



Middlesex University Regulations for Apprenticeship Provision

Updated January 2024

- 5.1.3.3. Prior Learning: All programme modules for apprenticeships are mapped against the Knowledge, Skills, and Behaviours (KSBs) of the apprenticeship standard at the validation stage. Where there is individual evidence from initial assessment that KSBs have been fully achieved prior to undertaking an apprenticeship this will result in a funding adjustment in accordance with ESFA Funding Rules that an apprenticeship must develop new knowledge, skills and behaviours. Initial assessment of prior learning may also identify modules where the applicant can apply for recognition of prior learning in accordance with the University's Recognition of Prior Learning policies and procedures. Apprentices with overall competence regarding apprenticeship KSBs that leads to a negotiated programme duration of less than twelve months or less than the minimum off-the-job-learning requirement, will not be eligible to enrol onto the apprenticeship programme.
- 5.1.4. For the Applicant to enrol the following must be in place:
- 5.1.4.1. A valid Apprenticeship Agreement between the apprentice and their employer (signed as agreed by both parties) which must be in place for the duration of their apprenticeship as defined in section A1 (3) of the Apprenticeships, Skills, Children and Learning Act 2009 (as amended by the Enterprise Act 2016) and the Apprenticeships (Miscellaneous Provisions) Regulations 2017).
 - 5.1.4.2. A Training Plan between the employer, the apprentice, and the university (signed as agreed by all parties).
 - 5.1.4.3. An ILR declaration signed by the apprentice to confirm the accuracy of data entered for their registration.
 - 5.1.4.4. A contract for services between the University and the employer regarding the funding and provisions for the programme including a breakdown of fees.
- 5.2. Learning Support – Disability, Dyslexia Support (DDS)
- During initial assessment processes all apprentices are asked to declare any additional learning support needs. Where a disability, health condition or specific learning difference is disclosed the DDS team will work with the apprentice to assess their support needs. Following this, and with the consent of the Apprentice, a Learning Support Form (LSF) is produced and shared with the Programme team. The LSF details the support to be provided to the Apprentice and may include support funded by the ESFA. Adjustments suggested in a LSF are designed to provide the apprentice with an equal opportunity to participate in all educational activities. The ESFA Funding Rules set out in which circumstances additional support can be funded.
- 5.3. Re-admission to an apprentice
-
-

asynchronous online learning activities; evidence of submission of formative and summative assessments; records of progress of learning; records of off-the-job learning through learning logs; regular progress reviews. This evidence of engagement in learning will be documented in the University apprenticeship management system and other University systems.

- 11.3 The University requires that the apprentices and the employer abide by the terms agreed in the relevant Training Plan including the requirements for off-the-job learning to support the development of occupational/professional competence within working hours.
- 11.4 The University's arrangements for defining and dealing with academic misconduct are set out in the Regulations and [policy and procedures for academic integrity and misconduct](#).
- 11.5 The University will work constructively with employers where it is identified that employers are in breach of the terms agreed in commitment statements, for example, the requirement to provide paid time for off-the-job learning or not providing the appropriate opportunities for apprentices to develop the required KSBs etc. However, if agreement cannot be reached, the University reserves the right to terminate the apprenticeship training agreement with the employer in accordance with the terms of the agreement.

12. Requirements for progression

- 12.1 Continued engagement in active learning is a requirement for apprenticeship funding as described in 11.1 to 11.3 above.
- 12.2 Progression is defined as taking place when an apprentice meets the University's requirements to move from one level or formal progression stage of their programme to the next level or formal progression stage; when an apprentice terminates their programme and takes an intermediate exit award (having met the University's requirements for that award); and when an apprentice finishes their programme and having met the University's requirements, takes the final award for their programme of study.
- 12.3 The EPA Gateway constitutes a formal progression stage for all apprenticeship programmes and all EPA Gateway requirements must be met and evidenced appropriately before an apprentice can progress to undertake EPA. For integrated degree apprenticeships this will typically be prior to the final module of the programme which includes EPA.
- 12.4 All apprentices must be able to evidence the achievement of level 2 (GCSE/Functional Skills or equivalent) in Maths and English to progress to EPA at the point of the EPA Gateway.
- 12.5 An apprentice's employer must confirm that they have met all EPA Gateway requirements, as specified in the Apprenticeship Assessment Plan, prior to an apprentice progressing to undertake EPA.
- 12.6 For integrated degree apprenticeships, which include EPA as part of the degree or for statutorily regulated apprenticeships, successful co84(i)11-14.7 (e)-14 (n)-21.5 ¶J-6.9Tw 15.8E4(i)11-1

- 13.4 If there are no circumstances in which a suspension of academic studies is possible, where an apprentice disengages from active learning or proves unable to make progress with their studies through any or all of the events of: failing assessment, failed module(s) or lack of credit for the programme, it is not normally in their nor their employer's interest or that of the programme that they should continue.
- 13.5 In such circumstances, subject to the requirements of ESFA Apprenticeship Funding Rules and University appeals processes, if no confirmed extenuating circumstances led to a break in learning, a Programme Assessment Board may terminate the apprentice's studies and withdraw the apprentice from the programme. The employer and the ESFA will be informed.

14. Assessment and Reassessment

- 14.1 Evidence of submitted and verified summative assessment work is recorded in the University's student record system and its apprenticeship management software and will contribute to reporting on apprentice learning progression and informs progress review meetings.
- 14.2 Where reassessment extends the registration period of the apprenticeship, section 8.3 above applies.
- 14.3 The EPA requirements of an apprenticeship are set out in the Approved Assessment Plan. Approved Assessment Plans are approved and published by the Institute for Apprenticeships and Technical Education (IfATE). (<https://www.instituteforapprenticeships.org/apprenticeship-standards/>)

15. Approval, dissemination, and publication of results

- 15.1 Programme Assessment Boards confirm module grades, and Awards. Publication of module results and degree classification is via myUnihub. Qualification Certificates are normally issued via myUnihub. The Programme Assessment Board will report to the
