**AQD039 Checklist for validation/re-validation of apprenticeships: additional documentation**

This documentation for validation/periodic review is additional to that required for a standard course validation. All documentation should be returned to the AQD Business Partner responsible for officering the event according to the agreed timeline.

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|  | **Item** | **Template no.** | **Attached** |
| 1 | Copy of the Apprenticeship Standard |  | Y/N |
|  | Apprenticeship - Learning, teaching and assessment strategy (included in this document) |  |  |
|  | Apprenticeship - Development of English, Maths and Digital Skills strategy (included in this document) |  |  |
| 2 | Apprenticeship - Knowledge, Skills and Behaviours (apprenticeship standard) mapping against course learning outcomes | AQD040 | Y/N |
| 3 | Apprenticeship – ESFA, Ofsted and Ofqual compliance statement | AQD041 | Y/N |

**Apprenticeship validation/ re-validation checklist**

# **Additional information on apprenticeship learning, teaching and assessment plan** **assessment plan**

*Please complete this template in the column on the right-hand side using the prompts to guide you on content.*

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| **Assessment of current level of learning** | *To consider:*   * *conduction of Initial Skills Assessment for each apprentice (for each apprentice prior to course commencement and annually throughout the course programmes)* * *recognition of prior experiential and/or certificated learning (RPL) with a relevant entry point and / or exemption established.* |
| **Level 2 English and maths qualifications** | *To remove barriers to entry, apprenticeships enable applicants who have not achieved Level 2 English and/or maths to undertake these qualifications during the apprenticeship programme. Consider:*   * *the implications of this opportunity* * *how this could widen the pool of applicants?* * *the University has an approved provider of training and certification for Level 2 Functional Skills in English and maths for apprentices who need to obtain evidence of one or both of these qualifications prior to End Point Assessment (based on set apprenticeship entry requirements)* |
| **Delivery model** | *To consider:*   * *if the apprenticeship is integrated or non-integrated (whether the End Point Assessment needs to be administered by the University or another institution)* * *style of delivery by university* * *mode of attendance at the university* * *delivery sites* * *integration and alignment of on the job and off the job training etc.* * *cycle of delivery with agreed entrance points during the year and appropriate communication with, and support for, students joining at different points in the year* |
| **Ofsted required personal development** | *All apprenticeship standards are monitored by Ofsted under the Further Education and Skills Inspection Framework. This Framework monitors (amongst other requirements) how the following are incorporated and monitored and evidenced throughout the apprenticeship programme:*   * *ongoing maths and English development* * *Safeguarding knowledge including Prevent* * *British Values* * *development of transferable skills* * *up to date labour market information* * *consideration of future career potential (beyond the apprentices’ current occupational level)* * *supporting apprentices and their employers in allowing each apprentice to personalise their learning, through timely practical application of theory in the workplace* |
| **Working with the employer** | *To consider:*   * *establishing the tripartite model including: appropriate recruitment to the apprenticeship, completion of the Training Plan, assessment strategy, support and development of workplace mentors, learner support and performance feedback, balancing the student work/study/life commitments, identification of learning opportunities with the workforce, Tripartite Progress Review meetings* * *Tripartite Progress Review meetings are an important feature of any apprenticeship course. These meetings must be undertaken at least every 12 weeks with each apprentice and their employer to review their progress in the workplace in terms of timely application of their learning and overall progress against the Knowledge, Skills and Behaviours of the apprenticeship. Please consider how these will be resourced and recorded* * *how workplace-based activities will be monitored to ensure they reflect and progress in line with the academic learning (Knowledge, Skills, and Behaviours of the Apprenticeship Standard)* |
| **20% off-the-job learning requirement** | To consider:   * *approach to demonstrating delivery of 20% off-the-job learning requirement (a minimum of 6 hours per week on average across the whole practical/taught period of the programme prior to End Point Assessment) and alignment of this with day-to-day work activities, where possible* * *how the 20% off-the-job training will be monitored across the practical period of the apprenticeship* * *how the course team will work with employers to ensure that module learning is applied in the workplace in a timely manner* |
| **Assessment plan** | *To consider:*   * *approach to initial assessment of learners* * *variety of assessment methods (to prepare appropriately for End Point Assessment)* * *workplace assessments of competence against the KSBs* * *employer involvement in formative and summative assessment* * *strategy for assessment of behaviours* * *progress tracking* * *detail of the Gateway points, final Gateway and how students are supported to prepare for this* * *the identified End Point Assessment Organisation (EPAO) (unless the apprenticeship is an Integrated Degree Apprenticeship)* * *for Integrated Degree Apprenticeships, ensuring that the End Point Assessment meets the requirements of the apprenticeship standard* * *identification of any professional body accreditation or recognition required to pass the apprenticeship, and plan for achieving this* |
| **Student voice and employer voice** | To consider:   * *Capturing and working with feedback from the employer* * *Capturing and working with feedback from learners* |
| **Further opportunities** | *To consider:*   * *Progression routes to further study opportunities* |
| **Staffing strategy** | *To consider:*   * *Staff CVs and suitability to deliver apprenticeship courses* * *How both academic and skills development support will be resourced* |