance, do you need any support?  |

|  |
| --- |
| **Curriculum:** Give examples of how module(s) learning has allowed you to demonstrate the knowledge and skill required to fulfil your role. (Be specific – Improved performance, project management, new tasks etc.) |
| Apprentice to complete this section |  |
| **Alignment to Apprenticeship:** Recognition of KSB development / Key areas of learning since last review. (Skills developed, impact at work, new learning) |
| Apprentice to complete this section |  |
| **Impact:** Do you have examples of work-based activity that you feel could be used in your portfolio? *Think impact*! – Use e-portfolio to log/store progress against KSBs |
| Apprentice to complete this section |  |
| **Apprentice Current Satisfaction Scale:**  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **MENTOR / LINE MANAGER** **SUMMARY**  |
| General feedback on Apprentice progress/performance:What impact has the apprentices learning had on the workplace?What are the apprentice’s development areas for focus over the coming period? (Link to actions list)What specific actions will you take to support the apprentice over the coming period? (Link to actions list) |
| **Employer Current Satisfaction Scale:**  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **WORK BASED COACH** **SUMMARY** |
| **Work-based impact, application of learning from SHU course, general comments. Would the Apprentice benefit from a referral to an advisor (Academic, Support, Employability) or Course/Module Leader?** |
|  **Actions and Targets** |
| **Target/****issue (s)** | **Action** | **When** | **Who** | **Completed / Reviewed Date** |
| 1. | Confirm review of previous actions and carry any forward |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |
| 7. |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Date & Time of Next Review:** |  | **Location of** **next review:** |  |
| **Apprentice Signature** |  | **Apprentice****Signature Date:** |  |
| **Employer Signature** |  | **Employer Signature Date:** |  |
| **SHU WBL Coach Signature** |  | **WBL Coach Signature Date:** |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Uploaded to****e-track** |  | **Annex focus for this review:** | BV | SG&P | EDI | CG | SS |
| **e-track BRAG Status’ updated** |  | **Annex focus for next review:** | BV | SG&P | EDI | CG | SS |
| **Data within e-track checked** |  | **Diary invite sent for next review** |  |

**Work-based coach to complete:**

**Appendix 5 Template for 20% Off-The-Job-Training Calculation**



**Appendix 6: Peer observation Template**

 **…**for Internal and Sub-Contracted Apprenticeship Provision

## Session Details and Planning:

This is to be used when preparing for an observation.

|  |  |
| --- | --- |
| Colleague being observed |  |
| Colleague observing |  |
| Date and time of session |  |
| Venue |  |
| Number and level of students |  |
| Course Title |  |
| Module Title |  |
| Title of session |  |
| Type of session (i.e. lecture) |  |
| Aims/planned learning outcomes |  |
| Learning Materials? |  |
| How does the session fit in with the module/course? |  |
| Are there any specific issues to take into account? |  |
| What are the particular elements that feedback is required on? |  |
| Should feedback be provided on any aspect of the session or restricted only to the agreed elements above? |  |
| Date and time of feedback and reflection discussion? |  |

## Session Observation:

This is to be used by the observer as a guide to assist the taking of notes during the observation and conducting the discussion and reflection after the observation. Refer to the guidance in the Peer Review and Enhancement Handbook which also provide detail to support the observation activity.

What feedback has the observed individual specifically asked for:

What were the positive elements in the session?

*Apprenticeship Specifics*

* Can the observer identify any specific work based learning principles deployed or methods and skills used in the session and ask the academic to positively embed those?
* How was the tutor able to work with learners to look at development in specific areas or learning outcomes, or knowledge, skills and behaviours as measured from the learner's starting -point?
* Did the feedback include discussion of new targets to develop and action plans to develop within the apprenticeship and for future career direction?

What could be improved or developed?

*Apprenticeship Specifics:*

* Consider feedback on the extent to which the academic provided opportunity to learn or gain feedback on the development of English and Maths Skills within curriculum.
* Did the theme of equality and diversity emerge at all and were opportunities used to examine any issues within or around the session
* Did the discussion lead to any opportunities t to discuss British Values, potentially in a global context and how were these themes taken up?

This form is intended to facilitate the observation and is private to the observed individual. Outcomes of the observation should be shared with the line manager at appraisal but the form does not need to be shared.

*To be completed after the observation*

Notes of the joint reflection of the observed individual and the observed:

Suggested action points:

*Action points may for the observed individual or the observer. Both colleagues should reflect on their experience of the session and consider what they may wish to do as a consequence of that reflection.*

**Appendix 7: Attendance Monitoring Baseline Process**



Nb. This version (8th Nov 2019) will be updated to incorporate lessons learned from implementation of the JISC Learner Analytics Attendance Monitoring App and associated data functionality.

**Appendix 8: Template for Apprenticeship Case Studies**

The following questions are well aligned to the National Apprenticeship award and can be used to develop SHU case studies for marketing, or course identity or reflective exercises or assessment with curriculum, where appropriate and with consent as required:

* **Official Job Title:**
* **Employer's organisation:**
* **Type of business/activity:**
* **Size: (e.g. number of employers, scope of locations, annual turnover)**
* **Structure: (What divisions, geographic arrangements, functional activities form the context in which the apprentice works? - Spend 5 minutes on the employer's website)**
* **Sector: Please select from the list below (tick one or more that applies)** **Agriculture,**

|  |  |
| --- | --- |
| Horticulture, and Animal Care |  |
| Arts, Media and Publishing |  |
| Business, Administration and Law |  |
| Construction, Planning and the Built Environment |  |
| Education and Training |  |
| Engineering and Manufacturing Technologies |  |
| Health, Public Services and Care |  |
| Information and Communication Technology |  |
| Leisure, Travel and Tourism |  |
| Retail and Commercial Enterprise |  |
| Science and Mathematics |  |

**Questions about the Apprentice:**

* Why you chose your apprenticeship and how you applied for it.
* An outline of your role (including key duties and responsibilities) and how it fits within the organisation.
* A description of the team you operate in and your personal contribution to team objectives and performance.
* A summary of your personal aspirations and planned career path.

**Personal Achievements:**

* An outline of the skills you have developed since you began your apprenticeship.
* How your apprenticeship has impacted on you, especially in terms of your ambitions and motivation.
* Why you believe that others can learn from your apprenticeship experiences.
* Details of your activities as an ambassador for apprenticeships and vocational education both within, and outside, your organisation.
* How your apprenticeship helps your employer meet organisational objectives/goals.

**Impact on Organisation**

* What specific skills have you developed that benefit your employer?
* Tangible examples of ways in which you can demonstrate your personal impact and contribution.
* How your personal *performance* has benefited *others* in your employer’s organisation.
* *How have you contributed to the success of your organisation?*
* Details of your greatest personal achievements to date, and why you believe these are noteworthy.

**Does the Apprentice wish to be considered for the Apprentice of the Year Award?**

[**https://appawards.co.uk/**](https://appawards.co.uk/)

**Has the Apprentice completed a Consent Form (See over)**

**Asset permission form (photography, video, profile and quote)**

**1. Name**

**For office use only**

**Asset reference number:**

**Asset type:**

**Marketing Lead:**

|  |  |
| --- | --- |
| **Full name** |  |

**2. Personal details**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date of birth** |  | **Tel/mobile** |  |
| **Email** |  |
| **Course/job title** |  |
| **Organisation/SHU** (if applicable) |  |
| **Country of origin** |  | **Year (1st/2nd/3rd?)** **(If applicable)** |  |

**3. Terms of agreement**

3.1 We, Sheffield Hallam University, are collecting assets to support our marketing and communications for the purpose of:

* SHU's website, social media accounts and email communications
* SHU's printed marketing materials e.g. brochure and prospectus
* Third party websites, social media accounts, email and printed materials e.g. SHU profiles and SHU adverts.
* Use in local, national and international media publications in all formats including print, broadcast and online to accompany news releases and other public relations materials.

3.2 We will not use your asset for marketing purposes after 5 years, but we may retain a sample in our archives.

3.3 We are under no obligation to use any part of your asset.

3.4 We will not pay you to use your asset or any part of it.

3.5 We will store your personal data and assets securely.

3.6 We will use your name and asset for the marketing purposes listed above.

3.7 We collect data in section 2 for administrative purposes or in case we need to contact you about usage.

3.8 We will not share your data in section 2 with any third party outside Sheffield Hallam University.

**4. Permission**

**Please read the terms of agreement above before signing this form.**

I confirm I own the copyright to my contribution and am not infringing any third party rights.

I give permission for my asset to be used by Sheffield Hallam University for the above marketing purposes.

**Signed.............................................................................................................**  **Date** **........../........../..........**

**(Print name)** ………………………………………………………………………………………………………………………

**Signed** (chaperone)**........................................................................................**  **Date** **........../........../..........**

(if person providing contribution is under 16)

**(Print name)** ………………………………………………………………………………………………………………………

**Appendix 9: Apprenticeship Withdrawal Form DRAFT** Version 1.1 Nov 19.

**Key Details of Withdrawal**

|  |  |
| --- | --- |
| Name of Apprentice | WBL Coach to enter |
| Employer | WBL Coach to enter |
| Apprenticeship | WBL Coach to enter |
| Course | WBL Coach to enter |
| Start Date | WBL Coach to enter |
| Planned End Date  | WBL Coach to enter |
| Expected End Date | WBL Coach to enter |
| Proposed withdrawal Date | WBL Coach to enter (last date in learning) |

**Interventions Summary**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Role**(Use codes below, or other info as necessary) | **Name (source of info/action)** | **Intervention(s)** | **Intervention Date(s)** | **Comments / outcome** | **Future Action / Review** (if applicable) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Codes for Roles in Table:** Apprenticeship Course Leader (ACL); Academic Advisor (AA); Module Leader (ML); Hallam Help (HH); Work Based Learning Coach; Departmental Administration (DA); Head of Work Based Learning (acting as Nominated Safeguarding Officer (HoWBL); Employer-based Mentor (EM); BESE Contracts Officer (BESE CO); BESE Operational Team (BESE OT); Account Manager in the Business Development Team - Business Development Manager (BDM).

**WORKING DRAFT**

**Recommendation from ACL Monthly Meeting: BIS / Withdrawal / Other:**

WBL Coach State recommended action, signed off in monthly meeting with ACL

**Date of recommendation**

WBL Coach to insert date form completed and shared with WBL Manager:

**Summary of Reasons for Withdrawal:**

WBL Coach - See Template Withdrawal Letter and ensure consistent reasons given to employer

**Attachments (as a minimum include):**

* Extracts from tracker (to cover last three reviews)
* Attach last review form
* Key emails / other correspondence or notes of phone calls if necessary.
* Minutes from ADAB if relevant

|  |  |
| --- | --- |
| Outcome: |  |
| Key Reason(s): |  |
|  |  |
| Agreed By  | insert name of ACL | Date: |  |
| Agreed By | insert name of WBL Coach | Date: |  |

*WBLC to email outcome to all roles above to trigger actual withdrawal*

*Note: The process needs to include that Academic Admin receive a copy of the withdrawal form, so that SITs (alongside Maytas) is updated to reflect the correct student record.*

**Appendix 10 Standard Letter / Email for Triggering Withdrawal Process DRAFT**

**DATE**

**Dear Name(s) of Employer [AS RECORDED IN THE COMMITMENT STATEMENT AND ALSO CONTRACT]**

(COPY TO EMPLOYER MENTOR, APPRENTICE; WBL MANAGER; ACL, HOWBL, SHU CONTRACTS TEAM)

**Regarding: Name of Apprentice, ULRN,**

 **Apprenticeship Standard,**

 **SHU Course**

 **Notification of Likely Withdrawal**

I trust this correspondence finds you well. Unfortunately I am writing in respect of the above likely withdrawal of Name from your Apprenticeship Programme with Sheffield Hallam University

Following our Progress Review meetings, (last ones on Date and Date with NAME of apprentice and Employer mentor/other) and also my last email of date and our telephone conversation of date, [AMMEND AS NECESSARY] I am writing to inform you that I am not aware of any outcomes or clear communication in respect of the following actions:

Insert Actions

Insert Actions

**WORKING DRAFT**

Insert Actions

As a consequence and following a meeting with the Apprenticeship Course Leader and discussion at the Apprenticeship Assessment Board [DELETE REF TO ASSESSMENT BOARD IF NOT RELEVANT], The University must commence the formal withdrawal process to ensure it remains compliant with the ESFA funding rules and it's own procedures.

As the next step I have asked the Apprenticeship Operations team (Apprentices@shu.ac.uk) to put NAME on a *Break in Stud*y, which will ensure that no further funding is drawn down in respect of this Apprenticeship. This will take effect from date. [NOTE TO WBL COACH: IDEALLY GIVE OVER TWO WEEK'S NOTICE, DEPENDING ON NEXT FUNDING DRAW DOWN DATE - THE DATE OF WITHDRAWAL WILL BE THE LAST DATE IN LEARNING]

At this point, the University does not consider it likely that the Apprentice has a bone-fide intention /ability to complete the apprenticeship within a reasonable timeframe. On the assumption that the following concerns cannot be addressed, the Apprenticeship will be terminated on date [UP TO ONE MONTH FROM BREAK IN STUDY, IF NOT IMMEDIATE EFFECT].

The key concerns remain: [DELETE ACCORDINGLY]

[Insert, amend, or select]…

* The continuation of the Apprenticeship will create, or exacerbate wellbeing and/or safeguarding concerns
* The Apprentice has continued to demonstrate poor attendance
* The Apprentice fails to attend, or repeatedly cancels Apprenticeship Progress Reviews
* The Apprentice is failing to make sufficient progress on the following gateway element of their Apprenticeship: INSERT [e.g. English and/or math qualification, vocational award if relevant, Identification of EPA Project, etc.]
* The Apprentice is not progressing on their academic modules
* The Apprentice has been found guilty of academic misconduct and the penalty is withdrawal from the course
* The Apprentice is not able/willing to record satisfactory evidence of 20% off the job learning
* The Apprentice is not in an appropriate job role and the experience gained in the job is not appropriate to enable development of the relevant knowledge skills and behaviours set out in the Apprenticeship Standard
* The Apprentice is not receiving sufficient support in the work place to make satisfactory progress
* The Apprentice is not evidencing the development of progress against the targets and milestones for the Apprenticeship and is unlikely to reach the necessary levels to be ready for End Point Assessment
* The Apprentice has shown and continues to show a disregard for British Values that undermines their eligibility for this Apprenticeship and continued study with Sheffield Hallam University
* OTHER BREAK OF FUNDING RULES

**WORKING DRAFT**

Prior to the termination date stated above, I am available to discuss the outstanding actions and key reasons for the proposed termination.

If during the Break in Study period you and the apprentice are able to demonstrate progress against the actions above and the concerns we have raised then we may extend the break in study. If it is your intention to work with us and your apprentice to get back on track, we may be able to extend the break in study and allow attendance at formal study activities in the interim period. This will not be indefinitely.

One of our Business Development Managers will be in touch to arrange a meeting to discuss any current, or planned activities with Sheffield Hallam University, or other training needs. We would also like to take your views and feedback at that meeting.

Please note that the University does not generally offer continuation of study on other part-time awards where an apprentice has been unable to uphold the activities set out in their commitment statement.

Thank you for your understanding and efforts to make this work. However, I am now handing this matter to my Employer Partnership Manager colleague, name to contact you to discuss the next steps.

Yours sincerely, INSERT

**Appendix 11 Assessment Board (Apprenticeship) Agenda** (Feb 2020)

**Faculty/College**

**Department of …..**

**Academic Year 2019/20**

**ASSESSMENT BOARD (APPRENTICESHIP) AGENDA**

**Date/time**

**Venue**

***Please note: the blue text in italics below each agenda item are Chair's notes to help Chairs guide the meeting. Green text in italics are Secretary's notes. Members of the DAB should receive the agenda without these notes.***

**1 Introductions and welcome from Chair**

**2 Apologies for absence**

***Please see policy for quoracy. In the event of the meeting being inquorate, the Board must be reconvened at the earliest opportunity. External Examiners should be in attendance or have indicated that they have been involved in the assessment process. If this information is not available at the Board, student results cannot be verified until this information is received.***

***Secretary note - Constitution to be completed with names of all members in attendance of board:-***

 ***Appendix A - List of Integrated / Non-Integrated Awards and requirements***

**3 Confidentiality & Impartiality statement**

*“The Assessment Board is charged with the responsibility for addressing all relevant issues concerning a student’s circumstances and performance which enable fair and consistent academic judgements to be made. Accordingly, it operates under a code of the strictest confidentiality. Board members are reminded that no issues raised to inform academic judgement may be discussed with a student or conveyed to a third party without the prior consent of the Chair. The Assessment Board must operate in a fair and impartial manner. Accordingly, Board members are asked to inform the Chair if they have any personal or professional interest, involvement or relationship with a student or the employer of an apprenticeship being assessed in this meeting."*

The Chair may ask the member to leave the meeting during consideration of the student if appropriate.

**4 Outline role and purpose of Board**

***The Assessment Board (Apprenticeship) is responsible for:***

* ***ensuring that assessment has been conducted in accordance with definitive documents and approved module descriptors***
* ***ratifying the final moderated marks for each course***
* ***ratifying individual student assessment profiles leading to progression, continuation and award***
* ***ensuring that the assessment of apprentices has been conducted in accordance with University regulations (and PSRB requirements where appropriate)***
* ***addressing quality assurance issues relating to assessment delivery and processing which require immediate attention, e.g. scaling***
* ***to monitor progress against the relevant apprenticeship framework or standard in accordance with Education and Skills Funding Agency (ESFA) funding and monitoring rules***
* ***to identify apprentices who require intervention in order to close the attainment gap for referral to the relevant department/committee.***
* ***to ratify individual apprentices who meet the required prescribed criteria to progress to Gateway leading to the End Point Assessment (EPA).***
* ***to monitor the EPA status of non-integrated and integrated apprenticeships.***

**5 Clarification of Assessment Regulations**

***Need to confirm:***

* ***using the correct version of the University assessment regulations***
* ***whether there are professional body requirements – if non-standard professional body requirements apply they need to be explained***

**6 Clarification of Funding rules for apprentices**

***Need to confirm:***

* ***using the correct version of the ESFA funding and monitoring rules***

**7 Confirmation of notes from previous meeting**

**8 Matters arising including confirmation of Chairs actions**

 ***Consideration of refers/defers from previous semester/year (note apprentices could be assessed under previous regulations where regulation changes have occurred)***

 ***Secretary note - this item to include consideration of:-***

***Appendix B - DAB Tracker (insert link)***

***This is a record of Chairs actions and issues identified through the Assessment Board processes. Whole module issues should appear in red text, resolved issues will be automatically greyed out.***

**9      Ratification of student profiles by course**

***Chair to confirm that the ratification of course results has taken place through the normal Department Assessment Board (DAB) processing. The Chair/Secretary to explain that the structure of the provision includes both non-apprenticeships and apprenticeships and that module/course results go via DABs.***

 ***The board should review the course report statistics data to identify any issues in the attainment of apprenticeship students compared to non-apprenticeship students (where the course is delivered to both apprenticeship and non-apprenticeship students) and compared to other cohorts of apprenticeship students.***

***10 Monitoring of Apprentices against Apprenticeship Standards or Frameworks***

***For each course, Work- based coaches and Course Leader (where applicable) to report any issues on:***

* ***Off the job learning***
	+ Confirm how many apprentices have received 20% OTJL
	+ Confirm how many apprentices can evidence satisfactory progress on their log
	+ What are the reasons for those that are not satisfactory?
* ***Employer engagement***
	+ What % of employers have engaged well in the majority of Apprenticeship Progress Reviews (75% minimum for Green status). (50-75% Amber)
	+ Which employers have not engaged and what interventions have been agreed with the ACL?
	+ What are/will be the impacts of those interventions?
* ***Attendance***
	+ Please report the Attendance statistics where applicable
* ***Knowledge, skills and behaviour***
	+ For Apprentices not Green or Blue, what interventions have been agreed and/or implemented, with the ACL.

***11 Confirmation of progression of apprentices to the Gateway for End Point Assessment***

***For each course, work-based coaches/apprenticeship leads to confirm individual apprentices who meet the required prescribed criteria to progress to Gateway leading to the End Point Assessment (EPA).***

***Non-integrated apprenticeships:***

***For each course, monitor/confirm the EPA status of non-integrated apprenticeships.***

***Integrated apprenticeships:***

***For each course, monitor/confirm the EPA status of integrated apprenticeships through confirmation internal assessment has taken place and gateway standard met.***

* For the cohort(s) in question what is the planned End date (date of EPA) and what is the date we need them to enter the Gateway period.
* What is the summary and relevant interventions for learner now passed their Planned End Dates?  (% and actions)
* What is the format of the EPA (i.e. Integrated / Non-integrated format and timing of assessment methods)
* What are the key Gateway Requirements before we can register the learners for EPA (e.g. quals/credits/Portfolio sign-off/ project planning/completion/ other.
* Who is the agreed EPA Organisation

***For any apprentices that meet the Gateway requirements post the board, these can be confirmed via Chairs action. The ACL/WBLC must inform the Secretary to request chairs action and once confirmed update relevant stakeholders (ACL, WBLC and Apprenticeship Ops team)***

***12 Agreement of items referred for further action***

 ***Confirm any items that need referring to relevant University committees e.g. departmental boards, AWBL Steering Group/Panel***

**13 Agree arrangements for subsequent Chairs actions**

 ***Board needs to agree remit of Chairs action e.g. where there is one missing mark or a cheating case pending Chair's action can normally be agreed. Where the action involves the whole cohort/ module and discussions need to take place outside the meeting before the marks set can be confirmed, this would normally mean reconvening the Board.***

**14 Key Dates (Chair to inform Board members of key dates plus EE involvement in Resit Board)**

 ***To be completed by the Secretary***

* Results are released as soon as possible following the board and at the latest will be available to ***apprentices*** by ……………………
* Reassessment coursework for referred/deferred ***apprentices*** must be submitted by……………………………………………
* Next Board date is ……………………….

***There are normally standard dates for coursework submission across the Faculty. Resit dates are normally determined by the Academic Calendar - July for all standard undergraduate courses.***

**15 Comments from External Examiners**

**16 Any Other Business - to be tabled in advance of the meeting**

**17 Date of Next Meeting**

**Appendix 12 Apprenticeship Milestones Draft 1.1**

These generic Apprenticeship milestones are currently under consultation within SHU. It is proposed that:

* These milestones will form the basis of Initial Skills Scans to check Apprentice starting points.
* They will then be the measures of progress towards knowledge, skills and behaviours for each Apprenticeship Standard
* They will be a key determinant of readiness for End Point Assessment alongside other Gateway requirements.
* WBL Coaches will use these in Apprenticeship Progress Reviews to undertake gap analysis and SMART target setting.
* Agreed progress against these Milestones will help determine B-R-A-G status in MAYTAS Learner Tracking system.

**Notes:**

The following diagram indicates how the Milestones are proposed going forward from September 2020. There is an additional stretch milestone, but this is not numerically measured as it would indicate learners are further away from *readiness* than necessary, for learner tracking purposes.

There are some changes proposed from the categories used in the 2019 Skills Scans. These provide a greater grain for each Milestone to enable clearer monitoring during the Apprenticeship. The definition of each milestone is more consistent in this new version.

There are proposed periods (timescales) targeted for apprenticeship, to reflect the different duration of each programme. These are proposed so they can be built into MAYTAS and learner progress effectively tracked against the predicted timescales for each milestone relative to the overall duration of the relevant programme.



**Appendix 13 Academic Adviser Model for Apprenticeships**

**This paper was submitted and agreed with actions by the Apprenticeship and Work Based Learning Group in March 2020.**

**As it is implemented the Appendix will be updated accordingly.**

