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BECKETT  
UNIVERSITY

# HIGHER AND DEGREE APPRENTICESHIPS

## Induction Handbook 2022/23

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Attract new talent and develop existing  
staff at Leeds Beckett University  
[leedsbeckett.ac.uk/degreeapprenticeships](https://leedsbeckett.ac.uk/degreeapprenticeships)

# HIGHER AND DEGREE APPRENTICESHIPS INDUCTION HANDBOOK 2022/23

Welcome to Leeds Beckett University (LBU) and to your chosen apprenticeship.

Undertaking an apprenticeship is challenging, but we hope that you enjoy that challenge and will support you throughout.

The partnership between apprentice, employer and University is essential to the whole apprenticeship experience and we look forward to working with you as you develop the knowledge, skills and behaviours to help you thrive in your chosen profession.

This induction handbook provides the key information you will need at the start of your apprenticeship. It supplements your online [apprentice handbook](#) and your School induction and any introduction to your apprenticeship that your employer may provide.

## About Leeds Beckett University

LBU is a dynamic modern university; we're always growing and developing. We've built, and are still building, some of the most iconic buildings in Leeds today, and our facilities, learning resources and teaching communities give you everything you need to succeed.

Our buildings and facilities are grouped together into two main campus areas – our City Campus and our Headingley Campus.

Take a [virtual campus tour](#) to explore the study and leisure facilities available to you.

## Key contacts

Apprenticeships at LBU are managed through a partnership between the central apprenticeships team and School teams. You will have come into contact with the central team during the recruitment and onboarding processes. Whilst you are on your programme, you will mainly be supported by the School team and you should contact them first with any queries. Contact details for your School are in the online [apprentice handbook](#).

## What is an apprenticeship?

An apprenticeship combines a paid job with study leading to a nationally-recognised qualification.

You will spend most of the week at work, watching, learning and developing knowledge, skills and behaviours in your chosen career pathway. You will learn from colleagues across the business and will typically work closely with a more senior colleague who will coach and mentor you and review your progress.

As well as the on-the-job training provided by your employer, you will also spend time during your contracted hours attending university and training at work or online. You will also undertake private study. This is known as off-the-job-training.

In some of your classes at LBU, you may study alongside students studying on a standard degree course. This happens when the team in your School feels that it is of benefit to all involved, bringing different perspectives into the classroom. However, as an apprentice, you will be given opportunities to relate the knowledge gained in the classroom to the skills and behaviours you are developing for the workplace.

You will spend an average of at least 6 hours per week (at least 20% if you started your apprenticeship before September 2022) in off-the-job learning.

## Apprenticeship standards

Nationally, groups of employers have come together and developed [apprenticeship standards](#) which show what an apprentice will be doing and the skills required of them, by job role. The apprenticeship programme you follow at LBU has been designed to meet the requirements of the relevant standard so you know you will be developing the knowledge, skills and behaviours that employers want.

## Personal development and apprenticeship core curriculum

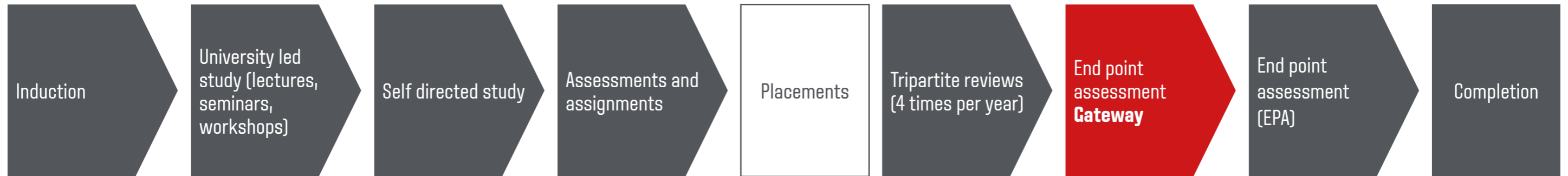
Apprenticeships also encourage personal development and raise awareness of a number of core topics relevant to any role: safeguarding, PREVENT, British values and equality and diversity.

This [video](#) provides more information about how British values are defined.

## On Programme Phase

## End Point Assessment and Completion

### Employment



## LEARNER JOURNEY

### Recruitment and selection

The University works with employers to identify people who will benefit from undertaking an apprenticeship and who have the aptitude for success in that area. Potential apprentices then apply to the University and, if they meet the University's entry requirements and the general requirements for an apprenticeship, are offered a place on the apprenticeship.

### Onboarding

The onboarding process prepares apprentices for their start of their apprenticeship and ensures contractual arrangements are in place. During this phase, you will be asked to undertake a skills scan to assess your existing knowledge, skills and behaviours (KSBs) against those outlined in the apprenticeship standard. This will look at your prior education and learning or competence you have gained through your work experience. If you already meet some of the KSBs, you may be exempted from parts of the apprenticeship programme.

If you do not already have English and maths at level 2 (also referred to as functional skills), as well as enrolling for your apprenticeship, you will also need to complete English and/or maths training.

Once your skills have been assessed and any adjustments made to your apprenticeship programme, you and your employer will be asked to sign an apprenticeship agreement and a training plan (previously the training plan was known as a Commitment Statement so you may occasionally hear this term being used). Together, these documents confirm the hours and pattern of on- and off-the-job training you and your employer are committing to over the course of the apprenticeship.

### On programme

#### Off-the-job learning

Off-the-job learning is a core part of any apprenticeship. It takes place within the practical period of your apprenticeship and during your normal working hours. It is specifically new learning which enables you to achieve the knowledge, skills and behaviours outlined in your apprenticeship standard.

Examples of off-the-job learning include:

- Taught classes focusing on theory including lectures, seminars, simulation exercises, online learning.
- Practical training, shadowing, mentoring, industry visits, participation in competitions.
- Learning support and time spent writing assessments.
- Training delivered at your usual work place.

Depending on what has been specified in your programme, the core of your off-the-job learning will typically be either a pattern of regular day release or blocks of study.

#### On-the-job training

On-the-job training is training you receive at work with the sole purpose of enabling you to perform the role to which you have been employed.

#### Functional skills and study support

If you have not achieved a level 2 qualification in English and/or maths you will need to complete functional skills training as part of your apprenticeship. You will normally register with our partner, Leeds City College. It is important that you undertake this training at the earliest opportunity as you will not be able to meet the requirements of the apprenticeship without it.

## Tracking your progress

### Activity log

You must keep an activity log to document the off-the-job learning you have undertaken and the impact it had on your development of the relevant knowledge, skills and behaviours. You will be asked to submit this regularly so that we can track your progress. Further information about the activity log, including a template, will be provided during your School induction.

### Tripartite reviews

Tripartite reviews are regular three-way meetings involving you, and representatives of the University and of your employer. The employer representative will usually be your mentor or line manager or equivalent. The University representative will either be a member of the teaching team in your School or a dedicated degree apprenticeship assessor (DAA).

The meeting is primarily to review your progress in developing the required knowledge, skills and behaviours associated with your apprenticeship. It is also an opportunity to discuss the core curriculum topics such as safeguarding, PREVENT and British Values and how these apply in the context of what you are learning. The University will check that you are being provided with the support you need to help you succeed in your apprenticeship. This might include, for example, putting in place a reasonable adjustment plan (RAP) if you have particular additional needs. You will also have the opportunity to raise any concerns you have.

Ahead of each meeting, you will be given access to a form in our apprenticeship management system, Aptem, which will help you to prepare for the meeting. Following the meeting, a summary of the discussions and any actions will also be recorded in the system and all parties involved will sign it off as an agreed record.

## Gateway

Gateway is the point at which you are confirmed as being ready to start your end point assessment (EPA). Your knowledge, skills and behaviours will be reviewed to check that you have met the minimum requirements of the apprenticeship and are ready to take the assessment. You will be asked to attend a gateway meeting with your employer and a representative of the University to discuss your readiness for EPA.

The minimum requirements require you to:

- Display occupational competency.
- Have evidence of, or pass, functional skills level 2 in English and maths.
- Complete any qualifications set out in the relevant apprenticeship standard.
- Meet the minimum duration for your apprenticeship training.
- Complete and evidence the required number of off-the-job hours.

## End point assessment (EPA)

The end point assessment assesses the knowledge, skills and behaviours that you have learned through your apprenticeship to confirm that you are occupationally competent. Assessments have been designed by employers in the sector and could include:

- Practical assessment.
- Interview.
- Project.
- Written and/or multiple-choice tests.
- Presentation.

The assessment plan for your apprenticeship can be found on the [Institute for Apprenticeships \(IfATE\) website](#) and explains the assessment method which will be used.

This [video](#) from IfATE explains more about EPAs.

### Integrated EPA

As the name implies, an integrated EPA coincides with the completion of the degree programme and no further assessment is required. The EPA may, for example, be built into a work-based project or dissertation or simply by passing final examinations.

### Non-integrated EPA

The EPA is assessed separately from the academic qualification. The End Point Assessor must be chosen by your employer from a list of organisations on the register of End Point Assessment Organisations.

## Key policies and procedures

The University has put in place various policies and procedures to support apprentices on their learner journey. Mostly, apprenticeships are covered by the same policies and regulations as for our undergraduate and taught postgraduate provision.

## Equality and inclusion

The University strives to provide an ethical and sustainable working and learning environment for our whole community, that values equality and inclusion. Our equality and inclusion webpages show the commitment we make.

The following relate specifically to apprentices.

## Keeping our Apprentices Safe

The University's safeguarding policy relates specifically to under 18s and vulnerable adults. We recognise, however, the importance of providing a broader safe environment. Our approach to safeguarding and wellbeing for apprentices is articulated in [Keeping our Apprentices Safe](#).

## Academic regulations

Our [academic regulations](#) have been updated to include clearer rules around progression on and award of apprenticeships.

## Expectations

A successful apprenticeship experience relies on the partnership between apprentice, University and employer. So that all parties understand the role they play, we have identified an indicative list of roles and responsibilities.

## Apprentice roles and responsibilities

- Accurately complete required documentation, including the training plan and apprenticeship agreement (using Aptem).
- Provide acceptable evidence of prior English and Maths attainment. If you cannot provide the evidence we need, you must undertake the required functional skill(s) as part of your apprenticeship programme. You will not be able to take your end point assessment if you have not achieved satisfactory results in functional skills.
- Follow University policies and procedures as well as those set out by your employer and in your job description/contract. If your work contract changes (for example, number of contracted hours, change of employer) you must let the University know as soon as possible.
- Report sickness and annual leave to your employer in line with their policies. You should also inform the University of any absences. If the absence continues over a period of 4 or more weeks this will result in a break in learning.
- Schedule your annual leave to take into account your off-the-job training and assignment submission. Contact the University if it's impossible to avoid scheduling clashes so we can work out alternative arrangements.
- Attend all tripartite reviews. These take place approximately every twelve weeks. If you need to reschedule a review meeting, you should contact the University as soon as you can.
- Actively seek opportunities to learn new skills and undertake appropriate Continued Professional Development (CPD) which will support off-the-job training.
- Maintain your activity log and submit it as required by the University. It should include a clear and accurate record of your off-the-job learning hours and how this has impacted on your learning.
- Work collaboratively with your employer and the University to ensure you are meeting the KSBs outlined in the apprenticeship standard.
- Successfully complete all required components of the apprenticeship in order to pass through gateway.
- Undertake the EPA as outlined in your apprenticeship standard. This may be either an integrated or non-integrated EPA.



## University roles and responsibilities

- Provide you and your employer with accurate documentation relating to the apprenticeship (learning plan, apprenticeship agreement, handbooks etc).
- Provide you with a thorough induction and ensure you understand the apprenticeship learner journey and expectations.
- Signpost and provide support where required, both during onboarding and throughout the programme.
- Provide a clear timetable for lectures and assignment submission dates and ensure the programme is delivered in line with University regulations and policies.
- Report or escalate promptly any academic or other concerns which could impact on your ability to complete your apprenticeship successfully.
- Monitor activity logs and ensure that any changes to your status are recorded promptly and accurately.
- Support your health and wellbeing and take appropriate action in cases of absence.
- Ensure regular TPR meetings are taking place with you and your employer. Maintain accurate records of those meetings and agreed targets.
- Encourage personal and professional development in addition to meeting the KSBs outlined in the chosen apprenticeship standard.
- Update your employer on your progress; at a minimum this should happen through regular TPRs.
- Ensure you and your employer understand expectations in relation to the off-the-job training and that sufficient time and support is given to the learner.
- Ensure you have met the requirements of your apprenticeship standard in order to pass through gateway.
- Support preparations for the EPA and report any changes or updates to the appropriate parties.
- Ensure that successful EPA is accurately recorded and reported for the achievement to be claimed and graduation to take place.

## Employer roles and responsibilities

- Accurately complete required documentation, including the training plan and apprenticeship agreement (using Aptem).
- Allow the required hours to be spent away from day-to-day duties to attend lectures and develop new skills. For apprentices starting before September 2022, this is a minimum of 20% of your contracted working hours. For apprentices starting from September 2022, this is a minimum of an average of 6 hours per week across the programme.
- Provide on-the-job training to support your development of skills to meet the required KSBs outlined in the apprenticeship standard.
- Where applicable, indicate their chosen End Point Assessment Organisation (EPAO) for non-integrated EPA apprenticeships.
- Ensure that you are supported in the workplace and during your apprenticeship learner journey, adhering to organisational policies and procedures.
- Pay your wages and issue your contract of employment which must last the duration of the apprenticeship. As an apprentice, you must receive the same benefits as other employees.
- Actively encourage you to undertake activities which will develop your learning and support the off-the-job training element of the apprenticeship.
- Keep an open channel of communication with the University in relation to any absences which may impact on your learner journey, or health or wellbeing concerns, whilst continuing to adhere to their own occupational health and safety or human resource policies and procedures.
- Identify a member of staff who can be available to act as a mentor to you and commit to assisting your development of skills/training support. This could be your line manager.
- Attend regular TPR meetings, supporting the University in ensuring you have a clear picture of your progress and achievements.
- Support preparations for the EPA and report any queries or concerns to the appropriate parties.

## University support services

LBU provides a range of services to support you in your apprentice journey. As an institution we refer to Student Services; all services at the University that are available to students are also available to apprentices.

Explore the online [student information hub](#) to see the range of personal and academic support available including in relation to:

- Wellbeing.
- Career development.
- Accommodation and campus life.
- Disability advice and support.
- Finances.
- Your rights and responsibilities.
- Course information.
- Exams, assessments and awards.
- Academic skills and advice.

You will also see links to library and IT support, [Student Advice](#) and the [Leeds Beckett Students' Union](#).

## Library study modules

You may have been out of formal education for some time and be apprehensive about returning to study. The library provides an induction module – Study Smart for Degree Apprentices – to ease the transition. It is made up of three units:

- Getting Started: includes IT set-up, using MyBeckett, using the Library, support for disabled apprentices, and key sources of help across Library and Student Services and the Students' Union.
- Key Study Skills: includes information about how students are taught and learn at Leeds Beckett, including managing workload and looking after wellbeing.
- Research and Writing: takes students through the steps of working through an assessment. This section also includes information about submission and Turnitin.

## Impartial careers advice

By definition, as an apprentice you are in employment and may wonder if our careers service – Beckett Careers – has anything to offer you. You are encouraged to explore the resources available via MyHub, both to support you in your current role and to help you think about your longer-term future. Some of these have been specifically tailored to the needs of apprentices and others are of more general interest.

## Accessing additional learning support

You should have been made aware of the support available through [Disability Advice and Support](#) during onboarding.

You can contact the team at any point during your studies to discuss whether additional support may be available to ensure that you are not disadvantaged during your studies because of a disability, health condition or learning condition.

You are also encouraged to contact your School to discuss ways in which they may be able to help you.

## Apprentice voice

We are always keen to hear about your experiences as apprentice and use your feedback to make improvements and develop our provision. There are a number of ways you can let us know what you think:

- **University apprentice survey** runs twice per year and takes just a few minutes to complete. Your feedback can be anonymous.
- **Apprentice reps** are fellow apprentices who have put themselves forward to liaise between the School apprenticeship team and their cohort. Reps are trained and supported by the Students' Union. You will be asked early in the academic year if you are interested in becoming a rep.
- **End of module evaluations** are short surveys at the end of teaching for a particular module. They give you a chance to comment on what was good about the module you have just completed and to suggest improvements. This information is used to enhance the module for future cohorts.
- **Tripartite reviews** are an opportunity to discuss any areas of concern with a representative of the University and your employer.

There are also external feedback mechanisms, including:

- **National Student Survey (NSS)** collects data from final year students and apprentices and allows comparison across institutions.
- **Apprentice feedback to the ESFA** you can provide feedback at any point through your My Apprenticeship account from three months into your training programme, if you are on an eligible apprenticeship.

## Glossary of terms associated with apprenticeships

AA	Apprenticeship Agreement
ALS	Additional Learning Support
APTEM	The online apprenticeship management system
BIL	Break in Learning
CS	Commitment Statement
EIF	Education Inspection Framework — Ofsted guidance
EPA	End Point Assessment
EPAO	End Point Assessment Organisation
ESFA	Education and Skills Funding Agency (apprenticeship funding)
FS	Functional Skills
Gateway	The point whereby it is agreed that the apprentice is ready to commence EPA
IEPA	Independent End Point Assessor
IfATE	Institute for Apprenticeships and Technical Education
ILP	Individual Learning Plan
ILR	Individualised Learner Record
IQA	Internal Quality Assessor
ITP	Independent Training Provider
KSBs	Knowledge, Skills and Behaviours
LRS	Learning Record Services - Gov website to check a student's prior achievements in absence of certificate
MyBeckett	The virtual learning environment used at Leeds Beckett University
MCQ	Multiple Choice Question
NAW	National Apprenticeship Week
Ofsted	The Office for Standards in Education, Children's Services and Skills. Ofsted inspects services providing education and skills for learners of all ages.
OTJ	Off The Job
RPL	Recognised Prior Learning
Skills scan	A self-assessment for the apprentice to assess themselves against the knowledge, skills, and behaviour requirements of the standard



For the most up to date information visit [leedsbeckett.ac.uk/degreeapprenticeships](https://leedsbeckett.ac.uk/degreeapprenticeships)