

# APPRENTICESHIP HANDBOOK

Linking and connecting the University,  
the apprentice and the employer to the  
apprenticeship process

Global and Lifelong Learning (GLL)



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# USING THE HANDBOOK

The handbook is designed to help you find information quickly and easily

- What to do with that information
- Who to contact if you need help
- What to do if something goes wrong

We look forward to working together with you.



We like cliches and feel that this one fits us.

**// Coming together is a beginning.  
Keeping together is a progress.  
Working together is success. //**

Henry Ford



# **PART 1: HIGHER AND DEGREE APPRENTICESHIPS AT THE UNIVERSITY OF KENT**



**Higher and degree apprenticeships (Level 3 – Level 7) are a partnership between the University and the employer. Apprentices are employed and mentored by experienced staff in order to learn relevant skills. Tailored university programmes equip apprentices with the most appropriate theoretical and practical knowledge and are equivalent to a full Bachelor's and Master's. They combine work with study and may include a work-based, academic or combined qualification or a professional qualification relevant to the industry.**

## What are higher and degree apprenticeships (HDAs)?

Higher and degree apprenticeships are work-based learning opportunities designed to develop knowledge, skills and behaviours required for a specific job role. HDAs combine work with study, and apprentices will typically be employed full-time with an agreement to spend approximately 20% of their time studying with the University.

Degrees offered as part of the apprenticeship are to be aligned to the knowledge, skills and behaviours of an apprenticeship standard. They also align to an academic course and module specifications which are mapped and linked to the original standard.

## What are the features of apprenticeships?

Apprenticeships are developed by employers, universities, and professional bodies working in partnership.

Apprentices are employed throughout the programme and spend part of their time at university and the rest with their employer. This can be on day release or block release, depending on the programme and requirements of the employer.

They can take between one to six years to complete, depending on the course level. Currently, the scheme is only available in England and Wales, although applications may be made from all parts of the UK. To be eligible for an English Apprenticeship candidates must spend 50% of their working time located in England.

## What is an apprenticeship?

- An apprenticeship is a job where you earn a wage and holiday pay
- Work alongside experience staff
- Gain job-specific skills
- Get time for training and study related to your role – this might be at work, at University or online
- An apprenticeship can take between one and five years to complete depending of the level of programme you are studying.

## Higher or degree apprenticeships: what's the difference?

Higher apprenticeships provide an opportunity to gain Level 4 qualifications or above, with most apprentices gaining an NVQ Level 4, HND, or foundation degree. Some offer the opportunity to progress to Level 7 (which is postgraduate degree level).

A higher apprenticeship can take from one to five years to complete, and involve part-time study at a college, university, or training provider.

Degree apprenticeships are a new type of programme offered by some universities. Students can achieve a full bachelor's or Master's degree as part of their apprenticeship.

## What is an apprenticeship standard?

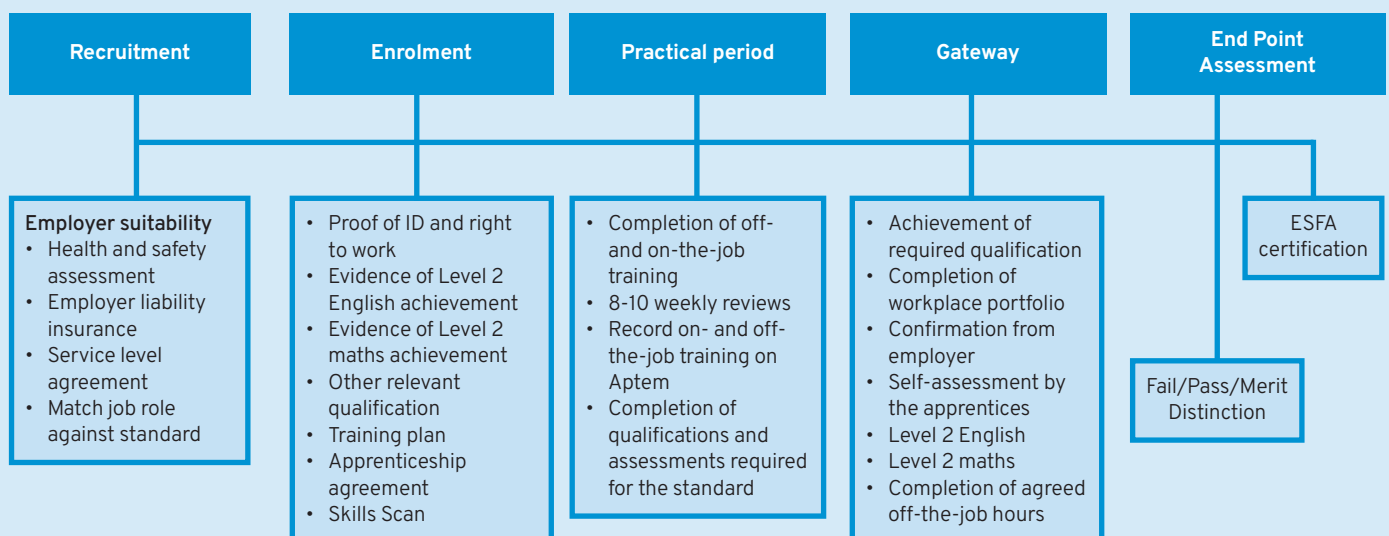
An apprenticeship standard contains a list of the skills, knowledge and behaviours an apprentice will need to have learned by the end of their apprenticeship.

Any degree apprenticeships developed must align with the apprenticeship standards. You can find the apprenticeship standards that are approved for delivery, in development or proposed on the Institute for Apprenticeships and Technical Education [website](#).

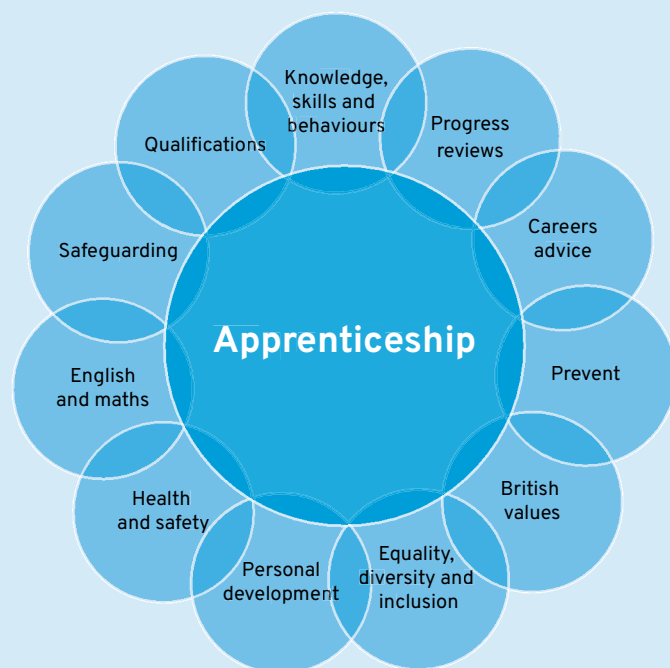
Standards are occupation-focused; they develop transferable skills.

Standards are developed to raise the quality of apprenticeships by responding to the needs of employers, who know what they want from their employees. They can best describe what skills, knowledge and behaviours an apprentice will need at the end of their apprenticeship.

## The apprenticeship journey



## What does an apprenticeship include?



Time apprentices are paid for

- Their normal working hours
- Off-the-job training that is part of the apprenticeship
- Study towards an English/maths qualification, unless qualifications can be evidenced at Level 2 or above

### Graduates moving onto apprenticeships

Graduates can apply for an apprenticeship as the next step in their career after gaining their degree, if this means acquiring substantive new skills. This ensures that an individual is not funded twice to do the same training.

Learners can contact the University of Kent for advice on eligibility as an applicant to be an apprentice. Please see link: [www.kent.ac.uk/global-lifelong-learning/apprenticeships/becoming-an-apprentice](http://www.kent.ac.uk/global-lifelong-learning/apprenticeships/becoming-an-apprentice)

Graduates considering their next steps can find a range of useful information in the graduate employment and skills guide from the Office for Students. Please see link: [www.officeforstudents.org.uk/for-students/planning-to-study](http://www.officeforstudents.org.uk/for-students/planning-to-study)

The guide sets out five important steps to help graduates think about their choices and what they would like to do next:

- 1 Identifying skills
- 2 Developing skills
- 3 Gaining experience
- 4 Applying for jobs
- 5 Wellbeing

Further support and information can also be sought from our [Careers and Employability Service](#) where appointments and further support can be found.

Many learners progress onto the apprenticeship programmes following completion of their degree learning at the University of Kent. For example; Level 5 to Level 6 Science, Level 6 to Level 7 Business.

## Apprenticeship Standards information (subject to change annually)

Apprenticeship	Pathways	EPA assessment methods	APP duration	Duration of EPA	EPAO
<b>GLL Science Pathways</b>					
Technician Scientist	Pathway 1 – FdSc Applied Chemical Sciences Pathway 2 – FdSc Applied Bioscience Pathway 3 – FdSc Applied Bioscience (Advanced Therapeutic Medicinal Products)	<b>Assessment 1</b> – Workplace problem solving project report <b>Assessment 2</b> – Presentation & discussion, graded <b>Assessment 3</b> – Vocational competence discussion, graded	33 months	3 months	Marshalls  A360 Portal
Laboratory Scientist	Pathway 1 – BSc (Hons) Applied Chemical Sciences Pathway 2 – BSc (Hons) Applied Bioscience	<b>Assessment 1</b> – Workplace synoptic project primary journal article <b>Assessment 2</b> – Presentation & discussion, graded <b>Assessment 3</b> – Vocational competence, graded	60 months	6 months	Specialists in Skills for Science and Technology (SIAS) EPA Pro
Clinical Trials Specialist	Applied Bioscience (Clinical Trials) – BSc	<b>Assessment 1</b> – Synoptic project report linked with presentation and Q&A <b>Assessment 2</b> – Professional discussion supported by graded vocational competency log	60 months	6 months	Health Education England (HEE)  EPA Pro
Research Scientist	Applied Drug Discovery and Development – MSc	<b>Assessment 1</b> – Project report, presentation, and questioning (based on work-based project), graded <b>Assessment 2</b> – Professional discussion underpinned by portfolio of evidence, graded	30 months	3 months	Specialists in Skills for Science and Technology (SIAS)  EPA Pro

Apprenticeship	Pathways	EPA assessment methods	APP duration	Duration of EPA	EPAO
<b>Kent School of Business Pathways</b>					
Senior Leader	<b>Pathway 1</b> – Non-Degree Pathway <b>Pathway 2</b> – PG Diploma Optional top up for PG Dip (Pathway 2) <ul style="list-style-type: none"> <li>• MSc Senior Leadership in Management</li> <li>• MSc Senior Leadership in Healthcare</li> </ul> <b>Pathway 3</b> – Master of Business Administration (MBA)	<b>Assessment 1</b> – Strategic business proposal, presentation with questioning <b>Assessment 2</b> – Professional discussion underpinned by a portfolio of evidence	24 months	6 months	CMI (Chartered Management Institute)
Chartered Manager	<b>Pathway 1</b> – BSc (Hons) Business Management (Online) <b>Pathway 2</b> – BA (Hons) Business Management (London)	<b>Assessment 1</b> – Portfolio of evidence <b>Assessment 2</b> – Work-based project <b>Assessment 3</b> – Presentation on work-based project and panel interview	48 months	3 months	CMI (Chartered Management Institute)
Operational Research Specialist	<b>Pathway 1</b> – Non-Degree Pathway <b>Pathway 2</b> – PG Diploma Optional top up for PG Dip (Pathway 2) <ul style="list-style-type: none"> <li>• MSc Data Analytics (current)</li> <li>• Operational Research Specialist apprenticeship (in development)</li> </ul>	<b>Assessment 1</b> – Work-based project report with presentation <b>Assessment 2</b> – Professional discussion underpinned by a portfolio of evidence	24 months	6 months	The Operational Research Society
<b>Law Society &amp; Social Justice Pathways</b>					
Policy Officer		<b>Assessment 1</b> – A project with a project proposal <b>Assessment 2</b> – Professional discussion underpinned by a portfolio of evidence	18 months	6 months	Innovate Awarding
Senior Journalist		<b>Assessment 1</b> – Journalism project with presentation and supplementary questioning <b>Assessment 2</b> – Professional discussion underpinned by a portfolio of evidence	18 months	3 months	National Council for the Training of Journalists (NCTJ) Creatio Portal
Social Worker	New standard starts from Feb 2023	<b>Strand 1</b> – Case study. Assessment will consist of: <ul style="list-style-type: none"> <li>• Written critical case study</li> <li>• An executive presentation</li> </ul> <b>Strand 2</b> – Scenario exercise <ul style="list-style-type: none"> <li>• initial analysis, a response to two further written data/questions, a case record assessment discussion</li> </ul>	36 months	6 months	Kent University ACE360
Fundraiser		<b>Assessment 1</b> – Case for support pitch, presentation with questions and answers <b>Assessment 2</b> – Professional discussion underpinned by portfolio of evidence	18 months	2 months	TBC NCFE or Aim Assessment
<b>Human &amp; Social Science Pathways</b>					
Professional Economist	Economics (Professional Economist)	<b>Assessment 1</b> – Dissertation <b>Assessment 2</b> – Technical assessment <b>Assessment 3</b> – Interview	42 months	Integrated	Kent University ACE360
Clinical Associate in Psychology (CAP)		<b>Assessment 1</b> – Demonstration of practice x 4 <b>Assessment 2</b> – Professional discussion	18 months	3 months	Kent University ACE360

## What are the benefits of an apprenticeship?

For employers

- Use the Apprenticeship Levy or access the Government co-investment cover up to 100% of the training fees
- Upskill existing staff to futureproof the business
- Access support and guidance from highly qualified and dedicated team
- Create progression route into, and through, the organisation

For apprentices

- Study with a leading UK university and achieve a recognised qualification
- Have a real, paid job with an organisation
- Gain experience working alongside organisation industry experts
- Boost career prospects – building skills, experience and knowledge, and making contacts

## What is the RoATP (The Register of Apprenticeship Training Providers)?

RoATP is the mandatory register which training providers must join to deliver ESFA funded Apprenticeships in England. As well as applications from new providers, all currently registered providers have to re-apply through RoATP when invited.

The University of Kent is a member and registered on RoATP.

The RoATP, or the Register of Apprenticeship Training Providers is the list of organisations that are eligible to be invited to tender for education and training services. To be eligible to compete for funding, organisations must complete the market entry pre-qualification process. This includes completing due diligence questions, capacity and capability questions.

## Experienced provider

The University of Kent has worked in partnership with leading employers to deliver apprenticeships since 2011.

The University has excellent relationships with key business organisations of all sizes, within a range of sectors including The Government, Health, Science, Manufacturing, Engineering, Business, Law and Journalism.

With exceptional expertise, knowledge, development and impact locally, regionally and nationally, our apprenticeships involve a network of over 250 employers.

## Education and Skills Funding Agency (ESFA)

ESFA is an executive agency, sponsored by the Department for Education.

The ESFA brings together the former responsibilities of the Education Funding Agency (EFA) and Skills Funding Agency (SFA) to create a single agency accountable for funding education and skills for children, young people and adults.

The ESFA: is accountable for £65 billion of funding for the education and training sector, ensuring timely and accurate allocations and payment of education and skills funding to academy trusts, local authorities, colleges, higher education institutions and training providers.

The ESFA: provides assurance that public funds are properly spent, achieves value for money for the taxpayer and delivers the policies and priorities set by the Secretary of State and provides, where necessary, financial support for providers.

The ESFA Vision: to support, develop and fund world-class education and skills provision so that every learner can reach their potential, regardless of background.

The ESFA Mission: to ensure timely and accurate allocations to ESFA providers, whilst ensuring that public funds are properly spent, there is value for money for the taxpayer and financial health and sustainability of providers is achieved while continuing to support policy and delivery activity.

## Apprenticeship accountability framework

Please see below the link to the apprenticeship accountability framework:

[Apprenticeship training provider accountability framework and specification – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/644442/apprenticeship-training-provider-accountability-framework-and-specification-2022-2023.pdf)

The Department for Education (DfE) uses this framework to review the quality of apprenticeship provision of all ages. This guidance sets out the expectations, including:

- the policy framework's key principles and objectives
- the indicators and thresholds used to review provider quality
- the support provided
- the range of interventions that may be taken where provider quality issues are identified

This is for all providers currently delivering apprenticeships, including:

- colleges
- higher education institutions
- independent training organisations
- local authorities
- employer providers

This clearly highlights the responsibility of the Training Provider to meet quality indicators that include:

- The accuracy of the off-the-job training information
- Qualification achievement rates
- Employer/apprentice feedback
- Changes to the ILR including BiLs and withdrawals
- Ofsted reports

If an organisation does not meet these indicators and is consistently non-compliant the consequences of this are significant and include:

- Clawback of funds
- Loss of contract
- Transfer of learners to alternative provision
- Negative impact of reputation and standing
- Closure of provision

The Apprenticeship Accountability Framework sits alongside the funding rules which are detailed below:

### Apprenticeship Funding Rules 2022/2023

[Microsoft Word – 2223 Provider Rules Version 2 Final Updated030423 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/644442/apprenticeship-training-provider-accountability-framework-and-specification-2022-2023.pdf)

### Apprenticeship Funding Rules 2023/2024

(Please note the 2023 to 2024 funding rules are for information only. They will apply to apprenticeships starting between 1 August 2023 and 31 July 2024).

A summary of the changes is detailed in this document.

[Apprenticeship Funding Rules 2023 to 2024: summary of changes \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/644442/apprenticeship-training-provider-accountability-framework-and-specification-2022-2023.pdf)



## ESFA Funding

[www.gov.uk/guidance/apprenticeship-funding-rules](http://www.gov.uk/guidance/apprenticeship-funding-rules)

The Education and Skills Funding Agency (ESFA) are working in collaboration with the Secretary of State for Education, using match funding, to fund this programme of activity that tackles worklessness and workplace skills issues.

## What is the ILR?

The Individual Learner Record (ILR) is an on-going collection of data about learners from training providers in the further education (FE) and skills sector in England.

The data collected in the ILR is used to ensure that public money distributed through the Education and Skills Funding Agency (ESFA) is being spent in line with government targets for quality and value for money.

The data is used to:

- calculate actual funding earned
- monitor at an individual level, all training providers' delivery against allocation or contract
- monitor quality of provision and evaluate the effectiveness of training providers across the learning and skills sector
- make the case to government for levels of funding appropriate to the sector
- monitor progress against government targets
- demonstrate the outcomes of the distribution of government funds

For ILR purposes, the year runs from 1 August to 31 July. The ILR specification may change slightly year on year. ILR data needs to be returned by 6pm on the fourth working day of each month. The collections are numbered. R01 is the first collection and data must be returned by 6pm on the fourth working day of September, R02 closes on fourth working day of October and so on.

There are two additional ILR collections in mid-September (R13) and mid-October (R14). These collections give providers time to record and return learning outcomes, such as GCSE results.

## What is the DAS?

The Digital Apprenticeship Service (DAS) is designed to help employers access new apprenticeship standards, training providers and funding for apprenticeships through an online service account. Employers that pay the apprenticeship levy, are able to access their 'levy allowance' to offset against their contribution to apprenticeship training costs.

## The Apprenticeship Levy

Since May 2017, larger employers have been required by the government to contribute to an apprenticeship training levy, with the government topping up funds by 10%. And, for smaller employers, the government pays up to 95% of apprenticeship training costs. Further details can be found [here](#).

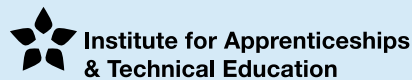
## What is the Institute for Apprenticeships and Technical Education?

Specific apprenticeships on the Institute for Apprenticeships and Technical Education website detail course content to provide information to ensure it is substantially different to any previous training and education. But also provides details of the programmes offered by all Higher Education Institutions (HEI's).

The Institute is an employer-led organisation. The Department for Education sponsors the Institute; however, an independent chair oversees their work. This chair leads a board of employers, business leaders and their representatives to make sure the apprenticeships and technical products are of the highest quality.

A key element of the Institute's work is supporting employer groups, ie trail-blazer groups, in the development of the apprenticeships the Institute approves, review and revise apprenticeships and technical qualifications with employers.

[Institute for Apprenticeships and Technical Education](#)



## Trailblazers

Groups of employers who collaborate to build or revise apprenticeship standards are referred to as 'trailblazers'. These groups are made up of at least 10 employers, and the work they're doing is supported by the [guide for trailblazers](#).

After almost two years of work by the Trailblazer group of employers, universities, and representative organisations, the integrated Social Work Degree apprenticeship standard was introduced in 2018. Apprentices studying the programme will gain a Social Work degree, the end point assessment being integrated into the degree, forming the last six months of the three year apprenticeship.

## What is Ofsted?

Ofsted is the Office for Standards in Education, Children's Services and Skills. Ofsted inspect services providing education and skills for learners of all ages.

## Progress to date

### Ofsted Inspection 2019

University's apprenticeships centre gets Ofsted seal of approval.

The University of Kent's Centre for Higher and Degree Apprenticeships (CHDA) has been described as a 'Good Provider' of Higher Apprenticeships following its first full inspection by Ofsted.

A link to the copy of the report is [here](#)

We currently deliver over 1,200 Apprentices, with new apprenticeships being offered on an ongoing basis.





# **PART 1.1: THE APPRENTICESHIP JOURNEY**



## The onboarding processes

Onboarding involves the steps we work through with you to select apprentices and start them on their apprenticeship programme.

Our aim is to work with you to have the right individuals on the right apprenticeship programmes, so they can enjoy their learning experience and their job role to deliver the right outcomes for both themselves and your organisation.

The onboarding process engages potential apprentices, their line managers and wider organisational stakeholders so that all parties understand the apprenticeship, its components and the level of commitment needed to successfully complete it.

Onboarding is split into four key stages:

- 1 **Advice:** briefing for potential apprentices and other stakeholders. Employer recruitment process followed by nomination of potential candidates
- 2 **Eligibility:** To undertake an apprenticeship, an individual must meet a range of criteria to ensure that the programme is a good fit for them and that they are eligible for funding, where applicable
- 3 **Commitment:** Once all checks have been completed and agreed a formal commitment between the apprentice, their employer, and Kent University
- 4 **Readiness:** Ahead of the start of the programme, we work with you and the apprentice to prepare for a smooth transition into learning.

### 1 Advice

Kent University provide an information session, which consists of; a briefing for potential apprentices and other stakeholders, an employer selection process followed by nomination of potential candidates.

At the start of the onboarding process, we work with you to brief your internal stakeholders and potential apprentices on the apprenticeship opportunity and associated commitments.

- We can help you identify internal and external marketing activities to service your recruitment needs

- For closed cohorts, we typically run joint briefing sessions with clients to engage with potential apprentices and their managers. For open or consortium cohorts, we invite potential apprentices and managers to regular open information sessions
- You will lead your internal nomination or selection process to identify candidates for the apprenticeship, and we can offer support and advice along the way, if needed
- We will work with you, every step of the way to agree a timescale to confirm the list of candidates you wish to nominate
- We can help you recruit an apprentice using the national apprenticeship service. We provide a full recruitment service which includes pre-screening candidates and inviting them in for interviews on your behalf. Once this process is completed, we will send you the potential candidates list.

Around 12 weeks before the start of the apprenticeship, you should provide us with a list of candidates you wish to nominate.

## 2 Eligibility

To undertake an apprenticeship, an individual must meet a range of criteria to ensure that the programme is a good fit for them and that they are eligible for funding, where applicable. Full details of eligibility criteria are available at [Current apprenticeships: Apprenticeships – University of Kent](#).

### Initial candidate review

- Job Description
- Initial assessment/Skills Scan: measuring current knowledge, skills, and behaviours against the apprenticeship standard, prepared by the candidate and validated by their line manager
- Relevant experience to date (including a CV and answers to programme-specific questions).

If successful at this stage, we ask individuals for evidence to support their application, which typically includes some or all of the following:

- Highest qualification certificates and/or transcripts
- Leadership and management experience to date (including CV and professional qualifications/memberships)









- Apprenticeships statement (motivation for undertaking the apprenticeship)
- Level 2 English and maths (GCSE at grades 9-4 or A\*-C, or equivalent).
- ID and residency status, to check for visa restrictions
- Evidence of contract of employment
- Evidence that apprentice spends 50% of time working in England
- Confirmation that apprentice is not undertaking any other funded study.

### Learning record services (LRS)

Learning providers and local authorities are sometimes referred to as learner registration bodies (LRBs) within LRS.

If a learner cannot locate their qualification certificates the University has access to the Learner Record Service (LRS).

This service enables us to find out details of an individual and the qualifications they hold via their Personal Learning Record (PLR). Please be aware that this service is only available for learners registered from 2014.

The learning records service (LRS) allows you to:

- collect unique learner numbers (ULNs) on behalf of learners aged 14 and above – the ULN is a 10-digit reference number linked to a learner's personal learning record (PLR)
- access a learner's PLR to support education/career information, advice and guidance

This information can directly link to the Aptem system to enable information to be directly input where checks and certifications information is collected as part of the onboarding process.

Get a replacement exam certificate: If your old exam board no longer exists at [GOV.UK](http://GOV.UK)

This user guide is for learning providers and local authorities who are registered to use the [learning records service \(LRS\) portal](#).

Learning providers include:

- schools
- academies
- further education (FE) providers
- higher education (HE) providers
- offender learning providers (prisons)

Once we have received the completed application, we carry out a full assessment against the funding criteria and the entry criteria for the relevant programme. We advise applicants of the outcome of their applications, and we provide a report to you on your candidates and the results of their applications.

## 3 Commitment

A formal commitment between the apprentice, their employer and Kent University is made through the following agreements:

- **Training plan** (a tripartite agreement between the apprentice, the employer and Kent, covering: the planned content and schedule for training; what is expected and offered by each party; and how to resolve queries or complaints)
- **Apprenticeship agreement** (an agreement between the apprentice and the employer, setting out the employment arrangements that apply to the apprenticeship)
- **Apprenticeship training services agreement** (a contract between University of Kent and the employer, detailing the obligations and commitment from all parties, including the number of apprentices on programme).

The employer commitment includes:

- Allowing each apprentice time for both on- and off-the-job training. (The minimum requirement for off-the-job training is six hours per week (equivalent of an apprentice's working hours))
- Attending Tripartite reviews every 10-12 weeks
- Allowing the apprentice time to complete their apprenticeship and all its components for the full duration of the apprenticeship, including maths and English, if required

- Informing University of Kent of any change of circumstance
- Provides a line manager/mentor for each apprentice for the duration of the apprenticeships.

The apprentice commitment includes:

- Attending workshops and other scheduled sessions
- Undertaking on- and off-the-job training
- Attending Tripartite reviews every 10-12 weeks
- Preparing assignments and work-based projects
- Recording off-the-job training in Aptem and produce evidence required for the apprenticeship
- Undertaking an end-point assessment (EPA).

Kent University commitment includes:

- Provide academic workshops, lectures, seminars, and support to enable the development of the knowledge, skills and behaviours required to meet the apprenticeship standard
- Plan and undertake the Tripartite reviews every 10-12 weeks
- Support the apprentice to achieve their qualification in line with ESFA, OfSTED and awarding body requirements
- Provide regular feedback on attendance and progress of apprentices
- A dedicated Apprenticeship Adviser to provide your apprentice with pastoral and academic support.

## 4 Readiness

Ahead of the start of the programme, we work with you and the apprentice to prepare for a smooth transition into learning.

This includes:


- Enrolling the apprentice as a Kent learner, giving them full access to resources provided by the University such as Kent Vision, Aptem, Moodle, learner support and library services and IT Services.
- Registering the apprentice on the Digital Apprenticeship Service
- Linking Digital Apprenticeship Service to Kent University and checking for any additional Incentives and entitlements on behalf of the employer
- Communicating with the apprentice's line manager to explain what they need to do to support the apprentice and enable their development and success on the programme
- Checking and organising any additional support need requirements, as appropriate
- Booking the initial Tripartite meetings to ensure a smooth onboarding process and be able to respond to any initial queries or concerns.

Contextualisation is typically achieved through a series of workshops with senior leaders, enabling them to identify relevant issues and helping Kent to align the content of the programme. This often leads to the identification of topics suitable for the apprentice's work-based project, which then has the potential to facilitate the resolution of challenges and create improvements for your organisation.


## Induction of an apprentice

- An apprenticeship induction is much more than a conventional induction into a new role. For many apprentices, it is the start of their career, and it can be very daunting
- The employer, it is important to make the apprentice feel as comfortable as possible
- Introducing them to people they are going to work with
- Assigning them a buddy or a mentor
- Showing them what the apprenticeship from start to finish will look like
- Talking them through how the organisation works (for example, mission statements, ethos and company behaviours)
- Overall apprenticeship journey
- Finding your apprenticeship and end-point assessment
- Networking with other apprentices
- Off-the-job training
- Support
- British values and EDI
- Change in Circumstances





# **PART 1.2 - APPRENTICESHIPS ROLES AND RESPONSIBILITIES**



## Welcoming apprentices to the University of Kent

### The Apprenticeship Provision team members will tell you...

We are always talking to lots of people, in many situations of work and life, listening to inspirational stories, welcoming new learners, challenging discussion and engaging with those who might be a little nervous of what to expect! The end-to-end journey of the apprentice can be a myriad of experiences. At the University of Kent, we are committed to ensuring that our apprentices, employers and staff all have a positive experience of learning, using and providing our apprenticeship services.

Supporting all, throughout the journey together – we stand for ambition.

### Roles and responsibilities across the apprenticeship provision



### Global and Lifelong Learning

Our International Programmes team specialises in:

- Foundation courses for home and international students
- Pre-sessional courses for in-coming international students
- English language and skills support for international students
- Short courses for visiting university groups
- Internationalised learning opportunities

### Business Development and Relationships Team

#### Business Development & Relationships Manager

recruitapprenticeships@kent.ac.uk

#### Marketing Officer

apprenticeshipsbdm@kent.ac.uk

#### Business Development and Marketing Officer

Responsible for:

- Information sessions
- Recruitment of apprentices
- Issuing Skills Scans
- Issuing apprenticeship agreements and training plans
- Employer events
- Employer/student voice forums
- Apprenticeship events
- Employer engagement events

Enquiries are received from Employers and Individuals interested in Apprenticeship programmes at the University. These come in via several routes including phone calls, emails, website messages, information sessions, and 1-1 meetings.

Marketing campaigns also generate interest via mailings and networking events where face to face discussions with both Employers and individuals take place.

### Annual events

- Apprenticeship awards ceremony
- Kent and Medway apprenticeship graduation ceremony
- Employer voice with meetings

Recruitment is a continual process and one which will offer places and secure applications for programmes planned each year.

### Relationship management

Meetings, with employers or the individual, either one-to-one or as part of an information session provide detail of the University programmes and apprenticeship provision. If the employer, apprentice and the University are happy with the proposal, an apprenticeship place is offered, and the university will enrol the apprentice onto the relevant programme.

- 1 An enquiry form is completed by an individual or employer about an apprenticeship programme.
- 2 The Business Development Team provide further information answering any queries and questions.
- 3 An application form is completed by the apprentice, once the application is accepted and agreed this information is linked to Kent Vision.
- 4 The apprentice is then registered on Aptem.

### The Apprenticeship Provision Team

We are always, talking to lots of people, listening to inspirational work, welcoming excited new learners, challenging discussion and engaging with those who might be a little nervous of what to expect! Talking with those who are excited and love their jobs and are very good at it and are being promoted! However, there are those who are despondent and not where they would like to be, those who might have been made redundant. A myriad of experiences and challenges that have being encountered by all AA's.

Challenging, exciting, interesting, funny, strange, complicated, unexpected, fascinating, successful are all the words that describe the reviews we have completed.

### Apprenticeship Advisers Team

The Apprenticeship Advisors split the Standards in the following categories. The teams support the Divisions, the Apprentices and their employers throughout the apprenticeship journey.

## Apprenticeship Advisers structure

### Business and Management

#### Areas covered

Level 7 Senior Leader  
Level 6 Chartered Manager  
Level 7 Operation Research Specialist  
Level 7 Senior Journalist  
Level 6 Social Worker

### Science

#### Areas covered

Level 5 Technician Scientist  
Level 6 Laboratory Scientist  
Level 6 Clinical Trials Specialist  
Level 7 Research Scientist

### Professional Economics

#### Areas covered include

Level 6 Professional Economist  
Level 7 Clinical Associate in Psychology  
Level 4 Policy Officer  
Level 4 Fundraiser  
Level 7 Architect

## Administration Team

Responsible for:

- Identity checks/BiLs/withdrawals
- Apprentice eligibility
- Admission process including offers
- Science apprenticeships and general enquiries
- Auditing of paperwork
- Progress boards
- EPAO
- QA

Email contacts include:

Student Support – [ssll@kent.ac.uk](mailto:ssll@kent.ac.uk)  
Quality Assurance – [dallqa@kent.ac.uk](mailto:dallqa@kent.ac.uk)  
University of Kent Apprenticeships –  
[apprenticeshipcompliance@kent.ac.uk](mailto:apprenticeshipcompliance@kent.ac.uk)

## Roles

Programmes and Administration Manager  
Programmes and Administration Officer  
Programme and Administration Assistants, Validated and Collaborative Programmes  
Quality Assurance and Compliance officer  
EPA Officer  
EPA Assistant  
Student Support and Experience Officer  
Tenders and Contracts Officer  
Contractor

Specific details of individuals and their contact details are available in the GLL Apprenticeship Provision Contact Directory.

## The Finance Team

Our primary focus is to support the apprenticeship provision holding budget responsibility with financial services and advice for employers, apprentices and the apprenticeship process. This involves monitoring and managing the Individual Learner Record (ILR) returns, payment of bills and collection of monies owed to the University relevant to the area.

Ensuring employer information regarding the Digital Apprenticeship Service is recorded, the information confirming an employer's access to funding for apprenticeship training. It also monitors reports and forwards financial plans such as budgets and business plans to support the apprenticeship provision.

## Roles

Finance Manager  
Finance Officer  
Apprenticeship Records Officer  
Finance Administrator  
Finance Administrator

## Contracts Team

The Contracts Team are responsible for producing and negotiating the Employer Service Level agreements between the employers and the University of Kent. Additionally, they are responsible for completing and applying for apprenticeship tenders and supports the government's Learning Aims Reference Service where new qualifications are registered.

## End Point Assessment (EPA) Team

EPA determines whether an apprentice is competent in their role, by allowing them to demonstrate their knowledge, skills and behaviours through a range of assessments at the end of their apprenticeship.

It's important to remember that EPAOs such as the Kent EPA Team only manage the assessment and certification for apprentices. They are independent of any form of training throughout the apprenticeship and act solely as an assessment service at the end of an apprentice's training.

The introduction of EPA aims to test apprentices to the best of their ability across all aspects of the new apprenticeship standard. This achievement is recognised through an apprenticeship certificate.

## Divisions and Directorates

### Global and Lifelong Learning (GLL)

Global and Lifelong Learning is comprised of two main teams based in the University campus sites Canterbury and Medway. The provision focuses on: promotion, engagement, onboarding, admissions, administration management and monitoring of all higher and degree apprenticeships.

Collaborating closely with the Divisions and Support Services the teams work together to ensure the Apprenticeship journey is smooth for the Apprentice and their Employer.

Apprenticeship standards delivered:

- Technician Scientist Higher Apprenticeship – Level 5
- Clinical Trials Specialist Degree Apprenticeship – Level 6
- Laboratory Scientist Degree Apprenticeship – Level 6
- Research Scientist – Level 7

## Human and Social Sciences (HSS)

The Division of Human and Social Sciences is an outward looking academic community that explores the science and impact of human behaviour. Our work spans economics, psychology, neuroscience, politics, international relations, anthropology, conservation, human geography and the environment.

Apprenticeship standards delivered:

- Professional Economist Degree Apprenticeship – Level 6
- Clinical Associate in Psychology (CAPS) Apprenticeship – Level 7

## Law, Society and Social Justice (LSSJ)

The Division for the study of Law, Society and Social Justice (LSSJ) comprises three schools: Kent Law School (KLS), The School of Social Policy, Sociology and Social Research (SSPSSR); and the Centre for Journalism (CfJ), and the three research centres: the Centre for Health Service Studies (CHSS), the Personal Social Services Research Unit (PSSRU), and the Tizard Centre.

Apprenticeship standards delivered:

- Senior Journalist – Level 7
- Social Worker Degree Apprenticeship – Level 6
- Policy Officer Apprenticeship – Level 4
- Fundraiser Apprenticeship – Level 3

## Kent Business School (KBS)

Triple accredited Kent Business School offers an exciting atmosphere in which to learn, develop and collaborate. We champion sustainable innovation through high-quality research and education impacting business and society. We are strengthened by our engaging teaching experience, underpinned by world-class research, our professional partnerships and our international community.

Apprenticeship standards delivered:

- Chartered Manager Degree Apprenticeship – Level 6
- Operational Research Specialist Apprenticeship – Level 7
- Senior Leadership Apprenticeship – Level 7

## Arts and Humanities (A&H)

The Division of Arts and Humanities is a thriving academic community which strives in innovative research and enriching student experiences across disciplines. Our work spans architecture and design, the creative arts, music and audio technology, languages and linguistics, history and archeology, literature, philosophy and religion.

Apprenticeship standards delivered:

- Architect Apprenticeship - Level 7

## Natural Sciences (NATS)

The Division of Natural Sciences is a multi-disciplinary academic community that aspires to be recognised for delivering world-class research and teaching in the Natural Sciences, transforming society through our innovative and interdisciplinary research, and educating our students to serve and improve the local and global community. Our academic expertise spans Bioscience, Chemistry, Forensic Science, Physics and Astronomy, and Sport and Exercise Sciences.

## Support Services

### Student Learning Advisory Service (SLAS)

The mission of the Student Learning Advisory Service (SLAS) is to guide student achievement and to enhance the Student Learning Experience (SLE).

The Student Learning Advisory Service has a highly dedicated and committed team of learning advisers. Students can access its [services/programmes/initiatives](#) from Mondays to Fridays between 9 and 5, all year long. For further information, please refer to the website: [About us: Unit for the Enhancement of Learning & Teaching, University of Kent](#).

### Student Support and Wellbeing (SSW)

Student Support and Wellbeing are committed to improving access to learning and provide a wide range of support. SSW have expert staff to support students with Specific Learning Difficulties (SpLDs) such as Dyslexia or ADHD, students with temporary or permanent disabilities or chronic conditions, and autistic students, and offer support for anyone at Kent experiencing distress arising from psychological, emotional or mental health issues. Further information about SSW can be found by clicking on this [link](#).

Apprentices can make an appointment to meet with a Disability Adviser, Specific Learning Difficulties Adviser or Mental Health Adviser and support appointments can be provided online using Teams. The easiest way for apprentices to make initial contact with SSW is by completing the registration form [here](#), ensuring to select 'Higher and degree apprenticeships' from the first drop-down box.

An appointment with an Adviser, and medical/diagnostic evidence is required in order for a student to be given an Inclusive Learning Plan (ILP).

Counselling support is available, more information [here](#). There is also 24/7 mental health support via Text/WhatsApp and telephone, from Spectrum Life. Further details and information can be found by clicking on this [link](#).

Additionally, the University also provides support for all learners who might need to report harassment, hate incidents, safety or any other issues anonymously via the Report + Support toolkit. Further details and information can be found by clicking on this [link](#).

### Careers and Employability Service

[Careers Service, University of Kent, CES, CV](#)


The Careers and Employability Service supports University of Kent students and graduates (up to 3 years) with careers advice and guidance. The range of support includes making career choices, finding jobs and opportunities, navigating recruitment processes (including CV and application review and practice interview) and much more. They offer a broad range of career workshops and employer/alumni presentations every week throughout the year and a 2-week Employability Festival in October which includes numerous employer-led events and a Careers Fair.

For resources and information about the services and career development see – [kent.ac.uk/careers](http://kent.ac.uk/careers)


To search for jobs and make appointments with a Careers Adviser or to reserve a place at an event – use [Target Connect](#).

CES are also available to support the Schools/Divisions with career related input, events and bespoke information. A number of sessions have been held throughout the year. For example, Preparation and support for EPA.

The friendly and approachable careers team can provide tailored sessions to support learners across the different schools and divisions. Please contact the team on [careerhelp@kent.ac.uk](mailto:careerhelp@kent.ac.uk) or Jayne Instone [e.j.instone@kent.ac.uk](mailto:e.j.instone@kent.ac.uk) to discuss any ideas, suggestions you might have.



# **PART 2: BEING AN APPRENTICESHIP ADVISER**





## The Apprenticeship Adviser role

The Apprenticeship Adviser (AA) is responsible for ensuring an excellent apprentice experience and that the University delivers against its education strategies. The AAs are experienced professionals in related disciplines and monitor external training requirements supported by the Divisions.

This is an apprentice-focused role, where extensive contact with apprentices, their line managers and employers (which will include matters of confidentiality).

Working closely and collaboratively with colleagues within the AA teams and across the Apprenticeship Provision and University this ensures that apprentices are appropriately monitored, supported and managed whilst they complete their qualification.

Managing a complex workload with competing demands and deadlines. The AA will agree objectives and overall priorities and with the apprentice to manage unexpected challenges within the overall timescales of the apprenticeship programme.

## Safeguarding, prevent and wellbeing

Safeguarding is everyone's responsibility

The University of Kent is committed to protecting children and adults at risk from harm, exploitation, and abuse and to ensuring that all staff and students are aware of their responsibilities in relation to safeguarding, are alert to safeguarding concerns and know how to respond to those concerns. Please read the Safeguarding Policy and Procedure below and ensure you memorise and know who the Designated Safeguarding Leads are within the team.

[Safeguarding Policy and Procedure – Global and Lifelong Learning, University of Kent](#)

Please always question someone if you are concerned and know and understand the process and processes in place to support individuals. Remember if someone discloses information to you, they have not done this lightly. Listen and reassure them that you will record and report their situation.

### Flag It

This is an interactive form that apprentices, staff or any individual are able to complete to request contact from one of our apprenticeship DSOs with regards to a safeguarding concern. This service supports the University Safeguarding Procedures during office hours. Outside these hours the form will signpost to other Safeguarding response teams at the University in an emergency. [FLAG-IT! \(office.com\)](#)

### Designated Safeguarding Officers

- Betty Johnson
- Clair Sanderson
- Rebecca Silk
- Paul Fry
- Sarah Tickner
- Beverley Lilley
- Sarah Pilgrim
- Trevor Lovett
- Jess Hayward
- Shareen Kelly

For any additional help please contact Student Support and Wellbeing their interactive visual guide on seeking support from Student Support and Wellbeing can be found [here](#).

### Support links

There is a list of support links for both staff and apprentices [here](#). Staff should update this list with any key contact information that would be beneficial to the group.

All apprenticeship staff are asked to complete the University Safeguarding training as part of induction and complete refresher training on an annual basis.

### What is Prevent?

Prevent is part of the Government's wider strategy to respond to the threats faced in the UK from different forms of terrorism. There are four parts to this strategy:

- 1 Prevent
- 2 Pursue
- 3 Protect
- 4 Prepare

The overall goal of Prevent is to stop people from being drawn into terrorism, and to challenge and prevent the support of terrorism, radicalisation and extremism.

Gov.uk identifies the three key objectives for the 2011 Prevent strategy as:

- 'Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address.'

Promoting British values is also part of the Prevent Strategy.

### How this impacts you

Under the Prevent Duty, the University (and a number of other organisations) have an obligation to protect and safeguard apprentices and students against exploitation and extremism under the Counter Terrorism Act 2015. These topics should be discussed throughout the apprenticeship journey.

### If you have any concerns

Any concerns around Prevent should be discussed further with the departmental Designated Safeguarding Officers.

### For further information

All University Staff are asked to complete the University Prevent training as part of your induction. After this has been completed, if you would like further training, the home office also provides free training online, which can be accessed [here](#).

### British values

Please take time to read and digest the [Our vision and values – Kent 2025 – University of Kent](#)

The five British values

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance

### British values definition

The five British values are democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. These are the five fundamental values that have been developed by the [UK Government](#) in an attempt to create social unity and prevent extremism.

## The Progress Review

Each apprentice is assigned to an Apprenticeship Adviser (AA). The AA meets with the employer and apprentice every 8-10 weeks to carry out the review. This timescale is **mandatory** and must be strictly adhered to, to ensure ESFA compliance standards and requirements are met. The review is to ensure that the apprentice is on track but also covers support with pastoral care.

AAs manage their diary to ensure that they can accommodate, holidays, sickness, unexpected changes flexibly so that they are able to meet the ESFA requirements.

To complete the review the apprentice, employer and AA have access to Aptem.

Aptem is the University of Kent's online portal that supports:

- Tracking of the apprentice's progress against the learning standards for their apprenticeship programme
- The apprentice can upload evidence of learning and achievement
- The apprentice can keep track of their 'off-the-job' hours, learning tasks, meetings and to do lists
- Employers can access apprentices' Individual Learning Plans (ILP) to track the progress of the degree and apprenticeship journey
- AAs and employers can track apprentices' off-the-job hours
- GLL can use Aptem to generate bespoke reports
- AA, the apprentice and their manager can effectively manage diaries and bookings for Reviews
- The system supports the apprentices learning and development recording Gateway progress and achievement of the End Point Assessment (EPA)
- Supports the authentication of the review process by providing signature approval for the tripartite relationship ie, apprentice, AA and employer manager/mentor

#### What does this involve?

The Progress Review meeting follows a series of questions.

Information is recorded in Aptem and forwarded to the Apprentice and Employer as confirmation of the meeting, discussion and action points during the duration of the apprenticeship programme.



## Apprenticeship tripartite reviews

### 1 Apprentice information and programme

- This ensures clarity of the detail with regards to the individual, programme being studied, employer and their start and end dates.

### 2 Review of previous targets

- This confirms whether previous targets set in relation to the knowledge, competence and behaviours have been met/achieved.

### 3 Knowledge review

- A question-and-answer session with the AA, apprentice and employer discusses knowledge acquired since the last review confirming progress and recording any issues that have arisen.
- The discussion measures the impact of the knowledge progression and how this will help the apprentice in their work in the future.

### 4 Skills review

- A question-and-answer session with the AA, apprentice and employer discusses competencies acquired since the last review confirming progress and recording any issues that have arisen.
- The discussion focuses on the impact of the development of a competency that the apprentice has been exposed to and has been able to evidence as part of work completed.
- Actions and objectives from the competency discussed are recorded as a measure of development and further review in the future.

### 5 Behaviour review

- A question-and-answer session with the AA, apprentice and employer discusses behaviours acquired since the last review confirming progress and recording any issues that have arisen.
- The discussion focuses on the impact of the development of behaviours that the apprentice has developed in response to the standards covered and experiences gained during the working role and its relationships.
- Actions and objectives focus the apprentice on prioritising work and study to achieve the apprenticeship framework aim of completing the Gateway and achieving the End Point Assessment goal.

### 6 Workplace discussion

A discussion that covers...

- Equality and Diversity**
  - Ensuring the apprentice is aware of and understands Government guidance for Equality and Diversity. Diversity recognises that, though people have things in common with each other, they are also different in many ways. Inclusion is where those differences are seen as a benefit, and where perspectives and differences are shared, leading to better decisions.
- Safeguarding**
  - Ensuring the apprentice is aware of and understands Government guidance for Safeguarding. This refers to the process, practice and culture embedded within an organisation to create a safe environment where children, young people and adults at risk are free from all forms of harm, abuse or neglect.
- British values**
  - Ensuring the apprentice is aware of and understands how the Government promote British values. Guidance is 'All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, is integrated within the workplace and wider societal issues.
- Health, Safety and Welfare**
  - Ensuring the apprentice is safe and feels well looked after at work being able to describe the support provided and opportunity for training and development.
- Attendance**
  - Ensuring that the apprentice is meeting the requirements of the Training Plan and that of the Apprenticeship Framework and Qualification. That the apprentice is on target to complete the Gateway process and ultimately the End Point Assessment review.
- Comments and feedback**
  - Ensuring the apprentice is happy with their work and studies whether any support is required.



## 7 Feedback

- a This provides the Apprentice, the Employer (Line Manager/Mentor) and the AA to have the opportunity to feedback their thoughts, suggestions and comments with regards to the progress made so far and opportunities for development in the future.

## 8 Training learning and development taken place

- a Recording off-the-job training, ensuring the apprentice has recorded the hours completed which can include;
  - i Lectures, role playing, simulation exercises, online learning and manufacturer training
  - ii Practical training, shadowing, mentoring, industry visits and participation in competitions, agreed training plans
  - iii Learning support and time spent writing assessments/assignments
- b However, please note that the 'off-the-job' records cannot include;
  - i Time spent on initial assessment and onboarding activities
  - ii English and Maths training up to and including Level 2
  - iii Training to acquire knowledge, skills and behaviours not required by the apprenticeship standard
  - iv Progress Reviews and on-programme assessments
  - v Training that takes place outside of the apprentices normal working hours (unless the apprentice has been given time off in lieu)

## 9 Learning progress in Aptem

- a This provides a graphical view of the progress achieved so far and provides a useful tool to visualise the current position of the apprentice on their apprenticeship journey.

## 10 Signatures

- a These are **extremely** important for each stakeholder concerned and provides evidence of a record of the conversation/review process taking place, agreement of the aims and objectives being set, progress achieved to date, and any issues that require further review and support.

- b **ALL** signatures are required to enable the review process to be completed within the Aptem system. A missing signature will prevent this process from being completed and impact the progress of the apprentice and their Training Plan.
- c **Evidence of these signatures is a contractual requirement of the ESFA.**

## Completion of the Gateway

As the apprentice comes to the end of their apprenticeship programme the AA, School of Learning (as the training provider) and employer will review the apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standards and are ready to take the assessment.

## Minimum requirements

To meet the minimum requirements set out in the apprenticeship standard an apprentice needs to:

- Display occupational competency
- Have evidence of, English and maths at Level 2 or above
- Complete mandatory training required by industry
- Pass any qualifications as set out in the standard
- Meet the minimum duration of their apprenticeship training
- Only apprentices who complete gateway successfully can start the End Point Assessment
- Confirmation from the Employer that the apprentice is consistently working at, or above, the level required

NB Individual apprenticeships might need additional information to that detailed below eg, CDMA CPD required.

**All apprentices need to ensure that they have completed and logged their 'off-the-job hours' and confirmed that they have evidence of English and maths qualification at Level 2 (or equivalent) as detailed above to ensure they can take their End Point Assessment.**



## The End Point Assessment (EPA)

The EPA is the final stage of an apprenticeship programme. It is an impartial assessment of whether the apprentice has developed the skills, knowledge and behaviours outlined in the apprenticeship standard.

This may include:

- Project
- Portfolio/logbook
- Interview
- Professional discussion
- Practical assessment
- Tests and/or examinations
- Presentation and questioning
- Observation

This is completed by the End Point Assessment Organisation (EPAO).

## End-point assessment organisation role and responsibilities

As soon as an EPAO is selected, they will engage with the employer or University of Kent EPAO, where the employer has given permission.

EPAOs:

- take note of the proposed gateway date in order to help with resource planning for carrying out assessments
- agree ways of working with the employer and University, including advanced notification of any changes to the planned gateway date
- provide assessment preparation and practice resources to the employer and University to help them prepare the apprentice for EPA check that reasonable adjustments have been made where required provide EPA for the apprentice in a timely manner once they have passed through gateway
- communicate any change of date, venue or method for EPA to the employer and University in good time

## Process for the EPA at University of Kent

### Non-integrated apprenticeship degree programmes

- Register apprentice with EPAO
- Confirm L2 qualifications in English and maths
- Liaise with AAs to confirm apprentices progress in the lead up to EPA
- Maintain relationships with EPAOs to ensure efficient running of apprentices EPA
- Upload portfolio, composites, transcripts and any other relevant documentation required by EPAO to pass through gateway
- Towards the end of the learning period the EPA team will make contact with the Apprentice to ensure that Gateway is achieved in a timely manner

### Non-integrated apprenticeship degrees

Apprenticeship programme	EPAO
Chartered Manager	CMI
Senior Leader	CMI
Policy Officer	Innovate Awarding
Technician Scientist	Marshall Assessment/SIAS
Laboratory Scientist	Marshall Assessment/SIAS
Research Scientist	Marshall Assessment/SIAS
Clinical Trials Specialist	NHS Health Education England
Operations Research Specialist	The Operational Research Society
Senior Journalist	National Council for the Training of Journalists (NCTJ)
Fundraiser	NCFE

Registering apprentices will most likely happen during their on-programme learning, near to the beginning of their apprenticeship. This registration is completely different to the on-boarding process that would have occurred before they started their apprenticeship.





### Integrated apprenticeship degree programmes

- Overseeing the entire EPA process
- Liaising with course directors
- Co-ordinating and developing timelines for the integrated EPA
- Being involved with the training of assessors
- Producing necessary forms and documents for assessors
- Planning and implementing timetables for apprentices and assessors
- Building handbooks for both apprentices and assessors
- Booking rooms, ordering stationery
- Collecting exam papers and inputting final marks onto Kent Vision
- Ensuring there is no conflict of interest throughout
- On completion of the EPA, arranging for certification, via the Gov portal, to be awarded to apprentices.

Alongside the non-integrated apprenticeships the University of Kent offer three integrated degree apprenticeships.

Apprenticeship programme	EPAO
Professional Economist	University of Kent
Social Worker	University of Kent
Clinical Associate in Psychology	University of Kent
Architecture	University of Kent

The working of these three programmes is a little more involved than the others as not only is the University of Kent the learning provider, but it is also the EPAO.

- The University applied to become the EPAO for the three apprenticeships
- This application covered how we would run each EPA, following the requirements of the apprenticeship standard
- We were successful in being approved
- The EPA Team have been liaising with the course directors of each respective school, co-ordinating and developing timelines to ensure efficiency with the delivery of EPA
- Including
  - Timetabling the EPA schedule for each apprentice
  - Assessor Timetabling
  - Guidelines/handbooks for assessors and apprentices

- We are also involved in setting up the training of assessors, booking rooms where applicable, ordering stationery and organising invigilators if face-to-face.

As the EPA team, we oversee the entire EPA process ensuring that there is no conflict of interest throughout. This means keeping those involved in the learning aspect of the apprenticeship completely separate from those involved in the EPA, that the assessors have no connection with the apprentice's being assessed and that every apprentice gets a fair assessment.

On completion of the EPA, the EPA Team oversee all assessment feedback, marks and exam papers to ensure their security, inputting the marks into Kent Vision and arranging apprentice certification via the Government portal.

### Signposting – reporting key issues

#### Break in Learning (BiLs)

A Break in Learning can be requested/required for one of the following reasons:

- Physical health condition or illness
- Mental health condition or illness
- Bereavement
- Temporary change in circumstance
- Maternity/Paternity or Adoption Leave
- They have a documented medical or personal reason impacting on their studies

#### Change in circumstances

- Change of employer
- Change of manager
- Change of programme
- Withdrawals



## Withdrawals

At every progress review, the AA should ensure that there are no changes in the apprentice's circumstances. This includes:

### Change of manager

If the apprentice declares that their line manager is changing, the AA should take every effort to ensure that all paperwork and system updates are completed and signed off by the existing manager. If this is not possible, the AA would be required to ensure that signatures are obtained to evidence any previous entries. Current details of the apprentice's management information should be recorded in Aptem.

### Change of employer

If the apprentice declares that they are changing organisations, the AA would be required to complete an 'Apprentice Transfer and BIL form'. Any updates should be recorded in the 'New Employer' tab.

## Academic support

Contact the relevant school/division you are working with.

## Flowchart for responsibility

The Apprenticeship Provision have produced a number of flowcharts detailing processes and procedures of the various aspects of the apprenticeship process. These will be published in due course.

## Qualifications vs apprenticeships

### The apprenticeship pen

- The body – is the apprenticeship (providing the experience)
- The lid – is the degree (wrapping around the body)
- The stopper – is the EPA (completing the product)

Delivering a high-quality degree, does not mean that the apprenticeship will be high quality. Ofsted will only review the apprenticeship, the degree itself will still be covered by the OfS. If we look at it in terms of the pen above, the pen itself would be the apprenticeship, the lid, the degree and the stopper is the EPA completing the whole process.

IFATE do provide guidance on what a high-quality apprenticeship should be: [www.instituteforapprenticeships.org/quality/what-is-a-quality-apprenticeship](http://www.instituteforapprenticeships.org/quality/what-is-a-quality-apprenticeship)

## Progress boards

The progress board is a meeting that sits once a term for each Division to monitor the progress of live apprentices currently registered. With input from the AA, academics and administration teams any issues, concerns or changes are discussed, followed up and monitored as part of our procedures and processes.

During the progress boards meetings, we look at the progression through the apprenticeship of every learner.

That the:

- OTJH are being recorded
- Modules are being completed
- The learner is working through the KSB's
- Update any ongoing concerns eg, BiLs
- We also look at progression and that the learner will be able to progress to gateway as expected or if any contract extensions need to be in place
- Also look at any learners that have CDA's (confidentiality disclosure agreement) attached to their employment contracts and that this is monitored so we are not in breach of any CDA in place
- Reminder letters and messages to support the apprentice journey and progress are actioned to meet and achieve targets
- To summarise every aspect of the learner journey is captured within this board.

## Aptem

**aptem.**

### Using the system

All apprentices attending the University are input onto the Aptem system and have access to their own detailed progress from onboarding through to completion of EPA, the end-to-end journey. This system helps to ensure that information recorded provides evidence of teaching and learning, off-the-job hours completed and KSBs achieved with the support of their employer team.



A powerful tool the system supports the whole apprenticeship provision at the University but relies on each area accurately recording and inputting information correctly to support its reporting functionality, up to date details and accuracy of information of each individual to support funding, compliance and contract requirements.

## Updates

System updates are provided by Aptem with system developments and upgrades released regularly.

## Training

Training to support staff in the use of Aptem is available via several ways and is always available to view and review in the form of webinars, recordings, shadowing and 1-1 training sessions.

## Generic training sessions

### Induction Training

Each section must be recorded with your Line Manager as it is completed as this will support requirements during your probationary period and will provide an ongoing CPD record as part of your development in the Adviser role.

The system helps you to manage:

- Work patterns
- Case loads
- Meeting review timescales
- Checklists, building your own checklist
- Compliance, meeting Ofsted, ESFA requirements
- Keeping up to date with information and maintaining accuracy

Please note that everyone uses the system and is always happy to help if you get stuck. We urge you to take advantage of the opportunity to shadow your peers who may have hints, tips and good advice in using the system to its best advantage.

Additionally, examples of training, shadowing and general updates with regards to the Aptem system are available within the IQA AA Teams General area. Please [click here](#).

### What to do if things go wrong?

Unfortunately, mistakes happen, and things don't always run smoothly.

If you do have any issues, and you need help please contact:

- Lewis Busby – Apprentice Records Officer: [l.busby@kent.ac.uk](mailto:l.busby@kent.ac.uk)
- Your Line Manager
- Your peers

## Frequently asked questions (FAQs) – Apprenticeship Advisers

### Q: Caseloads

A: How many Tripartite reviews should I be doing a day – three per day is ideal, LEAVE SOME SPACES FOR CANCELLATIONS

### Q: How long should reviews take?

A: Generally, an hour – you need extra time to prepare and write up a review (15 mins before, 30 mins after). Note that each individual apprentice is different and there may be times when this timescale is more or less than the expected.

### Q: What if I get a question that is not covered here

A: Click onto Teams and ask the Team chat – An AA or SAA is usually available to help you.

### Q: Who do we talk to about timetabling

A: First place to look is Moodle, then ask your school contacts delivering the learning for help.

### Q: Do I need to keep track on my apprentices outside of Aptem

A: Yes, many AA's have their own systems for keeping track of their apprentices and reviews. Ask someone in your team for theirs. Senior AAs will also help you.

### Q: What systems do I need to use to track apprentices?

A: Aptem (tracks the apprenticeship); Moodle (learning platform) make sure you have access to Participants and your Apprentices modules); Kent Vision (grades etc.) (make sure you have access to the LookUp function); BKSB. Training will be provided to support you in using these systems.

### Q: What kind of questions should I include when discussing British values questions.

A: A list of questions is in development and there is a quiz in the shared area.

### Q. How do you add a New Line manager to Aptem:

A: Create an Employer in Aptem (Classic version only) and then allocate it then to the Apprentice (make sure the previous reviews have been signed off by previous Line Manager). If you get stuck with this, please refer to your colleagues or contact Lewis Busby.

### Q. Where do I access documentation for managing the apprentices eg Break In Learning processes


A: Please refer to the Break in Learning Administration processes document.

### Q: Can apprentices access the library?


A: Yes, Apprentices can access papers etc online.

### Q: Where do I direct apprentices if they need extra time in exams etc?

A: Direct them to the following website: [How to register: Student Support and Wellbeing, University of Kent](#)



# **PART 3: INTERNAL QUALITY ASSURANCE PROCESSES (IQA)**



## Background and introduction

The IQA strategy for the Apprenticeship Provision at The University of Kent works alongside, compliments and supports existing University quality management systems, quality marks and compliance standards currently established.

Apprenticeship programme delivery, outcomes and growth rely on the strategy meeting these standards ensuring additional new processes and procedures required, specific to ESFA, RoATP and OFSTED requirements, are monitored and maintained.

Failure to comply with these standards will affect the University status, and OFSTED/ESFA result.

The Possible Grades for Ofsted being:

- Grade 1 – Outstanding
- Grade 2 – Good
- Grade 3 – Requires Improvement
- Grade 4 – Inadequate

These are based on the key judgements:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

The University of Kent has, as with all students/apprentices accessing their services, an obligation to ensure that all Apprentices have an equal opportunity to complete their apprenticeship programme; and ensure that all decisions are valid, reliable, manageable, comparable and minimise bias.

The Apprenticeship Internal Quality Assurance Strategy ensures all Apprenticeship Advisers are following the same plans, and, in doing so, will meet a vital part of the requirements.

As part of the role of Apprenticeship Adviser the University of Kent would expect competencies in the sector the Apprenticeship Adviser works on to be maintained, and recorded, by **completing 30 CPD hours annually. This is pro-rated for part time positions.**

## Apprenticeship Adviser – IQA meeting the annual 30 hours CPD



This will be achieved via...

## Induction

Welcoming you as a new member of the team and introducing you to the processes and procedures this will be completed over a 6-month probationary period. Please see the University checklist which you and your Line Manager will work through together.

Alongside the University checklist, all AAs will also be expected to complete the departmental AA induction checklist.

This will include:

- **Shadowing and buddying**
  - Shadowing Line Manager and Team members to experience live reviews, gather hints and tips and help you to navigate the systems prior to starting your own caseload.
  - Confirming your area of specialisation, understanding the apprenticeship programme.
  - Meeting the wider team including; School of Learning (Division), Business Development, Administration and Finance.
  - Buddying with team members sharing ideas, suggestions and examples of good practise.
  - Buddy confirmed, this person will support the observation process
- **Preparing discussion for reviews – week 2/3**
  - Your first review with Line Manager support
  - An opportunity to confirm, clarify and check procedures to ensure you are comfortable with the process.
- **Training and development**
  - Review training needs, refresh, update and support further as required
  - Complete Induction/Stage 1 Aptem Training
- **Observation cycle – month 2 or 3**
  - Pre-observation briefing completed
  - Observation confirmed and completed
  - Feedback
  - Training plan agreed
- **Sampling and moderation – for 6 months**
  - **100%** sampling and moderation of reviews completed to support progress, confirm compliance and monitor quality of review. This will be completed by the Senior AAs.
  - Work moderated by team as part of IQA process
  - **Observation cycle – as per quality plan** Pre-observation briefing completed
  - Observation confirmed and completed
  - Feedback
  - Training plan agreed
- **Training and development**
  - Ongoing training and development completed as part of IQA procedures including;

## Shadowing and buddying

We would like to encourage you to when possible as part of your own CPD to take the opportunity to shadow one different department/area every quarter and feedback to the Apprenticeship Advisers Group, at Sharing Good Practice Events or Standardisation Meetings. Please note, you will be required to present and discuss the information and knowledge you have gained as part of your experience.

## Good practice

When buddying or shadowing a team member over Teams or a call, please as a matter of good practice, agree and respect the format of introductions, ensure your camera is off and sound is mute (unless previously agreed to be part of the discussion).



## Continuous Professional Development (CPD)

The information will be recorded as part of your own CPD and will support the IQA (Internal Quality Assurance) Apprenticeship Strategy and operational processes. Each AA will be responsible for updating and maintaining their own CPD. Hours required are pro-rated to reflect part time hours. It is recommended that the hours are split over the year to ensure this requirement is met. This equates to 2.5 hours per month for a full-time role and 1.25 hours per month for a 0.5 role.

Please see your Line Manager for an example template to record personal CPD information.

## Standardisation meetings

Established to introduce The IQA Strategy to the AA Teams, build good relationships and establish new processes.

The sessions provide an excellent opportunity to provide key updates, refresh information and monitor activities and results. More importantly, they also provide an opportunity to meet with peers and colleagues across the provision to share good practise.

- Meetings held four times a year
- Minutes are taken with a Video recording are compiled and agreed, with any appendices, they are shared with AAs/IQAs/Senior Management Team and Quality

All the above information is stored in the shared drive and in the IQA AA Teams General Repository area.

Standardisation is also present in other ways outside of the meetings:

- Induction activities
- Linking CPD to meet apprenticeship standards across the provision
- Buddying and shadowing

## Observation cycles

Observations are carried out by the IQA Lead Paul Fry and the Senior AAs Jess Hayward, Trevor Lovett and Sarah Tickner.

The cycle for 2022-2023 has been agreed as per the quality calendar. Any observations planned will be advised and confirmed with your line manager.

New team members will also be observed as part of the induction process as described above.

## Ofsted rating

University of Kent work on the Ofsted rating system, for all Apprenticeship Advisers. We are there to support you in meeting these standards and improve quality across the apprenticeship provision. A grading is there to help support you and your line manager gauge where you sit within the quality framework and for us to construct a detailed coaching plan to support your progression in your career.

## The observation process

### Pre-observation briefings/discussions

These are carried out prior to the observation of the AA. The AA will need to confirm to their line manager (Senior AA):

- Key information in relation to the review meeting confirming, details of the apprentice, employer, manager, the qualification being studied, and progress achieved to date
- The policies that the Apprenticeship Adviser will need to adhere to as part of the Apprenticeship Process eg, Health & Safety, Equal Opportunities, Equality and Diversity, Safeguarding, Prevent, British values etc
- Confirmation of any specific, special arrangements to support the review meetings
- Approval for the observation to take place with the apprentice and employer





Where possible, this meeting should be arranged at least 1 week prior to the Observation Meeting. Confirmation of the IQA Observation Process will be shared with the Apprentice and their Employer along with Data Protection and sharing of information with relevant third parties being also confirmed. An email template to support this process is available, please see your line manager.

#### Observation session

Introductions and welcomes should be managed by the AA.

### Sampling and moderation

IQA (Internal Quality Assurance) Will be carried out as per the IQA planner, the team of IQAs with your support will carry out a range of different activities to support the improvement of quality within the apprenticeships and within our staff. The activities will consist of : An Observation, A Professional Discussion, An Interview with a Learner and a Desktop review. After each activity you will receive detailed feedback and a coaching plan to support improving quality across your subject areas.

IQA Sampling will be completed every 6 weeks by the Lead IQA. To look at the quality of the work from learners on different apprenticeships. This will consist of sampling 10% of a learners work if the AA is established, or 100% if the AA is in a new role, they will make their selection to cover the whole range of qualifications, the whole of the units and all AAs who are at various stages of learning.

IQA Sampling and Moderation will be completed once per quarter by the QIG (Quality Improvement Group). This will consist of sampling a percentage of IQA practices. The purpose of this exercise is to ensure that the University are offering the same level of service across the apprenticeship provision.

Collective feedback will be given in the following standardisation meeting from the moderation, will be shared to all staff on findings and aid points to discuss at this meeting, looking at what problems there was, are there solutions and is there a training need, how can we rectify the issue.

All feedback provided is fair, honest and reliable. Enabling staff to review examples and agree or disagree with the outcomes recorded.

Minutes and records of these activities and meetings are recorded and maintained as part of the IQG Meetings and IQA AA Strategic Plan.

### Mastering your caseload

It is important that you build a relationship with your apprentices as soon as possible. Strategies to maintain contact, information updates and confirmation of their progress are managed within the Aptem system. Other formats supporting the process eg, personal/team spreadsheets are also available and should be discussed with your line manager. Please note that whilst these provide an additional tool to your work, Aptem updates are of priority as universal information systems that provide an up-to-date record of apprentices' journey.

Aptem (if appropriate to your area) training is mandatory and it is up to you to maintain and keep up to date your knowledge, information updates to ensure you can support the Tripartite relationship. As detailed previously timescales for the reviews are strictly monitored and cannot go beyond a 10-week gap. It may on occasions be that you will see apprentices more due to this, however schedules for the length of the review can be amended to accommodate the work required as appropriate.

Over time relationships with apprentices and their managers will develop and you will get to know their ways of working, learning style and motivation for the programme. It is **important** as stated above that any safeguarding concerns, are immediately referred to the DSL or appropriate authorities as required.

#### CPD and Training

This will be discussed with your line manager, recorded as part of your induction (if you are new) and recorded as you attend and complete training as you develop in your role.

Expanding your skills, knowledge and experience using 'IQA AA Teams' will enable you to share new ideas, suggestions and better ways of working together.





# **PART 4: IN CONCLUSION - THE APPRENTICESHIP PROVISION**



## The apprenticeship provision



## Key contacts and information

### Internal Quality Assurance

Paul Fry – p.fry@kent.ac.uk

### Compliance and Quality Assurance

apprenticeshipcompliance@kent.ac.uk

### Aptem Help and Support

Lewis Busby – Apprenticeship Records Officer l.busby@kent.ac.uk

### Administration Team

apprenticeships@kent.ac.uk

### End Point Assessment Team

kentepateam@kent.ac.uk

### Contracts Team

gllcontracts@kent.ac.uk

### Finance Team

gllfinance@kent.ac.uk

## Divisions and Directorates

### Kent Business School (KBS)

kbsapprenticeships@kent.ac.uk

### Global and Lifelong Learning (GLL)

Lyne Josse – l.josse@kent.ac.uk

### Law, Society and Social Justice (LSSJ)

lssjmedwayda@kent.ac.uk

### Human and Social Sciences (HSS)

Proecon@kent.ac.uk

caps@kent.ac.uk

### Arts and Humanities (A&H)

artshumsPGR@kent.ac.uk

## Careers and Employability Team

careerhelp@kent.ac.uk

## Student Learning Advisory Service (SLAS)

LearningMedway@kent.ac.uk

## Student Support and Wellbeing (SSW)

MedwaySSW@kent.ac.uk

## Apprenticeship standards

Please see below the links to each apprenticeship standard offered by the University:

- [Professional economist \(integrated degree\) / Institute for Apprenticeships and Technical Education](#)
- [Social worker \(integrated degree\) / Institute for Apprenticeships and Technical Education](#)
- [Technician scientist / Institute for Apprenticeships and Technical Education](#)
- [Laboratory scientist \(degree\) / Institute for Apprenticeships and Technical Education](#)
- [Operational research specialist / Institute for Apprenticeships and Technical Education](#)
- [Research scientist / Institute for Apprenticeships and Technical Education](#)
- [Chartered manager \(degree\) / Institute for Apprenticeships and Technical Education](#)
- [Senior leader / Institute for Apprenticeships and Technical Education](#)
- [Clinical trials specialist \(degree\) / Institute for Apprenticeships and Technical Education](#)
- [Policy officer / Institute for Apprenticeships and Technical Education](#)
- [Senior journalist / Institute for Apprenticeships and Technical Education](#)
- [Clinical associate in psychology \(CAP\) \(integrated degree\) / Institute for Apprenticeships and Technical Education](#)
- [Senior leader / Institute for Apprenticeships and Technical Education](#)
- [Architecture](#)
- [Fundraiser](#)

## Other useful links

**What is a high-quality apprenticeship? The Institute for Apprenticeships and Technical Education (IFATE)**

[What is a quality apprenticeship / Institute for Apprenticeships and Technical Education](#)

**Education and Skills Funding Agency Guidance**

[Apprenticeship funding rules – GOV.UK \(www.gov.uk\)](#)

**Apprenticeship standards**

[www.instituteforapprenticeships.org/apprenticeship-standards](http://www.instituteforapprenticeships.org/apprenticeship-standards)

**Further Education and Skills Handbook (Ofsted)**

[Further education and skills inspection handbook – GOV.UK \(www.gov.uk\)](#)

**IFATE website (standards)**

[Home / Institute for Apprenticeships and Technical Education](#)

**ESFA Website (Higher Education)**

[Higher and degree apprenticeships – GOV.UK \(www.gov.uk\)](#)

