**T2.11 Programme handbooks – guidance for staff on content and format additions for apprenticeships highlighted in green** (Please contact Sarah Cullimore if you need help with any of these sections)

**The text in red has been added to reflect the new Brookes inclusive IDEAS model** [**https://sites.google.com/brookes.ac.uk/ideals/home**](https://sites.google.com/brookes.ac.uk/ideals/home) **, which you are asked to use as a reference point.**

The model poses questions from a student viewpoint, which are designed to encourage reflection on how your programme addresses inclusivity. You do not need to answer all the questions individually in detail, but use them as prompts to help you articulate the ways in which you offer an inclusive student experience.

Programme (together with module) handbooks may be regarded as part of the ‘contract’ between the student and the University (and, in the case of collaborative arrangements, the partner organisation); and it is therefore essential that they provide students with accurate and up to date information about their programme of study. This guidance sets out the core information which must be included in all programme handbooks, and which programme teams should supplement with programme and Department/Partner-specific details.

Handbooks should be directly addressed to the students on the programme: the style of writing should be informative and non-biased, in order to give students an accurate picture of the demands of the programme, and their entitlements. University policies and regulations do not all need to be reproduced in full, but, where there is an expectation that students will be able to access the published regulations online, they should be referenced (i.e. via hyperlinks) in handbooks. Any specific programme regulations should be included in handbooks.

The information in this guide applies equally to handbooks prepared by partners, although they will need to be contextualised to meet local needs. The Liaison Manager must regularly check all handbooks to ensure they also meet University requirements - where the programme is also delivered at Brookes, the content of the handbooks should be comparable.

For international partnerships, if programme handbooks are to be provided to students in a language other than English, approval is still required through the normal process, i.e. they should be produced in English and appropriate arrangements for translation made following approval.

**Please ensure the handbook meets accessibility requirements for any format in which it is provided to students. Guidance and tools on digital accessibility can be found at** [**https://www.brookes.ac.uk/accessibility/**](https://www.brookes.ac.uk/accessibility/)

For guidance on making Word documents accessible, see also <https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d>

**Front cover**

The cover of the handbook should be printed on the appropriate Brookes template to comply with the University’s new visual identity (for collaborative arrangements which do not use the University branded template, the University’s logo should be included on the front cover with that of the partner organisation), and should give the following information:

* Programme title and code
* Final and alternative exit awards
* Mode/s of study available
* Professional body accrediting the programme (if applicable)
* Department/School or name of partner organisation delivering provision, and the managing Faculty
* Name of Subject Coordinator/Programme Lead/Partner Programme Manager (as appropriate)
* Name of Liaison Manager (for collaborative provision)
* Academic year or cohort to which the handbook relates
* Covid-19 disclaimer, as agreed by Academic Covid in summer 2020 – this should read: *The University is committed to providing an academic experience equivalent to all programmes as validated and advertised, but, as a result of the COVID-19 pandemic, some adjustments have been made to our normal approaches to teaching, learning and assessment in order to respond to government advice and to protect the health and safety of staff and students. As a result of our responses, your programme may have been adjusted. To see the changes to your programme please visit <****insert link****> which will take you to the outlined changes detailed in a word document held on the Moodle Page. Changes to the module from the validated module descriptor have been approved through a robust quality assurance process.*

**Core contents**

**Welcome**

Introduction and general welcome to the programme, Faculty or partner, and University.

Introduction to the teaching team: names, contact details, research interests, and teaching/support responsibilities with respect to the programme. [*A short paragraph for each member of the team, or a link to where this information can be found on the School/Department/Partner website*.]

* How will you get to know me and how will I get to know my peers?
* What aspects of the learning culture will help me to feel that I belong here?
* The role of the University, Apprentice and Employer

This section sets out the roles and responsibilities of the apprentice, employer and university as detailed in the apprenticeship commitment statement.  The commitment statement is reviewed regularly and may be amended from time to time with additional individual requirements included.

The Apprentice agrees to:

1. Work with their employer and academic mentor to ensure that the individual learning plan set out in Section 2 is achieved. This includes, where needed, working with their employer and the university to update the Individual Learning Plan in Section 2 and identify additional learning activities needed to support their learning objectives or achieve the 20% learning minimum.
2. Acknowledge that they have been given the opportunity to provide evidence of prior learning
3. Maintain an up to date and accurate record of off the job learning hours, submitted to the university when requested and shared as part of the tripartite reviews as set out in Annex B above.
4. Manage their own learning, and with support from their employer and academic mentor, work to meet the targets and timelines needed to complete the apprenticeship by the planned end date, including undertaking the end point assessment.
5. Undertake the end point assessment, and should this be needed, participate in any further training prior to resitting the end-point assessment.
6. Contribute to reviews with the employer and academic mentor to track progress and success in meeting apprenticeship milestones, and agree any changes needed to the learning plan to address performance or support enhanced learning opportunities.
7. Manage and track attendance and participation to meet the off the job learning requirements for this apprenticeship programme set out in Section 1.3 and 2 within their working time paid hours. This also means that the apprentice must immediately inform their employer and the University if they are absent for any element of their planned off the job learning (see Annex B above for the process) and ensure that this learning is rescheduled.
8. Inform the University and their employer if personal circumstances change that will affect completion of the apprenticeship or will change the planned end date
9. Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with their employer and academic mentor, working with both to implement any action needed.
10. Ensure that they spend at least 50% of their working hours in England over the duration of the apprenticeship.
11. Not contribute financially to the cost of training, on-programme or end-point assessment.
12. Not use a student loan to pay for their apprenticeship.
13. Declare any relevant qualifications and/ or experience which could contribute to the accreditation of prior learning
14. Raise any queries or complaints regarding the apprenticeship through the university process, and to the ESFA where needed as set out in Annex B.
15. Agree with the employer and University when learning is complete, and they are ready to undertake the End-point Assessment
16. Participate in course feedback and apprenticeship evaluation to support the continuous improvement of the programme for current and future apprentices.
17. Take opportunities that arise to support other current and future apprentices to benefit from their apprenticeship

The Employer and the apprentice’s day to day manager agree to:

1. Ensure that the apprentice has a contract of employment (contract for service) for the duration of the apprenticeship, including the end point assessment.
2. Ensure that the apprentice is in an appropriate job role for the apprenticeship standard.
3. Provide a working environment that meets current health and safety legislation to enable their apprentice to work and learn safely for the duration of the apprenticeship
4. Ensure that the apprentice is receiving a wage in line with the national minimum wage requirements and that the apprentice rate was not used prior to a valid apprenticeship agreement being in place.
5. Ensure that the apprentice spends at least 50% of their working hours in England over the duration of the apprenticeship.
6. Work with their apprentice and the university to deliver the individual learning plan set out in Section 2, providing the apprentice with access to the on the job knowledge, skills and experience, resources and opportunities needed to achieve this apprenticeship. This includes, where needed, working with the apprentice and the university to update the Individual Learning Plan in Section 2 and identify additional learning activities needed to support the apprentice’s learning objectives or to achieve the 20% learning minimum.
7. Support the university to comply with funding rules and collate evidence to confirm ongoing apprentice and apprenticeship eligibility for funding.
8. Ensure that the apprentice will be released to complete the off the job learning elements which are required for their apprenticeship (including English and maths, where appropriate) within the apprentice’s paid working hours. This is a requirement for this apprenticeship to remain eligible for funding. This also means that the employer must check that the University is aware when their apprentice is absent for any element of their planned off the job learning (see Annex B above for the process) and ensure that the apprentice is able to take the time within their paid hours after their return to complete the rescheduled off the job learning.
9. Support the apprentice to manage their own learning, and provide appropriate support and supervision in their typical working day to meet the requirements of this apprenticeship.
10. Enable the line manager and/or academic mentor to support and guide this apprentice to carry out their day to day role and to meet the targets and timelines needed to complete the apprenticeship by the planned end date
11. Attend and contribute to reviews with the apprentice and university, providing evidence and feedback on progress at work and success in meeting apprenticeship milestones, evidence of their off the job learning, and agree any changes needed to the learning plan supporting the apprentice to address performance or access enhanced learning opportunities
12. Ensure that the apprentice attends and participates in the learning planned for this apprenticeship, to meet the off the job learning requirements for this apprenticeship programme set out in Section 2 and Section 1.3 are achieved within working time paid hours as set out in the Apprenticeship Funding Rules.
13. Ensure that the apprentice maintains an up to date and accurate record of their off the job learning hours, submitted to the university when requested and shared as part of the Tripartite reviews as set out in Annex B above. This evidence is a requirement for this apprenticeship to remain eligible for funding.
14. Support their apprentice to track attendance and participation to meet the off the job learning requirements for this apprenticeship programme
15. Inform the University promptly if there are organisational or apprentice circumstance changes that will affect completion of the apprenticeship or change the planned end date
16. Make timely and accurate entries in the employer apprenticeship service account, or for non-levy employers, make timely contribution payments to ensure that provider payments are triggered
17. Not ask the apprentice to contribute financially to the cost of training, on-programme or end-point assessment.  This includes both where the apprentice has completed the programme successfully and has left the programme early. Costs include any co-investment or additional training and assessment costs, above the funding band, that the employer has paid directly to the main provider where this is part of the agreed apprenticeship.
18. Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with the university and apprentice, working to implement any action needed.
19. Seek to resolve any queries or complaints regarding the apprenticeship through the university process, and to the ESFA where needed as set out in Annex B.
20. Agree with the apprentice and University when learning is complete, and the apprentice is ready to undertake the End-point Assessment.
21. Ensure that the apprentice undertakes the end point assessment, and should this be needed, participates in any further training prior to resitting the end-point assessment.
22. Participate in course feedback, impact assessment and evaluation to support the continuous improvement of the programme for apprentices and employers.
23. Take opportunities to promote and publicise the successful completion of this apprenticeship and the benefits of the apprenticeship programme.

The University agrees to:

1. Provide a learning environment that meets current health and safety legislation to enable the apprentice to learn safely for the duration of the apprenticeship.
2. Work with the employer to ensure that the apprentice is in an appropriate job role for the apprenticeship standard
3. Work with the apprentice and employer to comply with the apprenticeship funding rules, providing an evidence pack that confirms eligibility for funding.
4. Provide information for apprentice and employer to explain the Individual Learning Plan set out at Section 2 and key university and apprenticeship policies.
5. Work with the employer and their apprentice to maintain a current and accurate Commitment Statement and Individual Learning Plan based on the needs of the apprentice.
6. Work with the apprentice and their employer to deliver the individual learning plan set out in Section 2, providing the apprentice with access to the off the job knowledge, skills and experience, resources and opportunities needed to achieve this apprenticeship. This includes, where needed, working with the apprentice and the university to update the Individual Learning Plan in Section 2 and identify additional learning activities needed to support the apprentice’s learning objectives or achieve the 20% minimum.
7. Support the apprentice to manage their own learning, by ensuring sufficient resources, support, access to materials in their typical working day to meet the off the job requirements of this apprenticeship, including undertaking the end point assessment. This also means that when the apprentice is absent during a planned off the job learning element (see Annex B above for the process), the University must work with the employer and apprentice to ensure that the apprentice can complete the off the job learning set out in Section 2.
8. Enable the line manager and/or workplace mentor to support and guide this apprentice, to carry out their day to day role and to meet the targets and timelines needed to complete the apprenticeship by the planned end date by providing a summary of off the job and on the job learning needed, contained at section 2.
9. Manage and oversee the delivery led by the subcontractors identified in section 1.
10. Lead reviews with the apprentice and employer, providing evidence and feedback on progress to track success in meeting apprenticeship milestones, and agree any changes needed to the learning plan to support the apprentice to address performance or access enhanced learning opportunities
11. Track attendance and participation to meet the off the job learning requirements for this apprenticeship programme and inform the employer where the apprentice is absent from planned sessions.
12. Provide the apprentice with the means to maintain an up to date and accurate record of their off the job learning hours and ensure that this is reviewed at every Tripartite review.
13. As soon as the progress reviews and supporting evidence indicates that the training period may be completed ahead of schedule, or require additional time, the university will propose revisions to the learning plan and if agreed, update the Commitment Statement and reissue to all signatories.
14. Where this results in completion in less than the initial agreed off the job learning hours (or more), the University will produce a 'Planned vs Actual hours Summary Statement' summarising the volume changes, for agreement by employer and apprentice that this learning has been sufficient.
15. Use apprentice and employer data only for the purposes and in accordance with the University and ESFA Privacy Statements.
16. Inform the employer if there are changes that will affect completion of the apprenticeship or change the planned end date.
17. Make timely and accurate entries into the ILR to ensure that employer apprenticeship service accounts are accurate and payments are triggered promptly.
18. Proactively identify any issues or barriers to successful completion of this apprenticeship arising from university, employer or apprentice and raise these quickly with the employer or apprentice, working to implement any action needed.
19. Seek to resolve any queries or complaints regarding the apprenticeship through the university process, supporting the apprentice or employer to escalate to the ESFA where needed as set out in Annex B.
20. Agree with the apprentice and Employer when learning is complete, and the apprentice is ready to undertake the End-point Assessment.
21. Provide certification required as part of the apprenticeship.
22. Where needed following redundancy, provide a ‘Record of Apprenticeship Part-Completion’.
23. Enable employer and apprentice participation in course feedback, impact assessment and evaluation to support the continuous improvement of the programme for apprentices and employers.
24. Take opportunities to promote and publicise impact and success for employer, apprentice and the wider apprenticeship programme.

**Curriculum**

Rationale, aims and outcomes of the programme and how they are met through the way the curriculum is designed. Please provide…

* A map of how the modules address the programme learning outcomes.
* Diagrammatic representation of the programme structure for all modes of study (e.g. full-time, part-time, sandwich, online learning, etc), clearly indicating for each level the modules to be delivered in each semester. On the diagram include the module codes and titles, module status, and module credit value. Indicate which modules must be studied in order to gain the target award, and the options available within the programme.
* Module registration: instructions regarding module choices can be found on the University website at<https://www.brookes.ac.uk/students/your-studies/module-choices/> Add any detailed instructions that are specific to students on this programme.
* Module content: provide brief summaries of the content of each module. Summaries should be a short paragraph based on the module aims as set out in the module description. List the modules level by level. *Note*: *module handbooks should be designed around the information contained in the approved module description. If the full details about the modules are not to be contained in separate module handbooks, then the full module descriptions should be included in the programme handbook.*

For programmes with professional accreditation, include the following information:

* Name of professional body;
* Nature of accreditation/recognition;
* Requirements for gaining accreditation (e.g. specific modules must be studied, etc);
* Levels of membership for students/graduates, etc;
* Location of further information which may be available from the PSRB (i.e. link to their website).

**Learning and teaching**

Learning, teaching and assessment strategy, including expectations about modes of learning within higher education (especially important for provision delivered overseas, where educational culture may be different), and progression (in terms of increasing intellectual demand) through the programme.

* What different forms of learning and teaching will I experience and how do these support inclusion?
* How is my prior learning valued and built upon in my programme?
* Where will we discuss what’s included in the curriculum, what’s left out and why?
* How is a safe space created and sustained in which I can debate and explore competing perspectives?
* How do you support me to develop the digital skills I need to learn on this course?
* What digital capabilities and skills will I develop?
* How does the teaching team support me to take ownership of the Brookes (post)graduate attributes?

You should also include information about:

* The use of Moodle (or other VLE used by partner) on the programme – and how to engage with it (refer to separate guide, if applicable); use of University email.
  + What additional support does the university make available to me to support my online learning?
  + Can I access your support outside scheduled classes online? (eg. virtual drop-in sessions/ office hours, supervision and academic advising or moderated online fora and discussion boards)
  + What distinctive/additional dimensions of digital inclusion and development is the programme known for?
* Work placement arrangements, if applicable. If the programme has a work placement element, indicate its location within the programme and whether it attracts additional credit. *If full details are not provided in a separate module handbook, provide information about the processes for identification, supervision and assessment of the placement in the programme handbook.* Add additional details if contrasting placements are also a requirement
  + What distinctive/additional dimensions of employability learning and development is the programme known for?
  + Where in my programme can I meet, hear from and talk with prospective employers?
  + What opportunities will I have for reflecting specifically on employability learning?
  + How does the teaching team flag those aspects of my course that are particularly relevant for my employability?
  + What kind of networking opportunities will I have with alumni, employers and stakeholders?
* Programme calendar – timetable and key dates e.g. for handing in assignments, getting feedback, examination committee meetings, etc.

**Tracking progress**

Throughout the apprenticeship we will work with you and your employer to review your progress on course. This will involve:

Tripartite meetings

These meeting take place with you, your tutor and your mentor.  This meeting provides you with the opportunity to feedback on any element of your course along with discussing the progress you are making with off and on the job training. It is also an opportunity to discuss any practical considerations- e.g. updating all parties about any changes in circumstances .

Individual tutorials

You can access your tutors during office hours or by phone or email to discuss your progress.

Sharing your progress with your employer

The University is obliged to share information about your academic and work based progress with your employer. The University will only share information with teams (e.g. HR) or line managers named in the commitment statement.  The following information will be shared:

|  |  |
| --- | --- |
| What will typically be shared | What won’t be shared |
| * Module grades * Placement feedback * Attendance/tracking of off the job training * Programme outcome * If you have an Education, Health and Care Plan (EHCP), adjustments required in the workplace (if applicable) * Progress against any specific action plans if you need some help to keep/get back on track | * Any discussions in tutorial which do not directly impact on the apprenticeship- e.g. personal matters. * Information from staff delivering confidential services- e.g. counselling. * Details about mitigating circumstance/appeals applications. |
| * On rare occasions, serious safeguarding or PREVENT concerns in line with UK legislation.  In such cases this would be shared with the specific safeguarding or PREVENT contacts in your organisation. |

See the [apprenticeship privacy notice](https://docs.google.com/document/d/1vDS2GDSwQHEylFR5HEsJ85kr280bjWG7AnPxNBgtmIc/edit?usp=sharing) for more information about how information is recorded and shared.

**Tracking off the job training**

The University is obliged to track apprentice’s engagement with off the job training (e.g. time spent in lectures, seminars, completing online learning or preparing assessments). To monitor this we will:

[delete or amend as applicable]

* Take registers of attendance at taught sessions
* Monitor completion of your hours log in Aptem
* Monitor your engagement with online learning tasks.
* [add any other applicable method]

Apprentices are required to complete a minimum of 20% off the job training over the duration of the apprenticeship.  In instances where this is not being achieved, steps that can be taken to get back on track will be discussed at tripartite meetings.  The number of hours is detailed in your commitment statement.

**On the job training requirements**

Your working role is the key component to the apprenticeship programme.  The apprenticeship agreement (between you and your employer) will confirm your current role and your  training.  Any additional experience you need to gain on top of your day to day role, will be outlined in your commitment statement.  This can be updated as and when is required.

Your tutors will expect you to draw on your experience within work for the completion of assessments and reflective portfolios.  Your tutors will give guidance regarding intellectual property and work place confidentiality for you to follow in the completion of assessments for each module which you must follow.

**Changes at work**

If your working circumstances change e.g.

* Job role
* hours of work or location
* supervision arrangements
* you change employer
* your contract with your employer ends/is due to end

Please contact your tutor to discuss this. .

**Changes in your work or personal circumstances**

If your work or personal circumstances change there might be an impact on your studies. The University is here to support you and help you to find solutions to any problems as they arise.

*Employment*

You must be employed for the duration of your apprenticeship in a job role which will allow you to meet the requirements of the apprenticeship standard.  You must inform the University about changes to your employment including changes to your working hours, job role, location, or supervision arrangements.

You must inform the University if your employment is terminated, you are made redundant or you move to a different employer.

Changes in your employment status, employer, working hours or job role may lead to:

* revision of arrangements set out in the commitment statement for programme delivery
* a break in learning whilst any short or medium term employment issues are resolved
* an offer to transfer to an alternative Oxford Brookes programme of study
* withdrawal from the apprenticeship programme.

*Redundancy*

If you are made redundant through no fault of your own the University will take reasonable steps to support you to find an alternative employer for the remainder of the apprenticeship.  You may be able to complete the apprenticeship whilst unemployed.

The Oxford Brookes careers service will be on hand to support you as well as your tutors.

*Changes in your personal circumstances*

Sometimes apprentices might experience an event in their personal lives which has an impact on their ability to study.  Your tutor, our student support coordinator and our wellbeing team are here to offer any additional support or guidance you may need.  Depending on circumstances we may offer:

* revision of arrangements set out in the commitment statement for programme delivery
* a break in learning/extension to your planned end date whilst any short or medium term until you are ready to return to study.
* applications for mitigating circumstances
* referral to support services offered by the University or your employer
* an offer to transfer to an alternative Oxford Brookes programme of study
* withdrawal from the apprenticeship programme.

**English and maths (if applicable)**

If you do not already hold a level 2 qualification in English and/or Maths, you will be required to complete it as part of the apprenticeship.  Arrangements for completion of English and Maths will be confirmed in your commitment statement.  English and/or Maths will be delivered by a partner institution which specialises in teaching this curriculum. Your progress will be monitored by the University and discussed at tripartite meetings.

**Sustainability and citizenship**

* Where in my course am I able to explore definitions of sustainability, taking account of social equity and environmental sustainability?
* Where in my course is there discussion of how I can increase my agency in relation to sustainability?
* How does my course support me in developing my active citizenship around social, environmental and economic sustainability?
* Where in my course can I develop the knowledge and skills needed to promote sustainable lifestyles, human rights, gender equality, a culture of peace and non-violence, and an appreciation of cultural diversity?
* How will I be able to have safe but challenging discussions about differing views about sustainability?
* How is my course preparing students for a working life as changemakers in a greener, more circular economy?
* How does my course support students to develop the emotional, intellectual and practical capacities to live well with each other and with the planet in the era of climate change/crisis
* How does my course help me to move from ‘safe’ spaces to ‘brave spaces’ in respect of sustainability?
* What do you feel your course can contribute to realising a more just and sustainable future?
* What distinctive/additional measures regarding sustainability is the programme known for?

**Assessment**

Explain how the approach to assessment across the programme relates to the Assessment & Feedback Policy <https://www.brookes.ac.uk/regulations/academic-policies> Course teams may wish to emphasise here any areas of innovation and best practice in assessment and feedback.

* How do assessment tasks draw on my prior experiences?
* How does the assessment regime motivate me to learn?
* What opportunities will I have for self and peer assessment?
* Where is there an element of choice in my assessments?
* How do I know in advance what alternative assessments are available on a module?
* What channels of feedback are available to me on my completed assessments?
* How far are the assessments I’ll undertake reflective of authentic tasks I’ll carry out in the workplace?
* How will I be expected to demonstrate my digital capabilities and skills?
* How will my digital capabilities and skills be assessed?
* How are my digital skills developed through the assessment tasks?
* How can I curate my assessments and showcase my digital skills to others, including employers?

Provide information about…

* Assessment regulations <https://www.brookes.ac.uk/regulations/assessment-and-progression>
* Specific requirements that apply to the programme should also be included here (and must have been granted formal approval through the relevant QA process). Provide information about how the University’s grading, award classification and GPA system applies to the programme. <https://www.brookes.ac.uk/regulations/completion>
* Assessment criteria - or indication of the location of assessment criteria in, for example, module handbooks.
* Processes for submitting work, and arrangements for getting feedback on marked work (including coursework and examinations). Also include information about any entitlements for formative assessment/feedback.
* Processes for extensions and penalties for late submission; link to the Exceptional Circumstances policy managed by SIRT at<https://www.brookes.ac.uk/students/your-studies/exceptional-circumstances/>  Add details about any local support arrangements that are relevant to students on the programme; and for collaborative programmes, indicate the procedures that students should follow to submit a claim (partner organisations are required to adhere to the University policy, but should have their own procedures in place for considering applications).
* A brief outline of the procedures in place for marking and internal moderation (as per agreed Faculty policies), and for the ratification of marks by Examination Committees; and the role of the external examiner on the programme.  *Fairness in assessment is referenced in Regulations* -<https://www.brookes.ac.uk/regulations/your-study/fairness-in-assessment> .
* Students should be informed how the reports of the external examiner are made available to them (e.g. via Moodle). *The name of the external examiner and institution/organisation at which they are employed is included in the report, and students should be advised that this information is provided for transparency and not for the purposes of direct communication with the external examiner.*
* Where to find information about academic appeals and complaints - what they are and processes for dealing with them - refer to SIRT web pages at<https://www.brookes.ac.uk/students/sirt/academic-appeals/> and<https://www.brookes.ac.uk/students/sirt/student-complaints/>
* Academic integrity: good academic practice and the use of Turnitin (refer to the Turnitin policy – published in the academic policies contained within the Regulations); the role of the ACO.  Useful link to guidance on academic integrity at<https://www.brookes.ac.uk/students/academic-development/study-skills/>  and to academic misconduct processes on SIRT web pages at<https://www.brookes.ac.uk/students/sirt/student-conduct/academic-misconduct/>
* End Point Assessment (*apprenticeship provision only*) - outline the arrangements for the EPA required to achieve the apprenticeship standard. You will be entered for the end point assessment once:

[Enter details as per relevant standard’s assessment plan]

Integrated

[Outline which module(s) are involved in]. [Detail how teaching will take place]. [Detail how independent assessment will take place].  In line with the Government apprenticeship rules and the requirements of the apprenticeship standard, formal assessment of the end point assessment within the [name of award] is conducted by an assessor independent from the programme teaching team.  Assessment outcomes will contribute to the award of the apprenticeship certificate and your [OBU award].

*O*

Non-integrated

The End Point Assessment is the final stage of the apprenticeship.  You will be introduced to the end point assessment requirements … [outline how the EPA is introduced and managed].

The End Point Assessment will be conducted by an independent organisation selected by your employer. Once you have completed the [award] your tutors will continue to work with you and your employer to ensure you are well prepared for the assessment.

You will achieve the full apprenticeship once the End Point Assessment has been successfully completed.

**Learning resources**

Information about access to Library, IT, other specialist teaching accommodation and facilities, etc. *Length of this section depends on local needs:* refer students to relevant central webpages on Library and IT (or to student webpages at<https://www.brookes.ac.uk/students/> which has quick links to LR and ITS), with some contextual information about where to find resources appropriate to the programme, plus an outline of any dedicated local space, specialist resources or facilities for students on the programme and how to access them.

* How do you ensure that my learning resources are accessible?
* What will I hear and see from the programme team that shows commitment to inclusive values?
* What distinctive/additional dimensions of inclusive learning and teaching is the programme known for?

**Student support and guidance**

* Academic guidance –a short narrative to describe how a student on this specific programme should expect to experience the primary forms of academic or pastoral guidance (e.g. Lecturers, Module Leaders, Subject Coordinators, Academic Advisers, Student Support Coordinators, Programme Administrators). Contact information for key members of staff can be included, or links provided to the information if it is in other sections of the handbook.
* Induction information, use of student information system, Department procedures for notification of sickness/absence, etc.
* Link to Brookes Union Advice Service <https://www.brookesunion.org.uk/advice>
* Health and safety information, as applicable
* Link to Your Student Information support <https://www.brookes.ac.uk/students/your-studies/student-information/>
* Sources of additional information: e.g. Registry, Careers, Disability Services, Counselling, Centre for Academic Development, etc. See [www.brookes.ac.uk/students](http://www.brookes.ac.uk/students)

Please note that although all services are open for apprentices, apprentices are funded differently from most undergraduate or postgraduate students.  As a result, some services (such as provision of bursaries or financial support) may not be available/or might be funded differently for those on apprenticeship programmes. For example, whilst on an apprenticeship you will not:

* Be eligible for student loan company (SLC) maintenance or tuition fee loans.
* Any bursary or grant for which eligibility assessments for SLC loans is taken into account.
* Support for additional learning needs is funded via the Education and Skills Funding Agency (ESFA) for those with an Education Health Care Plan rather than via Disabled Students Allowance (DSA).
* Data protection information

For information about data protection please see [the privacy statement for apprentices](https://docs.google.com/document/d/1vDS2GDSwQHEylFR5HEsJ85kr280bjWG7AnPxNBgtmIc/edit?usp=sharing). For guidance about how information will be shared with your employer please see the ‘tracking your progress’ section of the handbook.

**Feedback on the quality of the learning experience**

QA and student voice: particular reference to the operation of student feedback mechanisms within the Department/School, e.g. module evaluations, programme surveys, student representation, subject/programme committees (including where the minutes or outcomes are published), staff-student liaison committees, etc.

Making a complaint - <https://www.brookes.ac.uk/regulations/conduct-and-engagement/student-complaints>

Apprentices are also able to escalate complaints to the Education and Skills Funding Agency if they exhaust the University process and remain dissatisfied with the response.

**Programme Specification**

Give a link to the relevant approved Programme Specification held on the APQO website <https://www.brookes.ac.uk/asa/apqo/programme-specifications/degree-apprenticeships/>