Sheffield Hallam University

Apprenticeship Course Leader Induction

Hello and Welcome! – Introducing this Guide

The Transforming Lives Strategy frames Apprenticeships as an institutional priority, confirmed by the intentions of the SHU Work Based Learning Strategy.
As an Apprenticeship Course Leader (ACL) you need a strong awareness of how to work to a range of regulatory requirements and practice guidance. This overview will help a new or existing n ACL to make sense of the landscape. First watch this video – *What is an Apprenticeship?*

Please note there are a range of general resources for (normal) Course Leaders in Academic Essentials.   Then, to understand the differences for an ACL check out the ACL role descriptor – what are the key differences to note? – you will need further guidance, so please read on.

This specific ACL induction guide brings together existing support and guidance. It is structured to help a new ACL find their way around with a good overall awareness, whilst making decisions about priorities. This will provide a good platform from which to build your leadership role over time as you transition to a business as usual.

Each section concludes with a checklist to help you settle into your role. When setting target dates for each action please do so with reference to your *course start date* to help you prioritise. Don't forget to sign up to the ACL Buddy System.

Click on each title-box to navigate the guidance and key resources….

Overview stuff

- Know your *Standard*
- EPA – start with the End in mind
- Apprentice journey & identity
- OfSTED impact on your role
- Apprenticeship Essentials
- Your WBL Coach
- [20%] OTJT
- E-portfolios
- What we need from employers
- Championing WBL with Module Leaders.

Time Critical Actions

- Onboarding, RPL & Total Price
- Your role in the Welcome Event
- Your Apprenticeship Induction
- Skill Scan & Starting Point (Individualised curriculum)
- Support Triangles and Safeguarding
- Attendance Monitoring
- Briefing Module leaders: KSBs and Attendance registers

Operational and Ongoing

- Academic Adviser model (PPD and links to APR)
- English, maths & other support
- Compliance within curriculum (Attendance, SEE)
- Monthly Meetings, ADOG (data)
- App'ship Progression Boards
- Apprenticeship Course Improvement Plans (ACIP)

Key Resources

- Apprenticeship Delivery Guide
- Academic Essentials
- Induction template slides
- Mentor Handbook template
- Scheme to Embed Essentials
- ADOG Data
- Course Delivery Principles
- Apprenticeship Impact & information Resource (AIIR)
- ACL Forum & Buddy system

Overview Stuff

This section is written to support an ACL in the quick development of a broad Apprenticeship knowledge. This may help you to make some early decisions with the benefit of a sound contextual understanding. Building on this, you will also be able to inform others and receive more detailed advice from a position of good overall knowledge. You will need to return to these themes as you develop in the role.

- **Know your Standard**: Every Apprenticeship must be delivered in partnership with the employer(s) so that the learner can develop a defined set of knowledge Skills and Behaviours (KSBs) for their technical or professional job role. This information is set out in a specific Apprenticeship Standard found on the Institute for Apprenticeships & Technical Education website.

- **End Point Assessment (EPA)** – *start with the End in mind*: The Apprenticeship Standard always includes a downloadable "Assessment Plan" – *get it!* This explains in detail how the KSBs must be assessed (who, how, when!) This is a detailed document, but really matters because the EPA is a final "synoptic" set of tasks undertaken by a defined party. The training and education that we deliver must be set up to support the ultimate Apprenticeship goal of passing (or smashing!) the EPA. SHU guidance on EPA.

- **Apprentice journey & identity:** Because an apprenticeship is first and foremost a *job* (with training) then Apprentices tend to have their own priorities. You may have already reviewed this video. Therefore working with them to recognise their challenges, share their cutting edge experiences and establish their community through shared experience requires careful facilitation as part of your ACL role and through the activities designed by your Module Leaders. A great way to get explore this is through the ACL forum and buddy system (see key resources).

- **OfSTED impact on your role:** OfSTED is the Quality Assurance Agent for all Apprenticeships regardless of level. This means that much of the advice in here is mandatory in order to comply with their Education Inspection Framework (EIF). See these video resources about how we are preparing for the next OfSTED inspection and how you will be involved. This will become priority material if an inspection becomes imminent.

- **Apprenticeship Essentials:** The Apprenticeship Essentials are specific matters that we need to embed in all our Apprenticeships as compliance and best practice. They are largely derived from the EIF (see above). To help the ACL (that's you) and the rest of the delivery team the university has developed a *Scheme for embedding the Essentials* (SEE). Take an early chance to review, or create this "Scheme" with support from Sam Moorwood, Head of work based Learning s.Moorwood@shu.ac.uk (07787 006 340) and you will also gain a really useful template for the oversight and planning of your Apprenticeship course.

- **Your Work Based Learning Coach**: WBL Coaches are employed and managed in BESE. Your coach is your best friend in delivering this Apprenticeship! Their role (like yours) is set out in the Apprenticeship Delivery Guide (see Appendix 3). They will use the three-way (12-weekly) *Apprenticeship Progress Reviews* to liaise directly with the employer and Apprentice to monitor and facilitate the Apprentice's KSB development in response to the Course that you lead. Your monthly meetings with the WBL Coach are critical to know your cohort of Apprentices, get early heads up and feedback, decide on support interventions and go into the Apprenticeship Departmental Operations Group (ADOG) meetings with

all the info you need. Also, the more your WBL Coach can feed off your Curriculum the better they can support EPA readiness for each Apprentice.

- **[20%] Off The Job Training:** The OTJT rule needs some careful understanding. Here is the Apprentice facing guide. Your WBL Coach will flag any apprentice who is not benefitting from or recording their entitlement and you are expected to support the necessary interventions, which can be discussed at the ADOG meeting. Note the rule change in targets implement for new learners from September 2022.

- **E-Portfolios:** As the Apprentice develops their KSBs through OTJT, they will need to log the evidence of their development in the Apprenticeship E-Portfolio – in readiness for the End Point Assessment (check the requirements in the Apprenticeship Standard Assessment plan (see above). Check the latest advice on Apprenticeship E-portfolios at SHU (It is E-Track from MAYTAS). You should be ready to explain these items at induction, supported by your WBL Coach on the detail. You Portfolio/reflective Practice module leader(s) also need to be on board to drive this activity through their assessments and lesson plans. They therefore need to know the KSBs and Assessment Plan just like you do! (actually, so do *all* the module leaders so they can drive specific KSB development, aligned to the initial Training Plan)

- **What you need from employers**: Employers provide the full time job that is the basis of the Apprenticeship. The course is typically paid for using the employer's Apprenticeship Levy . Each employer needs to provide a mentor from their organisation who must support the Apprentice to develop their KSBs and maintain a workplace Training Plan, working with the WBL Coach in the Progress Reviews. A change in September 2022 (for new learners) is a more detailed Training plan from the start. As an ACL you should be ready to meet employers at the pre-start welcome event and then at strategic intervals during the Apprenticeship. Different employers will make clear what they expect, so work closely with the Directorate of Business Engagement Skills and Employability to manage these sometimes tricky, but rewarding relationships. Start with the ADOG meetings to get a handle on this.

- **Championing Work Based Learning** with your Module Leaders: Our approach to assessment on Apprenticeships should be to see each assessment as a steppingstone towards EPA (not a distracting hoop!) Check your understanding of Apprenticeship WBL Assessment. The more you know about your overall plan for Assessment, the more you can provide advance notice to employers so they can align their training plan with our curriculum for a more integrated and impactful Apprenticeship (OfSTED would love that!) In the resource section check the mentor guidance template.

Overview Stuff - CHECKLIST	Target Date	Completed?
Read the ACL role descriptor		
Watch Apprenticeship journey video		
Access and read the Apprenticeship Standard		
Review SHU guidance on End Point Assessment		
1st review of Assessment Plan + meet with Head of Work Based Learning - Check Scheme for Embedding Essentials - Check EPA timescales and assessment approach - Work based learning assessment (see resource page)		
Note OfSTED resources and save the handy link! (pending)	pending	
Meet your WBL Coach to check understanding of 20% Off The Job Training info, how the E-portfolio will work, agree monthly meetings, gain employer insights…		

Time Critical Actions

The urgency of time-critical actions in this section depends on the timing of your induction as a new Apprenticeship Course Leader (ACL). This section focuses on your priorities during pre-start on-boarding and then induction for your new cohort or Apprentices. More info: [Apprenticeship On-Boarding and Start of Learning](). If you are a new Course Leader generally, then also visit/follow [Course Leader Essentials]()

- **Onboarding, RPL & Total Price**: Two external organisations: OfSTED and the Education Skills Funding Agency both have expectations about how we manage the start of each Apprenticeship. They are specifically concerned as to how we recognise an Apprentice's prior learning and then make adjustments to their Apprenticeship Programme and the total price we charge. As we recruit a new cohort, you may in your role as ACL need to offer your view on the extent to which an Apprentice benefits from prior experiential, and/or credit-based learning (Recognised Prior Learning - RPL). There is more detailed guidance about your academic input in Step 2 of the [TNP Guidance and Calculator]().

- **Your Role in the Welcome Event**: As we finalise the applicants for the new cohort, you should receive an invitation from [BESE]() for virtual and/or on-campus delivery of the Welcome Event. This event is aimed at all new Apprentices and their mentors, to provide a baseline of pre-join Information Advice and Guidance. You must attend and run your Course-level break out session with your Work Based Learning Coach in support. Your session should address any Apprentice/employer questions with explanation of how the Apprenticeship course will enable evidence and readiness for End Point Assessment through a work based learning approach to 20% OTJT. Also cover next steps for induction.

- **How to Run your Apprenticeship Course Induction:** The [Induction template slides]() are up to date for you to adapt and use. Advice on how to use them is in the initial slides. Please include the WBL Coach in support of that, particularly to cover the *Apprenticeship Essentials*. Note: Induction does not represent the start of learning unless you start to work on the content of a module and/or progress knowledge skills and behaviours.

- **Skill Scan and Starting Point** (Individualised curriculum): In response to the OfSTED Education Inspection Framework we are rolling out a mandatory [Starting Point Exercise]() (see "Recent Additions" by scrolling down). In the mandatory Starting Point Exercise one of your Module Leaders must builds on a WBL Coach–led onboarding activity in which the Apprentice explores their strengths and weaknesses from the pre-join Skill Scan. ACLs must ensure this activity is implemented in a module at the very start of learning, after induction.   Please confirm which specific Module Leader is ready by updating this [Starting Point Log in Sharepoint](). Please confirm at least three weeks prior to the first teaching.

- **Apprenticeship Support Triangles and Safeguarding**: Through the On-boarding process, including the Welcome event, circulated slides and your Course Induction, every apprentice should be aware of their Safeguarding Officer (Sam Moorwood), how to get Hallam Help and the other roles of the Apprenticeship Support Triangles. Apprentices have specific information to meet their needs in the Support and wellbeing section of the [Apprenticeship Impact and Information Resource](). Ensure you as a key member of a staff in the Apprenticeship Support Triangle have conducted your basic training in respect of Hallam Help and know how to [support a student in distress]()

- **Monitoring Attendance**: Whilst their is a mandatory requirement to Monitor Apprenticeship Attendance throughout the Apprenticeship, this information is placed in your time-critical actions so you can familiarise with the requirements, resources and ensure your module leaders are supporting compliance from the very start of your role as Apprenticeship Course Leader. The key guidance is found in this important section on "Compliant Learner Management". and on the BESE Sharepoint site: Attendance Monitoring for Apprentices (sharepoint.com)

- **Briefing Module leaders**: As you step into the role of Apprenticeship Course Leader there is a lot to take on board and this can feel like a steep learning curve. It is recommended you familiarise with the time-critical matters above, whilst absorbing enough general information and understanding in order to carry our collective and/or 1:1 briefings with your delivery team. It is important to know which of your team are informed and can act as critical friends and which Module Leaders may will need to engage in some more development and perhaps look at adapting their Apprenticeship teaching and assessment practice. We suggest you focus those initial discussions on some key themes including:

  - Module delivery of Apprenticeship Essentials through your Scheme for Embedding Essentials (and links to the WBL Coach)

  - Understanding the Apprenticeship Identity and priorities – e.g. Agile facilitation of peer to peer knowledge and story-telling in the class room

  - The delivery of knowledge skills and behaviours (KSBs) in modules as vital to supporting the Apprenticeship journey to EPA – See advice on Training Plans and WBL Assessment

  - The role of Work Based Learning and assessment to provide Apprentices with stepping-stones to competence that draw on their work integrated learning

Time Critical Actions - CHECKLIST	Target Date	Completed?
Ensure you are invited to the Welcome Event and prepare to run a workshop		
Review and adapt the Induction Slides an organise support from your WBL Coach		
Brief your module leader - ready to deliver the starting point exercise (update log)		
Be aware to consult BESE on any experienced or qualified Applicants		
Complete your Student support training		
Self-train on attendance monitoring and ensure whole course team is ready		
Arrange team meetings to work through the Training Plan and WBL Assessment diet		

Operational and Ongoing

As you settle into the role of Apprenticeship Course Leader (ACL) you will still need ongoing support from your line Manager and peers. This section is all about the ACL duties that will become business as usual. Through sustained attendance at structured meetings and engagement with other parts of the delivery team you can develop a sense of balance and then enhance your leadership interventions. This section will provide more clarity as to how your ACL role connects to other internal and external stakeholders.

- **Academic Adviser Model:** The Academic Advising Policy (2019) states that *all* students should be allocated a named academic adviser, and have *contact* a minimum of three times a year. There is a specific set of options to meet Apprenticeship needs, set out in the Appendix 13 of the Apprenticeship Delivery Guide. One option is for Academic Advising to sit with the Module Leader for the *Portfolio / Personal and Professional Development / Reflective Practice* module at each level of study, and so is factored into a specific academic work plan. Check with your ADOG (below) and contact Head of Academic Advising, Melissa Jacobi.

- **English, maths & other support**: OfSTED will apply the Education Inspection Framework to check how well our Apprenticeship Courses take account of a learner's baseline skills in literacy and numeracy and then develop these key *functional skills* throughout the programme. For Apprentices who cannot produce a Level 2 certificate (GCSE equivalent) for both English and Maths they will be enrolled on a funded functional skills Course, typically with Sheffield College. For those who succeeded in providing their certificates at the start, further development support to develop underpinning skills must occur throughout the apprenticeship. Use your Scheme for Embedding Essentials and the ACIP process (below) to enhance the way that Apprentices are supported and set themselves ambitious SMART targets for functional skills in response to our feedback.

- **Compliance within curriculum**: As an ACL you take an oversight of how compliance is managed through specific curriculum delivery methods and resources, including for example, attendance monitoring (see time critical actions of this induction resource). The Apprenticeship Delivery Guide (found via the above link) provides details in relation to specific challenges including employer compliance, [20%] Off The Job Training and the University's approach to tracking Apprentices using milestones and B-R-A-G rating.

- **Monthly Meetings**: Section 10 of the SHU Apprenticeship Delivery Guide. includes a specific *standing agenda* so you can meet the requirement to hold Apprenticeship-focussed monthly meetings with your Work Based Learning Coach and this way *know your learners.* The WBL Coach will be able to summarise which learners are classified as Blue (beyond Expectations) down to Red (needing intervention), discuss the reasons(s) and discuss the appropriate intervention with you, including any referrals or ongoing review with other support staff at SHU. The agenda includes review of functional skills support and opportunities to look at the implementation of your Scheme for Embedding Essentials along with the evolving Training Plan for your course.

- **Apprenticeship Departmental Operations Group (ADOG):** ADOG's are a critical part of Apprenticeship governance and should make the link between the course delivery team meeting (ACL's and WBLC) and Institutional Governance, starting with the Apprenticeship Delivery Group (ADG). Your ADOG is normally chaired by a Principal Lecturer who has a remit to lead on

Apprenticeship delivery in your Department. This web page explains how ADOG is set up. The Standing agenda will typically cover, planning /outcomes from Progression Boards, the Occupancy and Performance of each Apprenticeship Cohort, specific matters for trouble shooting and if necessary escalation to the Apprenticeship Delivery Group. There are also opportunities to discuss programme development and celebrate success. Whilst these meetings are driven by the data on Apprenticeship progress, they are ultimately very supportive and collaborative across your Department and into the Directorate of Business Engagement Skills and Employability (BESE).

- **Apprenticeship Progression Boards:** Understanding a learner's starting position, their progress though their apprenticeship and readiness for End Point Assessment depends on much more than module grades. The credit attainment is a platform for wider development and SHU is accountable for all aspects of delivering an Apprenticeship. Therefore, progression through levels is accompanied by our evaluation of progress against developmental milestones for knowledge, skills and behaviours. Sometimes they need to take a specific look at Gateway Sign off for Apprentices approaching End Point Assessment (including completed OTJT logs!) – see this page and embedded video here.

- **Apprenticeship Course Improvement Plans (ACIP):** The ACIP process provides a framework for your to reflect on the apprenticeship delivery over the last academic year against the judgement areas set out in the OfSTED Education Inspection Framework for Apprenticeships. The process is informed by qualitative and quantitative data about apprentice, course and apprenticeship performance. This provides an opportunity to engage stakeholders in useful reflection on what is currently working well and on areas that could be improved, including our staff, External Examiners, employers, PSRB's etc. This includes an evaluation of the Apprenticeship Essentials in your course.

Operational and Ongoing - CHECKLIST	Target Date	Completed?
Check with Apprenticeship lead how AA is resourced and check team awareness including around critical skills and the available resources		
Set up a regular check of attendance data / completion of registers		
Check monthly meetings are using full agenda and working well		
Check you are on the ADOG invite, or other appropriate Departmental group		
Check how your Apprenticeship Board is organised and work with your WBL Coach to prepare for each with a knowledge of the cohort and specific progression issues		
Familiarise with the Apprenticeship Course Improvement Process (ACIP) and seek support from colleagues and AQS to complete this at the scheduled deadline.		

Key Resources

The resources listed below are the key tools that you will need to know about and refer to as you develop in your role. The purpose and status of each is explained in previous sections. There is a lot of interconnections so always ask for help to get hold of the right template to suit your need with each new leadership challenge.   Don't forget to join the Apprenticeship TEAMs chat and also the Buddy System.

External Bodies

Institute for Apprenticeships & Technical Education website.

OfSTED Education Inspection Framework (EIF) video resources

External Facing

Apprenticeship Impact & Information Resource

Mentor Support Slides

General Reference Internal

Apprenticeship Academic Essentials

Apprenticeship Delivery Guide.

Apprenticeship Journey Video.

SHU guidance on EPA.

support a student in distress

how ADOG is set up

Apprenticeship Progression Boards

The ACIP process

Glossary of Terms & Acronyms
Under Development

Delivery Resources / Templates

Induction template slides

Starting Point Exercise   (and Sharepoint Log)

Scheme for embedding the Essentials (SEE)

Apprenticeship E-portfolios at SHU (MAYTAS)

Apprenticeship teaching & assessment practice

WBL Assessment

academic adviser

Funding and Compliance Info

BESE

Apprenticeship Levy .

[20%] Off the Job Training

TNP Guidance and Calculator.

Compliant Learner Management

Attendance Monitoring

SMART targets for functional skills

The ACL Buddy Scheme