**University of Suffolk**

**[Insert proposed higher / degree apprenticeship title]**

**PROPOSAL DOCUMENT (FOR CONVERSION OF AN EXISTING COURSE INTO A [HIGHER / DEGREE] APPRENTICESHIP)**

[Insert School or Partner College name]

[Insert date]

**CONTENTS**

[1. General information 3](#_Toc66691690)

[2. Introduction 4](#_Toc66691691)

[3. About the [higher / degree] apprenticeship 4](#_Toc66691692)

[4. Curriculum content 5](#_Toc66691693)

[5. Recruitment, admission and induction 5](#_Toc66691694)

[6. Apprenticeship delivery and assessment 5](#_Toc66691695)

[7. Resources and staffing 6](#_Toc66691696)

[8. Apprenticeship programme management 6](#_Toc66691697)

# General information

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| --- | --- |
| **Proposed [Higher / Degree] Apprenticeship course title:** |  |
| **[Higher / Degree] Apprenticeship standard (including weblink):** |  |
| **Existing course upon which [Higher / Degree] Apprenticeship is based:** |  |
| **School / Partner College:** |  |
| **[Higher / Degree] Apprenticeship Course Leader:** |  |
| **Validating body:** | University of Suffolk |
| **Professional body accreditation:** | [Where applicable insert name of relevant professional, statutory or regulatory body (PSRB) accreditation] |
| **Mode(s) of attendance:** | [Insert all possible modes of attendances] |
| **Duration:** | [Insert duration for each mode of attendance] |
| **Proposed start date:** |  |

# Introduction

This document explores the rationale and plans for the design, delivery, support and resourcing of the proposed [title] [higher / degree] apprenticeship, which is an adapted version of the existing validated [title] course. It has been informed by the requirements for the design and delivery of apprenticeship programmes outlined in the University’s [Higher and Degree Apprenticeship Framework](https://www.uos.ac.uk/sites/default/files/apprenticeships-framework.pdf).

This document should be read alongside the following documentation:

* Course handbook: provides course aims and learning outcomes; detailed descriptions of the proposed apprenticeship structure and curriculum (including module specifications); learning, teaching and assessment strategies, including off-the-job learning; arrangements for initial needs assessment, tripartite reviews and end point assessment; and course specific resourcing. This handbook is provided in print alongside this proposal document.
* Employer handbook: provides a summary of the design, delivery and management of the [higher / degree] apprenticeship from an employer’s perspective. This handbook is provided in print alongside this proposal document.
* University of Suffolk student handbook: generic handbook for all students providing guidance on the various course administrative and assessment processes, support services students can access, and information on the local resources that will be available to students. This is available to students and the validation panel on the University of Suffolk website at <http://studenthandbook.uos.ac.uk/>.

Further supporting documentation may also be provided and can be accessed online through the link supplied to panel members by email.

# About the [higher / degree] apprenticeship

**GUIDANCE**

*Include:*

* *Background to the development of the higher / degree apprenticeship*
* *Consultation with employers / professional groups plus evidence of their support and involvement in the design and development of the higher / degree apprenticeship*
* *Information on employers involved in the initiative and evidence of current and future market demand*
* *Information on any professional recognition that students will be eligible for upon successful completion of the higher / degree apprenticeship (including confirmation of whether this is dependent upon successful completion of an end point assessment process that is additional to the requirements for a University of Suffolk award).*

**When complete, delete this box**

# Curriculum content

**GUIDANCE**

*Please provide a summary of how the curriculum content of the existing validated course has been amended to meet the requirements of the relevant apprenticeship standard, enabling apprentices to acquire the knowledge, skills and behaviours outlined in the standard. This should be informed by the requirements for the design and delivery of apprenticeship programmes as set out in the University’s* [*Higher and Degree Apprenticeship Framework*](https://www.uos.ac.uk/sites/default/files/apprenticeships-framework.pdf)*. Your commentary should demonstrate a holistic approach to on- and off-the-job training. A mapping document showing how the proposed course aligns with the apprenticeship standard should be included as an Appendix.*

*Please note that if any of the changes made to align with the apprenticeship standard will also apply to the existing validated course, a course modification form should be completed to gain approval of the amendments to the existing course.*

**When complete, delete this box**

# Recruitment, admission and induction

**GUIDANCE**

*Include:*

* *Entry criteria*
* *Admissions process*
* *Arrangements for initial needs assessment, including recognition of prior learning*
* *Arrangements for ensuring that a Commitment Statement and Apprenticeship Agreement is in place for all apprentices*
* *Arrangements for student and employer induction (including coverage of safeguarding and Prevent)*
* *Arrangements for supporting apprentices to acquire Level 2 English and Maths prior to the gateway to end point assessment (where not already attained on entry)*

**When complete, delete this box**

# Apprenticeship delivery and assessment

**GUIDANCE**

*With reference to the University’s* [*Higher and Degree Apprenticeship Framework*](https://www.uos.ac.uk/sites/default/files/apprenticeships-framework.pdf)*, include:*

* *Approach to apprenticeship delivery and typical timetable for students*
* *Discussion of the range of learning, teaching and assessment strategies employed*
* *Discussion of how the effective integration of on and off-the-job learning is ensured*
* *Arrangements for delivering, monitoring and evidencing that the 20% off-the-job training requirement has been met*
* *Tutorial support arrangements (including arrangements for workplace visits by the course team)*
* *Study skills provision*
* *Arrangements for identification and support of students with disabilities and/or additional learning needs*
* *Arrangements for conduct of tripartite progress reviews, including frequency of meetings, topics to be discussed and arrangements for evidencing learning*
* *Arrangements for mentoring in the workplace (including mentor training and support)*
* *Personal development planning provision and support, including careers advice and guidance (both as part of the course and within the University more broadly)*
* *Arrangements for end point assessment, including involvement of any external agencies in the process and arrangements to prepare apprentices for this (with reference to the University’s* [*Apprenticeship End Point Assessment Procedure*](https://www.uos.ac.uk/sites/default/files/apprenticeship-end-point-assessment-procedure.pdf)*). For integrated end point assessment, please discuss how you will ensure that independent, objective assessments are made (with reference to the University’s* [*Conflict of Interest Policy for End Point Assessment*](https://www.uos.ac.uk/sites/www.uos.ac.uk/files/epa-conflicts-of-interest-policy.pdf)*)*

**When complete, delete this box**

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# Resources and staffing

**GUIDANCE**

*Include:*

* *Information on any additional resources needed to support the higher / degree apprenticeship, beyond those required for the delivery of the existing course upon which the higher / degree apprenticeship is based*
* *Details of any new staff who will be contributing to the apprenticeship programme, in addition to those already involved in delivery of the existing course (please include all staff CVs as an appendix)*
* *Discussion of any training and development needs for staff in relation to apprenticeship programme delivery (including ensuring staff are familiar with ESFA funding rules and the latest Ofsted inspection framework)*

**When complete, delete this box**

# Apprenticeship programme management

**GUIDANCE**

*Include:*

* *Channels of communication between the University and the employer to facilitate effective programme delivery*
* *Arrangements for gaining feedback from students and employers, including plans for engagement with the ESFA Learner Satisfaction Survey and Employer Satisfaction Survey*
* *Arrangements for employer involvement in course committees and RiME processes*
* *Arrangements for production of the annual Self-Assessment Report (SAR) and Quality Improvement Plan (QIP), with reference to the latest Ofsted inspection framework*
* *Arrangements for ensuring that ESFA funding rules are met*

**When complete, delete this box**