|  |
| --- |
| **Please note on preparing your handbook**  Throughout the template are spaces for you to insert information specific to your programme. You will see two specific types of prompt,   1. **Orange font** is used throughout the template to indicate areas where you need to input information specific to your programme, where that is relevant. Please update this text and turn it to blue before saving and uploading to the VLE. 2. **Orange boxes** are used throughout the template to provide you with guidance about completing specific items.  You need to delete these orange boxes after you have completed editing, and before releasing the handbook to students. Please delete these boxes before uploading to the VLE. |

**Welcome to the *insert name of the apprenticeship incorporating the name of the academic award e.g. Chartered Manager Degree Apprenticeship (CMDA): incorporating the BA (Hons) Business Management* programme handbook 2022-23**

****

You will be studying *at/in - insert location of delivery*

* This handbook provides useful information about your Apprenticeship: how it will be delivered; how you will be assessed; and what the Apprenticeship may lead to in the future.
* At appropriate stages during the Apprenticeship you may be provided with module guides to support you with each part of your learning.
* You will also have access to the Apprenticeship guide which offers information about how apprenticeships operate.
* To benefit from the full range of information you should use all resources together.

You can find the Apprenticeship Guide on the [Apprenticeships FAQ page](https://www.dmu.ac.uk/business/higher-degree-apprenticeships/faqs-for-apprentices.aspx).

Please visit [DMU Base Camp](https://www2.library.dmu.ac.uk/DOLORES/17396/basecamp/content/index.html#/) – an interactive guide for new and returning students to help support you throughout your studies with us.

For information on University regulations, please click on the below links:

* [Student regulations and policies, including attendance policy](https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/index.aspx)
* [Assessment and feedback policy](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/learning-teaching-assessment/assessment-feedback-policy.aspx)
* [Student complaints and appeals procedure](https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-complaints/index.aspx#:~:text=The%20university%20expects%20students%20to,exceptional%20reasons%20for%20doing%20so.)
* [Academic offences](https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/academic-offences.aspx)
* [Bad academic practice](https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/bad-academic-practice.aspx)
* [Higher Education Achievement Report (HEAR) report](https://www.dmu.ac.uk/dmu-students/your-dmu-experience/hear/higher-education-achievement-report-(hear).aspx)
* [Academic regulations and information on assessment boards](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/academic-regulations-assessment-boards/academic-regs-assessment-board-homepage.aspx), this includes:
* Regulations on failed modules and reassessments (Section 2)
* Leave of absence (Section 5)
* [Deferrals and extensions](https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/deferral-of-assessments.aspx) (Chapter 5)

You can also seek free, independent and non-judgemental advice on these processes from [De Montfort Students’ Union’s Advice team](https://www.demontfortsu.com/support/advice/).

|  |
| --- |
| *If the programme specification contains any Programme Specific Regulations, or reassessment methods which differ from the standard university regulations, these must be clearly stated.* |

Your programme may be subject to Programme Specific Regulations – to see if your programme has any and what they are, please click on this link here *Add a link to programme specific regulations.*

## Welcome and introduction to the programme

|  |
| --- |
| *This is a welcome from the programme leader and an opportunity to explain a little about the programme, what it might involve, what the students might look forward to and how it connects with the rest of the faculty. This is a snapshot, just designed to make the page a little friendlier.*  *This should include:*   * *a welcome to the programme from the programme leader* * *a short description of the programme. This doesn’t have to be in text, it could be offered as a short video link or embedded video.* |

*Insert welcome text here*

From *insert name of programme leader*

My office location is *insert office location*

My email address is *insert email address*

My phone number is *insert phone number (in full, not just extension)*

The *department/school/faculty* is based in *building/location name. You could add a picture here of your main building.*

A [Campus map](https://www.dmu.ac.uk/documents/study-documents/undergraduate-study-documents/visit-us/dmu-campus-map.pdf) is available, or you can take a [virtual tour of campus](https://www.dmu.ac.uk/content/discover-dmu/).

It is important that you keep your DMU ID (photo card) with you at all times when entering DMU buildings.

If you are unsure of where to go, your first point of contact should be:

The Faculty Student Advice Centre (the SAC)

Located on *the [x] floor of the [x] Building*

*Add room location if applicable*

Telephone: *(0116) xxx xxxx*

Email: *enter your faculty SAC email address here*

*Add a photo of entrance to SAC/reception area*

## Force Majeure

Every effort will be made to deliver your programme and modules as outlined in this handbook repository. However, there may be situations outside of the university’s control which could lead to interruption in delivery or changes to the curriculum and/or delivery. These include, but are not limited to, political unrest, governmental actions, acts of terrorism, fire, flood, epidemic/pandemic, industrial action and departure of key members of university staff.

For further information on the circumstances in which your teaching and learning may be disrupted, please refer to the [DMU Student Contract](https://www.dmu.ac.uk/study/student-contract/index.aspx).

## **Key Programme Information**

|  |
| --- |
| *Delivery overview - include an overview of the mode and frequency of delivery of all components within the apprenticeship and who is delivering it – outlining any subcontracting arrangements (if applicable)*  *Also include as applicable:*   * *Specific entry requirements* * *Typical job roles of applicants* * *Aspiring job roles of applicants* * *Timescales of apprenticeship* * *Link to the Institute for Apprenticeships & Technical Education (IFATE) apprenticeship standard* |

*Insert key programme information here (an example is provided below)*

|  |  |
| --- | --- |
| **Level** | *UG/PG – 5/6/7* |
| **Academic Award** | *BA (hons), MSc etc (if applicable)* |
| **Mode of study** | *Full-time, block learning/day release* |
| **Location of delivery** |  |
| **Apprenticeship Standard name and code** | *e.g. ST0272 Chartered Manager Degree Apprenticeship (CMDA)* |

|  |
| --- |
| * *If the programme is an apprenticeship at Level 4 or 5 then outlining progression routes should be included to highlight options for career planning.* * *Include reference to how learning technology is utilised on the programme e.g. DMU Replay (if applicable):* * *Include links to programme-specific reading lists (both mandatory key texts and recommended* [*http://libguides.library.dmu.ac.uk/ResourceLists*](http://libguides.library.dmu.ac.uk/ResourceLists)   + *The ‘DMU Resource list’ refers to the University’s reading list software, which enables real-time information about library holdings at DMU and allows easy access to books, journal articles and other material. It is a requirement that programme leaders create their reading lists via the ‘DMU resource list’ so that the full list can be made available via a link from the programme BlackBoard VLE shell and also the link (URL) can be inserted into this page.* |

## P**rogramme structure**

Within your programme you will study *insert number of modules* as part of *insert title Apprenticeship*. These will develop the Knowledge, Skills and Behaviours that will be assessed throughout your Apprenticeship.

The following diagram outlines what each of these modules are and how they align to their workplace development. It also shows how each component of the Apprenticeship relates to the others during the *insert apprenticeship duration* study period.

The programme structure below highlights any modules where employer involvement/agreement is required such as Work-based projects.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 4 (Study Year 1)** | | | |
| **Module Code** | **Module Title** | **Credit value** | **Core/Optional** |
| *ABCD1235* | *Introduction to University* | *15* | *Core* |

## Module Information

Insert module information here

## Assessment

The *insert title* Apprenticeship Standard provides details of the assessment requirements which form part of the ‘Portfolio’. The full assessment plan can be found in the Requirements of the Apprenticeship Standard section below.

There are a number of elements that make up assessment for the Degree Apprenticeship Standard including: *amend as appropriate*

* Degree assessment (i.e. formal assessment of the degree modules)
* Formative ‘on-programme’ assessment, (assessments that do not contribute to the degree, but provided an opportunity to develop and apply new skills and knowledge)
* A work-based project (part of the degree and an important element of the apprenticeship’s ‘end-assessment’)
* A summative ‘End-Point Assessment’ (which includes a review of the work-based project and the evidence produced as part of the ‘on-programme’ assessment)

Each module has formal assessments, which contribute to your final mark (i.e. classification) of the academic award. The details of these assessments are contained in an Assessment Brief in the respective Module specification documents. The following is a summary of the type of assessments for each module:

*Insert your own assessment information here and link to the assessment schedule for assessment submission dates – example from BA (Hons) Professional Business Management. Delete levels as required.*

**Level 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **Type of Assessment** | | | |
| *Reflective Journal* | *Oral Presentation* | *Work*  *Based Material* | *Report* |
| *Leadership at Work (module code)*  *(credits)* |  |  | *1500 words*  *(100%)* |  |
| *Managing Financial Resources*  *(module code)*  *(credits)* |  | *Individual*  *10 mins*  *(20%)* |  | *1500 words (80%)* |
| *Managing Individuals & Teams*  *(module code)*  *(credits)* | *1500 words*  *(100%)* |  |  |  |

**Level 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **Type of Assessment** | | | |
|  |  |  |  |
|  |  |  |  |  |

**Level 6**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **Type of Assessment** | | | |
|  |  |  |  |
|  |  |  |  |  |

### Work-Based Project

*Include details of the requirements of the Work-Based Project*

## End Point Assessment

*Explain what type of apprenticeship this is and what assessment they will undertake, how the EPA will be conducted, how the previous learning and assessment prepares them for this. Summarise details of the ‘End-Point Assessment’ and include the full document from IFATE web pages.*

*Delete as appropriate*

* *Non-Integrated EPA*
* *Integrated EPA*
* *Integrated Aligned EPA*

*Where relevant you should highlight if there are any Professional, Statutory and Regulatory Body (PSRB) requirements that need to be met within the programme.*

## Requirements of the *insert title* Apprenticeship Standard

Apprenticeship standards are written by employer-led groups and approved by the Institute for Apprenticeships and Technical Education ([IfATE](https://www.instituteforapprenticeships.org/)). A standard contains a list of the knowledge skills, and behaviours that you as an apprentice will need to have learned by the end of your apprenticeship.

You can find full details of the *insert title* Apprenticeship Standard in **Appendix 1** of this handbook. You can also find the assessment plan for the standard in **Appendix 2**, and how the knowledge, skills and behaviours map to the modules on your course in **Appendix 3**.

## Progress Reviews

Please note the below information may be subject to change.

During the delivery and assessment of the Apprenticeship there will be quarterly progress reviews (sometimes referred to as tripartite meetings) between your employer, training provider and you, the apprentice. A formal annual review of your progress will also be held.

You will have progress reviews booked in regularly and it is essential that you attend them. You should liaise with your DMU representative and your Employer directly if there is a need to rearrange a scheduled progress review if either party can’t attend.

At the start of your apprenticeship programme you will be issued with an Individual Learning Plan (ILP) which contains information about your expected learning including; a delivery plan with key milestones, activities that will benefit both you and your employer and support that should be provided to you. This will be agreed with your employer and will be reviewed at each progress review and will be regularly updated.

## E-Portfolio – Evidencing learning and ‘Off the Job’

**Off the Job training requirements**

***Choose one or the other (as below) depending on the cohort. Please delete any duplicated text.***

***EITHER***

***For programmes that started before 1 August 2022***

You are required to spend a minimum of 20% of your contracted hours demonstrating the new knowledge, skills and behaviours required for the apprenticeship standard.

*Provide any programme specific requirements regarding on the job and off the job training. Include relevant information to IT systems used to record evidence and how to update E-portfolio. Use real examples relevant to your apprenticeship programme.*

**Where can off the job learning take place?**

Off-the-job training can take place at many locations including:

* the workplace,
* off-site (e.g. classroom)
* from home via distance learning.

The off-the-job training activities can often take place at any location as long as it links to your standard’s Knowledge, Skills and Behaviours. Remember, it’s the activity, rather than the location, that determines whether the training counts towards the 20% off-the-job training.

**What can be included?**

Learning the theory through:

* Classes and workshops
* Lectures
* Online learning and webinars
* Masterclasses
* Relevant reading
* Research
* Lunch and learn sessions
* Role playing and simulation exercises

Practical training such as…

* Job shadowing
* Mentoring
* Attending meetings
* Project work
* Professional networks
* Events and competitions
* Visits to wider parts of the department
* Visits to industry

Learning support time spent on…

* Writing self-assessments
* Writing assignments
* Reflective journals
* Revision
* Peer discussions
* Preparation for Assessments & Exams
* One-to-one tutorials (with apprenticeship coach, line manager or colleagues) that contain guided learning or support for the apprenticeship

What isn’t classed as Off the Job Learning?

* Training or learning outside of working hours
* English and Maths functional skills
* Mandatory workplace training
* Training not related to the apprenticeship
* Progress reviews

If you are unsure whether an activity counts as off the job hours then you can [visit this link](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/831593/OTJT_Flowchart_v2_-_12092019_Final.pdf) which will help you.

### E-Portfolio

Your E-portfolio is where you will record and gather evidence of your 20% off the job training and the development of your Knowledge, Skills and Behaviours which over time will build a portfolio of work. The evidence you gather is stored online in the ‘e-portfolio’ ready for the End Point Assessment. This will be reviewed at each progress review and evidence should be updated regularly to support the evidence of you meeting the knowledge, skills and behaviours of the apprenticeship.

***OR***

***For programmes that start after 1 August 2022 (e.g. new starters)***

As a full-time apprentice (more than 30 hours a week) you are required to spend 6 hours per week of your apprenticeship demonstrating new knowledge, skills, and behaviours required for the apprenticeship standard by way of off-the-job training. This means that for each 12-month period of your apprenticeship you will need to complete 278 hours of off-the-job.

If you are a part-time apprentice (less than 30 hours a week) then you are required to spend 20% of your contracted hours a week engaging in off-the-job training.

*Provide any programme specific requirements regarding on the job and off the job training. Include relevant information to IT systems used to record evidence and how to update E-portfolio. Use real examples relevant to your apprenticeship programme.*

**Where can off the job learning take place?**

Off-the-job training can take place at many locations including:

* the workplace,
* off-site (e.g. classroom)
* from home via distance learning.

The off-the-job training activities can often take place at any location as long as it links to your standard’s Knowledge, Skills and Behaviours. Remember, it’s the activity, rather than the location, that determines whether the training counts towards the off-the-job training.

**What can be included?**

Learning the theory through:

* Classes and workshops
* Lectures
* Online learning and webinars
* Masterclasses
* Relevant reading
* Research
* Lunch and learn sessions
* Role playing and simulation exercises

Practical training such as…

* Job shadowing
* Mentoring
* Attending meetings
* Project work
* Professional networks
* Events and competitions
* Visits to wider parts of the department
* Visits to industry

Learning support time spent on…

* Writing self-assessments
* Writing assignments
* Reflective journals
* Revision
* Peer discussions
* Preparation for Assessments & Exams
* One-to-one tutorials (with apprenticeship coach, line manager or colleagues) that contain guided learning or support for the apprenticeship

What isn’t classed as Off the Job Learning?

* Training or learning outside of working hours
* English and Maths functional skills
* Mandatory workplace training
* Training not related to the apprenticeship
* Progress reviews

If you are unsure whether an activity counts as off the job hours then you can [visit this link](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/831593/OTJT_Flowchart_v2_-_12092019_Final.pdf) which will help you.

**E-Portfolio**

Your E-portfolio is where you will record and gather evidence of your off the job training and the development of your Knowledge, Skills and Behaviours which over time will build a portfolio of work. The evidence you gather is stored online in the ‘e-portfolio’ ready for the End Point Assessment. This will be reviewed at each progress review and evidence should be updated regularly to support the evidence of you meeting the knowledge, skills and behaviours of the apprenticeship.

## Quality assurance of your Apprenticeship

Organisations providing apprenticeships will be monitored by Ofsted, to ensure apprentices are receiving high quality training and support. Ofsted require DMU to support apprentices with other skills and behaviours, that are not specific to your apprenticeship standard. As an apprentice, you should continue to develop and display other behaviours, such as punctuality and attendance. Apprentices should also develop personal behaviours within the workplace such as:

* Leadership traits including role modelling and the ability to motivate others
* Time management
* Attention to detail
* Empathy to colleagues
* Duty of care
* Decision making
* Humility towards customers and colleagues
* Financial awareness
* Ethical approaches
* Risk assessment and awareness

## British values

Throughout your apprenticeship, you will also be required to learn and demonstrate the knowledge, skills and behaviours of how we promote British values; to ensure you understand the importance of mutual respect and that you leave your studies fully prepared for life in modern Britain. In 2014 the government set out the basic definitions of British Values as follows:

* **Democracy**
* **The rule of law**
* **Individual liberty**
* **Mutual respect and tolerance for those of different faiths and beliefs**

### Democracy

You will develop an understanding and experience of democracy through:

* *Add information relevant to the apprenticeship*

### Rule of Law

You will develop an understanding and experience of the rule of law through:

* *Add information relevant to the apprenticeship*

### Individual Liberty

You will develop an understanding and experience of individual liberty through:

* *Add information relevant to the apprenticeship*

### Mutual Respect and Tolerance

You will learn about different faiths and beliefs through:

* *Add information relevant to the apprenticeship*

## Safeguarding

We understand the complexity of issues apprentices may face whilst at University and we promote a safeguarding culture that ensures everyone’s right to live in safety free from harm, abuse and neglect.

De Montfort University recognises its duty to safeguard and support those in need for a range of issues including:

* Sexual Violence
* Mental Health
* Honour based abuse
* Harassment
* Exploitation

During your apprenticeship you will be encouraged to refer any concerns linked to yourself or another individual being at risk. You can do this by contacting your faulty Safeguarding Coordinators for Apprenticeships for advice or follow emergency guidance when necessary;

**Faculty of Art Design & Humanities**

Paul McNicoll

Email: [paul.mcnicoll@dmu.ac.uk](mailto:paul.mcnicoll@dmu.ac.uk)

**Faculty of Business and Law**

Ed Thompson

Email: [ethompson@dmu.ac.uk](mailto:ethompson@dmu.ac.uk)

**Faculty of Health and Life Sciences**

Anna Chesters

Email: [achesters@dmu.ac.uk](mailto:achesters@dmu.ac.uk)

**Faculty of Computing, Engineering and Media**

Pamela Hardaker

Email: [pamela.hardaker@dmu.ac.uk](mailto:pamela.hardaker@dmu.ac.uk)

*Programme should add in here safeguarding information which is relevant to their specific apprenticeship provision e.g Healthcare, Education etc and duties for safeguarding as professionals.*

## Prevent Duty

De Montfort University has a duty to protect academic freedom and freedom of expression, to uphold the integrity of the institution as a place for learning and teaching.

The university is committed to ensuring that radicalisation and all forms of extremism are countered through the Prevent agenda under the Counter-Terrorism and Security Act 2015,

Individual apprentices are not expected to recognise all forms of radicalisation but should refer concerns about those who appear vulnerable to radiations to the appropriate services

Radicalisation could look like the following;

• Expressing a belief and acceptance of extremist views  
 • Attempts to impose these beliefs upon others  
 • Developing a belief that violence is acceptable and justified  
 • Becoming actively involved with extremist individuals and groups promoting violence

Should you have concerns relating to Prevent you can contact the following;

* DMU Security – security@dmu.ac.uk Telephone: 0116 2577642
* Personal Tutor
* Students at Risk Committee – sar@dmu.ac.uk

## Personal Development

As an apprentice it is important not only to gain an academic award but to develop personally and professionally through your time as an apprentice. The programme team will support your professional and personal development within the progress review meetings and through your personal tutor. They may also support areas of personal development such as: *give examples of where these are embedded*

* Enrichment activities
* Development and embedding understanding and application of fundamental British values
* Health Living advice see the [HealthyDMU Hub](https://www.dmu.ac.uk/healthy/index.aspx)
* Development of equality and diversity
* Offering careers and guidance advice and preparing you for the next stage in your career including progression routes to other apprenticeships or training. See the [DMU’s careers service DMU Works webpage](https://www.dmu.ac.uk/study/employability/index.aspx?gclid=EAIaIQobChMIvZWu7LLS9wIVia3tCh0KsgisEAAYASACEgIMK_D_BwE).

All of the above details are available in the Ofsted [Education Inspection framework](https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework).

## Settling into your programme

Settling into university and academic study can be quite challenging as there are lots of new things to learn and become familiar with. If you are having difficulties with this, you can speak with your programme leader or personal tutor.

You will have an opportunity to discuss your progress and any concerns at your progress review meetings, but you don’t need to wait until then to let someone know you need some support.

*Add any additional/programme specific information here*

## Wellbeing and Disability

We’re creating an environment that focuses on your health and wellbeing to help you to live a healthy, happy and productive time at university and develop lifestyle habits that can enrich your wellbeing for years to come. We know balancing your apprenticeship can be challenging, but there are resources available to you that support your development and studies, helping you to succeed and to achieve your potential.

You can find many sources of information and support specific to apprentices [on Padlet](https://padlet.com/DMUdisability/aty2gwkvzowy7iuu).

### Disability Advice and Support (DAS) team

The Disability Advice and Support (DAS) team (part of the Student Gateway) works with applicants and current students with a wide range of physical and sensory disabilities, medical conditions, neurodivergent conditions (Autism, ADHD) and Specific Learning Differences (SpLD), such as dyslexia. The DAS team are keen to ensure that disabled students know about the support available and how to access it, to help students to manage the effects of their disability whilst fully engaging with their studies.

As an apprentice you cannot claim Disabled Students Allowance, but you can still receive support it is just funding in a different way please contact DAS for more information and highlight you are an apprentice. If you need support whilst you are in your workplace you should seek support from [Access to Work](https://www.gov.uk/access-to-work).

It is your decision whether you wish to disclose any information on, or related to, your disability/medical condition, but if you choose not to disclose this then we will be unable to provide you with the related support that you may require.

For queries about Disability support available during your apprenticeship please contact:

[dashada@dmu.ac.uk](mailto:dashada@dmu.ac.uk)

[www.dmu.ac.uk/disability](http://www.dmu.ac.uk/disability)

0116 257 7595

### Wellbeing and Mental Health Services

The Wellbeing Services (part of the Student Gateway), includes the University’s Counselling Service and Mental Health Team, and works with applicants and current students with a wide range of wellbeing or mental health concerns. The Wellbeing Service wants to ensure that students with mental health conditions know about and understand the wide range of support available and how to access it. We want to support students to manage the impact of their mental health conditions on their studies, supporting them in achieving their potential.

As an apprentice you cannot claim Disabled Students Allowance, but you can still receive support it is just funding in a different way please contact the Wellbeing Service for more information and highlight you are an apprentice.  If you need support whilst you are in your workplace you should seek support from [Access to Work](https://www.gov.uk/access-to-work).

It is your decision whether you wish to disclose any information on, or related to, your mental health condition, but if you choose not to disclose this then we will be unable to provide you with the related support that you may require.

If you need advice about the support available and how to access it, please make a Single Point of Access appointment via [MyGateway](https://mygateway.dmu.ac.uk/students/login?ReturnUrl=%2f) or by emailing the team.

### Single Point of Access (SPA) Appointments

* 45 minute appointment
* Opportunity to discuss concerns or worries about your wellbeing or mental health with a member of staff from Wellbeing Services
* You may be supported to access other internal and external services
* Within the appointment an action plan will be devised with you, including the next steps

[www.dmu.ac.uk/current-students/student-support/wellbeing-disability/index.aspx](http://www.dmu.ac.uk/current-students/student-support/wellbeing-disability/index.aspx)

[wellbeing@dmu.ac.uk](mailto:wellbeing@dmu.ac.uk)

Receiver **0116 366 4442**

### Healthy DMU

You can also find a whole range of information and activities if you visit the [HealthyDMU Hub](https://www.dmu.ac.uk/healthy/index.aspx) which brings together information on a range of health and wellbeing-boosting activities, many of which are great fun, and might be things you’ve never considered.

You can find out about things such as Healthy DMU masterclasses, sports activities, De Montfort Students’ Union, volunteering, registering for a GP and mindfulness sessions. It is organised into easy to read sections and updated regularly, so why not check in and see what new wellbeing information and activities are available for you?

We would also like to take this opportunity to highlight some of the other services we have at DMU if you need more urgent assistance including:

### The Mandala Project

The Mandala Project can signpost DMU students towards practical support if you have experienced;

* Sexual violence
* Domestic abuse
* Sexual harassment

Contact [themandalaproject@dmu.ac.uk](mailto:themandalaproject@dmu.ac.uk) to arrange your appointment.  You can also speak to an adviser on 0116 207 8309, 9.30 – 5pm weekdays when DMU is open.

### No Space for Hate

No Space for Hate supports students dealing with incidents of hate and harassment.  This service comprises of an anonymous reporting tool and a specialised service which outlines support and reporting options.

To speak to a member of the No Space for Hate team email them [nsfh@dmu.ac.uk](mailto:nsfh@dmu.ac.uk)

### DMU Security

This team are on hand 24 hours a day year round to support students and apprentices in relation to safety on campus. If you have questions or concerns about your safety DMU Security can be contacted:

Telephone: 0116 2577642 (extension 7642), 24 hours a day, 7 days a week   
Email:  [security@dmu.ac.uk​](mailto:security@dmu.ac.uk)

**Library Resources**

See the [library webpages](https://library.dmu.ac.uk/DMU) for the full range of services, resources, facilities and study skills advice offered by Library and Learning Services (LLS).

### De Montfort Students’ Union (DSU)

De Montfort Students’ Union (DSU) is here for you. Every single student at De Montfort University (DMU) is automatically a member of DSU and we’re here to make sure you have a fantastic student journey, from your first day all the way to your graduation.

University is not only about education, but also developing and shaping your future through the experiences and memories you create. As an independent student-run and student-led organisation, DSU…

· Represents you;

· Looks out for your wellbeing;

· Creates a sense of belonging;

· and provides opportunities for you to get actively involved in student life.

You can find out more about what we offer and how you can get involved at demontfortsu.com or follow us on social media.

Facebook: De Montfort Students’ Union

Twitter: @demontfortsu

Instagram: @demontfortsu

Tik Tok: @demontfortsu

## The Apprenticeship Voice

**Learner Representation**

The apprenticeship/student representation structure at DMU aims to ensure that all students are represented and is one of the many ways in which the university engages with its students. The role of student representative is to gather feedback from peers and report this to academic staff through formal and informal meetings.

**Course Representatives**

Course representatives are in place for undergraduate and post graduate courses and are expected to feedback to programme leads any issues or queries with regards to their course/modules. They are expected to attend some key University meetings such as Staff Student Consultative Committees/Student Voice Committees and Programme Management Boards/Subject Academic Committees. Meetings are co-ordinated by the programme team and are typically held three times per academic year.

**How to become a Course Rep**

All Course Reps are elected and supported through DSU, so you always have an independent place to go for guidance. A Course Rep holds their elected position for one year in which you’ll develop personally and professionally through bespoke training and guidance. Keep an eye out for information in October and March (for the following year)!

To register interest, please email [voice@dmu.ac.uk](mailto:voice@dmu.ac.uk)

**Further information on student representation can be found at:**

Voice ([demontfortsu.com](http://demontfortsu.com)) <http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/student-voice/student-representation.aspx>

DMU student representation webpage ([link](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/student-voice/student-representation.aspx))

**Key contact**

[voice@dmu.ac.uk](mailto:voice@dmu.ac.uk)

*(insert contact details for the Student Voice Chair for the particular programme here)*

|  |
| --- |
| *\*Programme specific information required\**  The *[programme/faculty]* Student Voice is chaired by (Name and email) |

### Student satisfaction surveys

A variety of mechanisms are employed to gather student feedback, including questionnaires and surveys. These are conducted both internally within De Montfort University (DMU), and externally across the higher education sector. Findings from these surveys are published and responded to in a number of ways. You can find more information on the [Student satisfaction webpage](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/student-voice/student-satisfaction-surveys.aspx).

### ESFA learner feedback survey

The Education and Skills Funding Agency have launched a tool where apprentices can provide anonymous feedback from your [My Apprenticeship account](https://login.my.apprenticeships.education.gov.uk/Account/Login?ReturnUrl=%2Fconnect%2Fauthorize%2Fcallback%3Fclient_id%3Dapprentice%26redirect_uri%3Dhttps%253A%252F%252Fmy.apprenticeships.education.gov.uk%252Fsignin-oidc%26response_type%3Did_token%26scope%3Dopenid%2520profile%26response_mode%3Dform_post%26nonce%3D637891713397434373.ZGZlODI3NGEtY2NlNi00N2QyLWIzMjItNDliNzYxZjQwYzc0MGQ0YmUxMzItYmMyYi00YzQ3LTk4OGUtNDYxODEyNjY3YThi%26state%3DCfDJ8N4tpHq4m0JGjnEY6tTiECGOdhP8n2PWbzHQrKUTDYEZFqcY6UgcSZXWQkkE2ni5PDwC1W5JleMjkHchOX7wHs6zhNsoKtv1VMubUC6Hk43_xu7JbinrUUsTv6aVW65pBePVaoNGCsZw9DFd2dlbv9KWTBZBUuQcRVkSaZJchV0saVgLFk4iXSb0HKOKyqy6khzLE9kO1gmyqEskwavvfVprwFjSOUPy9oyChs7rfqw1ap1nQVmwt7ehCl1_glS4t6T3oMm5bYA_y0FFeQFnymQbB1ftapPWZMLqu61ZlzE8CSiT4dtoV6Iwmp-LnqpD3eTKi_1aFRGg0AP3BKcRUs8%26x-client-SKU%3DID_NETSTANDARD2_0%26x-client-ver%3D5.5.0.0). You can start giving feedback 3 months into your training and can update it every 3 weeks.

You will be asked to agree or disagree with 12 questions in the feedback survey. As an apprentice you will then be asked to rate your training from ‘excellent’ to ‘very poor.’

Whilst this isn’t mandatory, it does give us regular insight into your views and will help us to improve the DMU apprenticeship experience, whilst also helping those looking for apprenticeships to find out information about what it is like to be an apprentice at DMU. You will be reminded about the survey during your progress reviews.

## Apprenticeship focused careers information

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| *Include any relevant initiatives that your programme runs to support apprentices, detail what years of study placements can take place and any programme specific information about placements. Detail the contact information for the Faculty Placement Officer or central email address (if no named contact).*  *If there are any specific events the faculty or programme team offer in conjunction with DMU Works, include that information in this section.* |

*Insert placements and DMU programme-specific information here*

Please find below a link to [DMU’s careers service DMU Works webpage](https://www.dmu.ac.uk/study/employability/index.aspx?gclid=EAIaIQobChMIvZWu7LLS9wIVia3tCh0KsgisEAAYASACEgIMK_D_BwE).

## Contact details of staff

## Communicating with Staff

We are aware that as an apprentice you may be required to work shifts or non-traditional working hours, which may make communicating with staff difficult at times. If this is the case for you, please raise this at a progress review meeting and staff will work with you to ensure you still feel supported in a timely manner.

If you have a query within the workplace, you can discuss this with your work-based mentor. The work-based mentor should be able to share their knowledge and experience and help you learn. They will be there to support you with your role and help you find the answers to questions you may have.

The best way to contact members of staff is via email. It is advisable to contact/CC in the dedicated faculty apprenticeship officer/administrator for all correspondence so that additional and timely support can be provided.

If you wish to have a meeting with a member of the team, you will need to arrange a convenient time for all parties.

## Student email

A DMU student email account is automatically available to you throughout your time with us. It is set up at the beginning of your course. It is a free service and it helps improve our communication with you. You can find help and guidance on using your student email here: <https://libguides.library.dmu.ac.uk/email>

Note that all emails from the University will always be sent to your DMU student email address (not your personal/private email address). It is your responsibility to check your email regularly and respond to emails from the University. Further information about the email system and the protocols for the appropriate use of email can be found on your eligibility form. It is your responsibility to be fully aware of this information.

If you have any problems accessing your DMU email account, please contact the ITMS Service Desk. You can find details [on the ITMS Service Desk webpage](https://www.dmu.ac.uk/about-dmu/professional-services/information-technology-and-media-services/service-desk.aspx).

## The Virtual Learning Environment

Example text- please modify with apprenticeship-specific information

Blackboard is a virtual learning environment, accessible online. You can log into Blackboard via myDMU (section 8.3) at any time, on or off-campus. All programme modules have a dedicated Blackboard site, where you can access all materials and information relevant to that module. This includes assessment information and Turnitin links for submitting assessments, copies of lecture notes, resource lists and additional learning materials. Your tutors will also make important announcements through the module Blackboard sites. It is therefore vital that you visit the Blackboard sites for all your modules regularly for the latest information.

On the main Blackboard homepage, you will also be able to access the Blackboard [programme] Community site. By default, the link for this site is in the bottom left-hand corner of the Blackboard homepage. All apprentices have access to this site. The site contains copies of Programme and module handbooks, information about [programme] events, study support, careers etc. General announcements relevant to all [programme] students will also be made through the Community site.

Blackboard also gives you access to the Community site for the Faculty of [xxxx]. This site includes Programme and Faculty Handbooks, External Examiner reports, Assessment Maps, etc., as well as announcements about Faculty events. Information about re-enrolment and re-assessments will also be posted on the Faculty Blackboard site.

General information and guidelines on how to use Blackboard are available from inside Blackboard, by clicking on the UserGuide tab at the top of your Blackboard homepage.

## Attendance

You are expected to attend all timetabled activities (whether virtual or face to face). Registers will be recorded at every teaching session. Please note that you will be recorded as absent if your attendance is not recorded at your timetabled activities.

If you miss scheduled learning/training days you will be contacted by the Apprenticeship Faculty Team, initially by email (to your university email address) and thereafter, if you fail to respond and/or you, continue to miss classes, by post to your term-time and permanent address. Your employer will also be contacted. Monitoring your attendance allows us to identify and assist apprentices who are experiencing difficulties. You will be expected to respond promptly to any correspondence we send you; failure to do so could result in termination of your apprenticeship.

If you experience difficulties in attending classes for any reason then please discuss the matter with your module tutors, Personal Tutor, or the Apprenticeship Officer so that we can help or advise you. Apprentices must attend all scheduled learning or coordinate with the university to supplement unattended learning. Remember you need to inform your employer though your normal absence process if you are unable to attend university learning.

Attendance is officially recorded and discussed with your employer and will be referred during your scheduled progress reviews, as well as departmental meetings and examination boards.

Your tutors are informed about all occurrences of poor attendance across all modules (not just those they teach). If you have a known history of unexplained poor attendance, you may therefore find it difficult to obtain extensions on essays and/or tutors’ support for mitigating circumstances.

## Change of circumstances

Any changes to working arrangements which impact may impact on your funding is a Notifiable Change, examples may include:

* Employee taking a leave of absence in excess of 4 weeks (e.g. illness, parental leave, special leave)​
* Reduction of employees working hours (averaged over 13 weeks)​
* Permanent or temporary change of job role or employer​
* Change of job location ( e.g outside of England)
* Inability of apprentice to fulfil Off the Job training and / or complete assignments​
* Loss of job without being made redundant
* Redundancy​

​REMEMBER – Inform your faculty apprenticeship team of any changes in circumstances as soon as possible as otherwise you may be withdrawn from your apprenticeship.

In some circumstances this may mean consulting with your faculty Apprenticeship Officer or Programme Leader prior to a decision being made to ensure you can continue as an apprentice and ensure you are properly informed of the implications before making your choice.

## Break in learning, change in employment

**Break in learning**

If your employment status changes, or you have an extended period of leave, a break in learning may need to be considered. This could include medical treatment, parental leave or leave for other personal reasons. Annual leave, public holidays and short-term absences (up to 4 weeks) will not be recorded as breaks in learning.

If you are having difficulty with the assignments or uploading evidence of continued learning and the required 20% Off the Job hours, this may also be raised. A meeting between yourself, your employer and DMU would be scheduled, or the specific situation discussed at the next progress review. DMU apprenticeship staff will work with your employer to ensure that you are receiving sufficient support to meet the requirements of the apprenticeship.

An action plan might detail how to resolve the concern. However, a break in learning may be agreed upon, wherein your funding would be paused, until an agreed date between all three parties that you could return to the apprenticeship programme.

### Change in employment

If your employment status changes, you must contact us immediately. Otherwise, you may not be able to continue you with your apprenticeship. Prior to changing employer we need to ensure that:

* Your new employer is willing to support the costs of the remaining portion of the apprenticeship
* Your previous employer is willing to transfer the funds to your new employer for the remaining portion of the apprenticeship

If are no longer employed due to redundancy, we will support you with reasonable efforts to find a new employer. You will be able to stay on programme and successfully complete your apprenticeship in these circumstances:

* You find a new employer within 12 weeks of redundancy
* You have less than 6 months to complete all of the scheduled learning within the programme

Note: It is important that you inform us of any changes to your employment status. This could include a change of employer, location or job role. Contact the apprenticeship administrator regarding any change, as this information is essential to successfully funding your apprenticeship.

## Management of the programme

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| ***Programme Management Boards/Subject Academic Committees and Progression and Award Boards***   * *Outline the* ***purpose and composition*** *of both programme assessment and management boards.*   *An overview of assessment boards can be found in the University* [*academic regulations*](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/academic-regulations-assessment-boards/academic-regs-assessment-board-homepage.aspx) *for UG and PG awards.*  *An overview of the Programme Management Board (and other academic quality committees can be found in the* [*Department of Academic Quality*](http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/managing-academic-quality/academic-quality-committees/committees-hp.aspx) *web pages.*   * *Outline* ***individual roles*** *associated with management of the programme* ***(e.g., programme leader, module leader) and groups of roles (e.g., the programme management team)****: refer to the University academic regulations for UG and PGT awards.* |

Your programme is managed academically by several Boards. These include Programme Management Boards or Subject Academic Committees and Progression & Award Board. The Boards are comprised of members of academic staff (mainly the programme/subject and module leaders for a particular subject area), staff from central University departments (such as the Department of Academic Quality) External Examiners (usually experienced academics from other Universities) and Course reps (sit on Programme Management Boards (PMB) or Subject Academic Committees (SAC)).

Programme boards meet in two modes:

* As a **Programme Management Board** which meets to review the management of your programme, and consider issues raised by Student Representatives.
* As a **Progression & Award Board (PAB)** which meets to approve your marks; agree whether or not you can proceed into your next year; agree the final classification of your degree. Once the PAB has met, results are deemed to have been **ratified** (approved) by the University

Your programme leader reviews and enhances your programme on a continual basis via the **Programme Self-Assessment Report and Quality Improvement Plan (PSAR)**. They assess what is working well and areas for enhancement. They consider: student feedback, external examiner feedback, a wide range of metrics and data, university and sector good practice, external requirements set out by the Office for Students, Ofsted and professional, statutory and regulatory bodies. Your programme leader uses the PSAR to assure the quality and standards of your programme which includes that the programme content is relevant, current and appropriately challenging. For more information, or to view the PSAR for your programme, please contact your programme leader.

## External Examiner

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| * *Outline* ***the role of the External Examiner****. For more information click* [*here*](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/external-examining/external-examining-homepage.aspx)*:* * *Inform students where they can find the most recent* ***external examiner report*** *(typically this should be made available via the Programme shell on the VLE/Blackboard).* * *Provide the* ***name*** *of each external examiner, and their* ***position*** *and* ***place of work****. A note, such as that provided below, should accompany this information.* |

Each programme has at least one External Examiner who is not part of DMU teaching staff but is an experienced academic with apprenticeship knowledge in your field from another higher education institution. Their role is to assure academic standards on the programme and to ensure that students are receiving the best possible learning experience. The External Examiner acts as an independent and impartial adviser. They ensure that awards granted by the university are comparable in standard to those of other higher education institutions, that national subject threshold standards are complied with, and that the treatment of students is equitable and fair.

**The External Examiner for this Programme is:**

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| ***\*Programme specific information required\****  *Name:*  *Substantive employer (if appropriate):* |

**Note**: The details provided relating to External Examiners is for information only. You must not contact External Examiner(s) directly, and particularly with respect to your individual performance in assessments. If you wish to make a complaint or an appeal regarding your assessment you should follow the University’s procedures for Academic Appeals, guidance is available in Chapters 8 and 9 of the Student Regulations which can be found via the link [here](https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/index.aspx).

## Assignment submission, marking and feedback

### Protocols for submitting work

Turnitin (via Blackboard) is a text-matching tool used for plagiarism detection to which you will be introduced during your first year of academic study. It is a web-based plagiarism detection tool widely used in UK universities and schools/ colleges. It searches the current and archived internet documents, papers submitted by other students, and identifies any similarities between texts. Refer to [Chapter 4, Section 3.1.3](http://www.dmu.ac.uk/documents/dmu-students/academic-support-office/student-regulations/chapter-4-17.18.pdf) of the General Regulations and Procedures Affecting Students for more information on plagiarism (available from the [DMU student regulations web page](https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/index.aspx)). The aim of using this software is to deter plagiarism, rather than to detect it and punish you.

For a full guide on using Turnitin, please refer to [https://library.dmu.ac.uk/turnitin/submitting](https://library.dmu.ac.uk/learningtechnologies/home)

*If you ask your students to submit work via a different method, please include details within this section.*

Full guidance on [how to submit](https://vle.dmu.ac.uk/dmu_common/HelpFiles/bb9TrainingStudents01/blackboard/refresh/turnitin/submitturnitin_r17.html) an assignment is provided via Blackboard.

**What to do if Turnitin is not available**

Turnitin assessment deadlines are set at 12 NOON (rather than at midnight, as was the case in previous years). This is to enable IT staff to deal with possible problems with Turnitin service during working hours. If you are experiencing issues with submitting an assignment please contact the [ITMS Service Desk](https://www.dmu.ac.uk/about-dmu/professional-services/information-technology-and-media-services/service-desk.aspx).

**Anonymous marking**

The university follows processes for marking work anonymously, where possible, which is intended to eliminate any unintentional bias on the part of assessors and to reassure students that the marking process is fair and impartial.

**Assessment criteria and mark descriptors**

When they mark your work, your tutors use a set of assessment criteria against which each project is assessed. Assessment criteria are usually stated with the assessment brief and are directly related to the learning outcomes for the module, which are listed in each Module handbook.

In assigning a mark to your work, tutors use mark descriptors; the final mark awarded to a piece of work will be informed by how it corresponds to these mark descriptors. The descriptors are used across the entire University – you can find a link to the [mark descriptors here](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/learning-teaching-assessment/mark-descriptors.aspx). Subject or assignment-specific mark descriptors may also be provided in module handbooks and assignment instructions, but it should also be clear how any specific mark descriptors relate to the generic descriptors.

**Assessment feedback**

We are committed to ensuring that all apprentices receive appropriate feedback on their assessed work. Feedback can help you improve your future performance. When you receive assignment feedback from your tutor, you will find a summary assessment of your work, which you should read together with the annotations made on the assignment itself.

These comments are intended to help you recognise your own strengths as well as identify any weaknesses. Please take these comments seriously and act upon any suggestions. You should also make an appointment to see the module tutor if you are unclear about written comments made on your work, or if you have any concerns about your progress on a module.

You can expect to receive your mark and feedback within 15 working days of the submission deadline. Where possible, tutors will endeavour to return the work sooner. However, note that all assessed work is also moderated by a second examiner, who checks a sample of the first examiner’s marks. We aim to only release marks and feedback to you after they have been moderated and verified by a second marker. As you will no doubt understand, this process takes time – but we do this because we are committed to ensuring the highest standards of fairness in our assessment.

For information on reassessment, see Section 5 of the [university academic regulations](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/academic-regulations-assessment-boards/academic-regs-assessment-board-homepage.aspx).

Note that any marks you receive during the academic year should be treated as provisional until formally ratified by the Programme Assessment Board at the end of the academic session. Your final ratified end-of-year results will be notified to you via myDMU following the meeting of the Programme Assessment Boards.

Once you have received feedback on your assignments via Blackboard, you can upload these versions onto the e-portfolio system to evidence learning and development as well as account towards the Off the Job hours.

You can view the University’s full Assessment and Feedback Policy, which sets out the expectations for all assessments and marking processes [here](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/learning-teaching-assessment/assessment-feedback-policy.aspx).

## Useful abbreviations

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| --- | --- |
| **Abbreviation** | **Meaning** |
| DMU | De Montfort University |
| ESFA | The Education Skills Funding Agency. This is the government body responsible for funding your apprenticeship. |
| OFSTED | The Office for Standards in Education, an organisation monitoring standards of apprenticeship provision by regular inspections. |
| CAT | Central Apprenticeship Team at DMU |
| OTJH | Off the Job Training Hours, Training which is not on-the-job training and is received by the apprentice, during the apprentice’s normal working hours, for the purpose of achieving the approved apprenticeship standard to which the agreement or arrangement relates. |
| KSB | These are set out in all apprenticeship standards; apprentices are required to learn them to be occupationally competent. KSBs are taught in off-the-job training and tested in the end-point assessment |
| BiL | This is a break in training where an individual is not continuing with their apprenticeship but has told the employer beforehand that they intend to resume their apprenticeship in the future. |
| IFATE | Institute for Apprenticeships and Technical Education, oversees the development, approval and publication of apprenticeship standards and assessment plans as well as the occupational maps for T Levels and apprenticeships. |
| EPA | The final assessment for an apprentice to ensure that they can do the job they have been training for. EPA is separate to any qualifications or other assessment that the apprentice may undertake during the on‑programme stage of the apprenticeship. |
| NSS | National Student Survey. In your final year of study, you will be asked to fill in a questionnaire for the NSS, which is a UK-wide exercise, designed to discover what students think about their degree and their university. We value your honest feedback on the NSS and urge you to fill it in as completely as possible. |
| SVC | Student Voice Committee; a committee attended by Course Representatives (also known as ‘student reps’) from each year of study. Before each meeting, the Course Representatives ask students for comments, feedback, suggestions or praise on any aspect of the programme. These comments are then discussed at the SVC meetings. |
| SAC | Student Advice Centre. There is one in each faculty. They are the team to go to if you need advice about things like student ID cards, disabilities, timetables or deferring assessments. |
| CLaSS | Centre for Learning and Study Support. Based at the University Library, CLaSS offers a range of support aimed at enhancing your academic practice, writing development and professional skills, including workshops and one-to-one study support. |
| VLE | Virtual Learning Environment. The VLE we use at DMU is called “Blackboard”. You will have access to Blackboard through your myDMU pages. On Blackboard, you will find dedicated sites for each of your modules, where you can access lecture notes, handbooks, reading lists and other learning materials. Blackboard is also where we make important announcements, so it is important that you access it regularly. |
| CIC | Change in Circumstances, A change to any personal circumstances including change of employer, name, break in learning or a withdrawal from an apprenticeship programme. |
| Ofsted | Office for Standards in Education, Children’s Services and Skills |

## Appendix 1 – *Insert title* Apprenticeship Standard

*Add in the programme specific standard from the* [*IFATE*](https://www.instituteforapprenticeships.org/) *website here. Include Knowledge, Skills and Behaviours*

## Appendix 2 – *Insert title* Apprenticeship Standard Assessment Plan

*Add in the apprenticeship standard assessment plan from the* [*IFATE*](https://www.instituteforapprenticeships.org/) *website here*

## Appendix 3 – *Insert title* Apprenticeship overview mapping to the Standard

*Insert Title Apprenticeship Standard (showing the related modules)*

*Use the standardised mapping template to show the Knowledge, Skills and Behaviours from the Standard and how they are developed throughout the programme.* [*Find the template here*](https://demontfortuniversity.sharepoint.com/:x:/r/sites/prog/HigherandDegreeApprenticeships/Apprenticeshipdevelopment/Shared%20Documents/Apprenticeship%20Template%20Documents/Apprenticeship%20Mapping%20Template%20V2.xlsx?d=w8a96a41550a74386a18b3691e6c67466&csf=1&web=1&e=aJnZi1)*.*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard** | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** | **Module 7** | **Module 8** |
| **Knowledge** | | | | | | | | |
| xxx |  | ✓ |  | ✓ |  | ✓ |  | ✓ |
| xxxx |  |  | **✓** |  |  | ✓ | ✓ | ✓ |
| xxxx |  | **✓** | **✓** |  |  |  | **✓** | **✓** |
| xxxx | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| xxx |  | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** |
|  |  |  |  |  |  |  |  |  |
| **Skills** | | | | | | | | |
| xxx |  | **✓** |  | **✓** |  | **✓** | **✓** | **✓** |
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|  |  |  |  |  |  |  |  |  |
| **Behaviours** | | | | | | | | |
| xxxxx | **✓** | **✓** | **✓** | **✓** |  |  | **✓** | **✓** |
| xxxx |  |  | **✓** |  |  | **✓** |  | **✓** |