Senate Handbook

Staff Handbook

Managing Non-Award Apprenticeship Courses

This Handbook supplements Regulations governed by Senate.

It includes policies, advice and/or guidance that all staff involved in the delivery of non-award apprenticeships are expected to follow in the proper conduct of University business.

Contents

Major changes to this document since version 1.1 September 2023:

- Change of reference from School to Faculty (throughout)
- Addition of statement on staff responsibilities (Introduction)
- Addition of section on Undergraduate courses (2.2)
- Reference added to EPA appeals processes (11)

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1   Introduction

As part of its apprenticeship provision, the University offers a number of courses which support apprentices towards completion of their apprenticeship, based on the relevant apprenticeship standard, but which do not lead to a formal academic distinction of the University (**non-award apprenticeships**). The processes for the management of such courses are set out in this book.

At Cranfield we offer a number of different types of apprenticeships. Although these apprenticeships have different characteristics, they are all usually referred to under the umbrella term 'apprenticeships', with the academic element following the University's Assessment Rules. These apprenticeships may be offered at either Level 6 or Level 7. All apprentices on these apprenticeships are considered students of the University.

The types of apprenticeships we offer are:

Integrated Apprenticeships, where apprentices will work towards completion of their apprenticeship and an academic award. Completion of the apprenticeship and completion of the academic award are linked, and completion of either is dependent on completion of both elements.

Non-integrated Apprenticeships, where apprentices will work towards completion of their apprenticeship and towards an academic award. The academic award and apprenticeship are not co-dependent, with apprentices assessed for the final outcome of both elements independently.

Credit-accumulation Apprenticeships, where apprentices will work towards completion of their apprenticeship, and earn academic credit as part of their apprenticeship training. This credit may then be transferred towards an academic award (which may or may not require further study).

Non-award Apprenticeships, where apprentices will work towards completion of their apprenticeship only, with no credit accumulation or academic award linked to the apprenticeship.

This Handbook relates solely to Non-award Apprenticeships, where there is no academic award element.

This Handbook does not apply to apprenticeship courses which do lead to a formal academic award of the University (**award-bearing courses**), which are subject to the full processes set out in the Senate Handbooks on Assessment Rules (Postgraduate Taught Courses) and on Managing Postgraduate Taught Courses.

Apprentices on non-award courses are students of the University and have the same rights, responsibilities and status as students on award-bearing courses.

The Postgraduate and Undergraduate Students' Handbooks contain a section aimed specifically at students studying for an apprenticeship, which highlight the differences between an apprenticeship course and a standard course. These sections apply to all apprentices, with clear references where sections may not apply to students not studying for a University award.

This Handbook assigns responsibilities for various processes and decisions to particular postholders in the University. Where required for the operation of the University, specific responsibilities may be given to other members of the University by agreement between the relevant University Officers, such arrangements to be recorded by the Secretary to Senate until such time as the Handbook is updated.

2   Course Management

2.1   Postgraduate courses

Many of the processes for the management of non-award courses follow the existing processes for standard award-bearing courses, as set out in the [Managing Postgraduate Taught Courses Handbook](#).

- Section 4 of the Managing Postgraduate Taught Courses Handbook sets out the required course documentation for any taught course. Course documentation templates can be obtained from qualityassurance@cranfield.ac.uk.
- Section 5 sets out feedback methods, however subsections 5.2 (Industrial Advisory Panels) and 5.3 (External Examiners) are not relevant to non-award courses. The role of External Advisor for non-award courses is set out in section 12 of this Handbook. Non-Award Apprenticeship courses may have an Employer Advisory Board or similar to help feedback on the overall course experience.
- Section 6 details the annual reflective review (ARR) process that all taught courses (including non-award courses) should follow.
- Section 7 sets out the approved process for the management of changes to taught courses, including changes to existing courses, borrowed and shared modules and additional intakes. These processes should be followed for any changes that course teams wish to make to non-award courses.
- Section 8 sets out the processes for course withdrawals, suspensions and intake deferrals.

2.2   Undergraduate courses

Many of the processes for the management of non-award courses follow the existing processes for standard award-bearing courses, as set out in the [Managing Undergraduate Courses Handbook](#).

- Section 4 of the Managing Undergraduate Courses Handbook sets out the required course documentation for any taught course. Course documentation templates can be obtained from qualityassurance@cranfield.ac.uk.
- Section 7 sets out the approved process for the management of changes to taught courses, including changes to existing courses, borrowed and shared modules and additional intakes. These processes should be followed for any changes that course teams wish to make to non-award courses.
- Section 8 sets out the processes for course withdrawals, suspensions and intake deferrals.
- Section 9 details the annual reflective review (ARR) process that all taught courses (including non-award courses) should follow.

3   Induction of apprentices

Apprentices on non-award courses should receive a full induction as is provided to students on award-bearing courses. Alongside University-wide events and inductions offered by service departments, the Course Director is responsible for ensuring that apprentices receive a full course-level induction, often alongside an apprenticeship tutor.

This should include ensuring that all apprentices are aware of both their responsibilities, and the learning facilities and opportunities that are available to them, as well as understanding their apprenticeship standard and how the course is designed to help them meet the requirements of the standard.

Particular care and attention should be provided to apprentices who do not register at the start of an academic year and/or may miss formal University-wide events and inductions offered by the service departments. Course Directors should ensure that such apprentices are appropriately inducted as necessary.

Induction should cover:

Responsibilities of apprentices

- the expectation of Level 6 or 7 study, and particularly the focus on self-directed learning;
- the requirement of maintaining regular contact with the course team, and proactively raising any concerns or impediments to learning;
- the requirements of their apprenticeship standard, how the course addresses these and how apprentices need to address them;
- the expectations around off-the-job training hours;
- the expectations to have evidence for English and maths (GCSE or Level 2 Functional Skills).
- the requirement to actively use EVE and their @cranfield.ac.uk account, to monitor and manage University communications;
- their contribution to good citizenship (including dignity at study, equality, health and safety) and British Values;
- Active engagement, where possible, with activities/events during their apprenticeship which will enhance their personal development
- Potential implications of any changes of circumstances;
- general and specific expectations relating to:
  - attendance at classes and other teaching sessions;
  - submission of formative assessments;
  - complying with University Laws and local Faculty guidance;
  - engagement with Apprenticeship Tutors/Coaches;
  - active and regular engagement with progress on their portfolio throughout their time on the apprenticeship, with off-the-job hours recorded at least monthly;
  - engagement in the Tripartite review process;
  - the implications of bringing the University into disrepute by their actions or inactions.

Course information

- where and how the course team outline the requirements of the course (e.g. handbook, VLE), including teaching provision and formative assessments;
- where and how any unexpected changes to the course will be communicated;
- where and how apprentices can raise concerns about the quality of the provision, or complaints about the standards of the course or the contributions of staff to their learning.

Learning support

- the range of information and supplementary courses available to ,apprentices including:
  - expected standards of academic writing, study skills and referencing (where appropriate);
  - identifying appropriate sources of research material;
  - careers information, advice and guidance;
  - personal development planning;
  - English and maths support, where needed
  - English language support;
  - the role of course administrators in supporting their learning and other matters;
  - the role of Learning Support Officers;
  - the role of apprentice representatives, both for the course and more widely from the CSA.

- the use and availability of facilities more widely available to all students:
  - the intranet, the VLE and EVE;
  - IT services and support, including printing services and PC labs;
  - library services;
  - University-approved on-line survey tools;
  - the CSA;
  - the Student Wellbeing and Disability Support, counselling services and community support;

- the use and availability of facilities relating specifically to the course, including:
  - specialist hardware and software, including the availability of licenses;
  - laboratories (including relevant health, safety and fire training);
  - specialist research facilities, available to them on- or off-campus (including relevant health, safety and fire training).

4 Monitoring Progression

Apprenticeships require regular progress monitoring to ensure that apprentices are benefitting from their apprenticeship and its 'off-the-job' training, and that they are meeting the Knowledge, Skills and Behaviours (KSBs) as set out in the relevant apprenticeship standard.

The progress of individuals and cohorts of apprentices is monitored using data gathered from a variety of sources including:

- attendance at required learning opportunities and inductions;
- quality of engagement with lectures, groupwork and other learning opportunities;
- completion of formative assessments and judgements of performance of individuals and cohorts;
- the quality of an apprentice's engagement with their Apprenticeship Tutor/Coach at progress and tripartite reviews.
- Engagement with the apprenticeship portfolio of evidence to demonstrate the alignment of work-based projects/tasks alongside the KSBs of the standard.

Progress review meetings between Apprenticeship Tutors/Coaches and apprentices are an opportunity to discuss work-based experience and monitor application in the workplace. In doing so, the apprentice and the Apprenticeship Tutor/Coach will agree how best to build a portfolio of evidence of and track progress against the KSBs gained in the apprenticeship. They also provide an opportunity to consider any changes required to the apprentice's learning plan, and identify any actions needed to ensure that the apprentice is prepared for Gateway and their End-point Assessment (EPA) in order to be able to successfully complete the apprenticeship.

In tripartite review meetings, the apprentice, their employer and their Apprenticeship Tutor/Coach meet regularly to assess progress. The training plan is used as a basis for reviewing progress and to ensure that the apprentice is on track with their off-the-job training programme and their work-based learning and that there is synergy between them. Such review meetings may include discussions around math and English competency, personal development and fundamental British values.

Those with responsibility for progression monitoring include:

- Course Directors, module leads and individual lecturers who engage with apprentices through the training programme and gather evidence of progress through formative assessment;
- Employers and line managers, who are responsible for engaging with apprentices' development and providing feedback at tripartite reviews. Also to act as key contacts, to monitor apprentices' overall progress and be vigilant for any changes in circumstances;
- Student and Academic Support (SAS) teams who maintain the link between apprentices, the course teams and other support services of the university;
- Apprenticeship Tutors/Coaches who meet regularly and individually with apprentices;
- the Apprenticeships Office who oversee training provision for the University and maintain apprenticeship-specific databases;
- professional service teams whose support complements the standard-specific training provided by the course team;
- AQG and ASG which have responsibility for the oversight of the quality of the apprenticeship delivery and monitoring process.

Those with responsibility for the management of apprentice progression should be mindful of any change of circumstances that may affect the apprentice's ability or eligibility to complete their apprenticeship. Full details can be found in the Senate Handbook on Changes to Registration.

5   Attendance

All apprentices are expected to comply with the University's [Student Engagement Policy](). This policy covers all taught students, including apprentices and defines how engagement is measured.

The University expects apprentices to engage with their studies and to attend the various learning opportunities provided by their course. The University believes this is key to successful completion of any apprenticeship. Any apprentice may have their registration suspended or terminated because of concerns about their attendance/engagement, taking into account ESFA funding rules.

The University treats formal face-to-face or live-online interaction with an academic member of staff as academic engagement and these also contribute to the apprentices' off the job training. Face-to-face or live-online interactions are measured through defined contact points, including completion of the taught module registers and contact with an academic member of staff. Concerns over non-engagement will be discussed at tripartite reviews, and may prevent an apprentice progressing to Gateway.

6   Assessments

Apprentices will be expected to complete a range of formative assessments throughout their apprenticeship.

Formative assessments are assessments which are used primarily to enhance learning. These are usually:
- informal, with no formal mark being recorded;
- likely to help an apprentice to improve (or demonstrate) aspects of work or understanding;
- particularly useful as scaffolding, where an apprentice experiences a new type of learning and submission of a small example can confirm (or otherwise) that the learning/concept is understood;
- useful for giving constructive feedback to a group of apprentices to ensure that they understand a topic;
- A mechanism to encourage apprentices to reflect on their own KSB development, and consider how these assessments can contribute to the formation of their portfolio of evidence.

No formal marks will be attributed to any formative assessments undertaken as part of an apprenticeship, although apprentices should be provided with informal marks and developmental feedback where appropriate to aid their understanding, learning and progression .

Formative assessments, although not contributing formally to the outcome of an apprenticeship, represent important learning opportunities for apprentices, and whilst there is no academic penalty applied for non-submission of any formative assessment the course team may consider repeated non-submission as non-engagement with the apprenticeship and take appropriate action. Any non-submission will likely also result in the apprentice receiving reduced feedback on their learning and provide less evidence that an apprentice is ready for Gateway. In addition, non-submission of formative assessments may result in an apprentice not passing through Gateway, if they are unable to demonstrate how the off-the-job training has contributed to their learning as part of their apprenticeship.

In addition to formative assessments, an apprenticeship may involve undertaking third-party assessments, where the programme is accredited by an outside body or where these are required by an apprentice's employer. These assessments are usually formal and graded, but are only used for their intended purpose (achieving accreditation, meeting employer requirements etc.) and do not influence the outcome of the apprenticeship itself.

7 Formal course outcomes (End-point Assessment)

All apprenticeship programmes have an End-point Assessment (EPA). This is a formal, independent assessment of an apprentice's performance against the Apprenticeship Standard. Each Apprenticeship Standard has an Assessment Plan which sets out the detailed requirements of the Standard. Typically, the EPA comprises two or three components: a project, a professional discussion linked to a portfolio of evidence and, for some, a practical assessment. The Knowledge, Skills and Behaviours (as outlined in the Apprenticeship Standard) are clearly linked to each assessment component. All components of an Assessment Plan need to be passed to successfully achieve the apprenticeship. This requires all of the Knowledge, Skills and Behaviours to be met to a satisfactory level.

At the end of the training period (academic programme), each apprentice will go through Gateway to confirm their readiness for EPA. Successful Gateway requires evidenced achievement of:

- level 2 maths and English;
- employer confirmation that the apprentice has achieved the required level of competence against all of the Knowledge, Skills and Behaviours;
- any professional award as required in the Assessment Plan;
- completion of the portfolio of evidence;
- other requirements as described in the individual Apprenticeship Standard Assessment Plan.

On successfully passing through Gateway, apprentices will proceed to the End-point Assessment itself. End-point Assessments are carried out by Independent Assessors assigned by the End-point Assessment Organisation (EPAO). Where there is a choice of EPAO, it is made by the employer at the beginning of the apprenticeship, the University is wholly independent of this decision. The Assessment Plan will describe the specific arrangements for the particular apprenticeship and will state who will be involved (some Apprenticeship Standards require an employer representative whilst others have an Independent Assessor only).

Apprentices will be provided with support and guidance to maximise the chance of success and timely completion of the End-point Assessment.

Should an apprentice fail to meet the required levels in their EPA, they will be expected to accept the opportunity for further attempts, subject to the Assessment Plan rules that govern the Apprenticeship Standard (these rules vary between different apprenticeship standards). Both the employer and Cranfield University as the provider will work with apprentices to secure successful completion.

Upon successful completion of the EPA, the EPAO will apply for Apprenticeship Completion.

Apprentices who are unsuccessful in completing their End-point Assessment have the right to appeal against the outcome decision. EPA appeals are managed by the EPAO responsible for administering the EPA, with each EPAO having its own appeals process. A fee may be charged by the EPAO for any appeal.

8   British Values

The University has a responsibility to promote British values as part of its educational offering to all apprentices, to ensure that apprentices leave the University prepared for life in modern Britain and become valuable and responsible members of society who treat others with respect and tolerance, regardless of their background.

The four definitions of British values are:

Democracy
A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

The rule of law
The need for rules to make a happy, safe and secure environment to live and work.

Individual liberty
Protection of your rights and the rights of others around you.

Mutual respect & tolerance of different faiths and beliefs
Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.

By actively promoting these values the University aims to:

- enable apprentices to become or continue to be valuable and rounded members of society who treat others with respect and tolerance, regardless of background;
- ensure apprentices understand the importance of respect and leave the University fully prepared for life in modern Britain;
- celebrate differences and diversity;
- encourage an understanding of the difficulties other cultures face where such values are not respected;
- provide apprentices with an understanding of how British citizens can influence decision-making through democratic processes; and
- give apprentices s an appreciation that living under the rule of law protects individual citizens and is essential for wellbeing and safety.

In order to achieve this, the University will:

- embed the principles of British values into the curriculum;
- encourage apprentices to become responsible learners, critical thinkers and to actively participate in their own learning and development;
- provide opportunities for apprentices to contribute and feedback to us through the Student Voice;
- provide opportunities for apprentices to engage in the democratic structures of the University through course representatives, the CSA and representation on University committees;
- ensure that research undertaken is done so in a legal and an ethical manner, with all research requiring approval through the University's ethical approval system (CURES);
- embed the University Values of Ambition, Impact, Respect, and Community in all that we do.
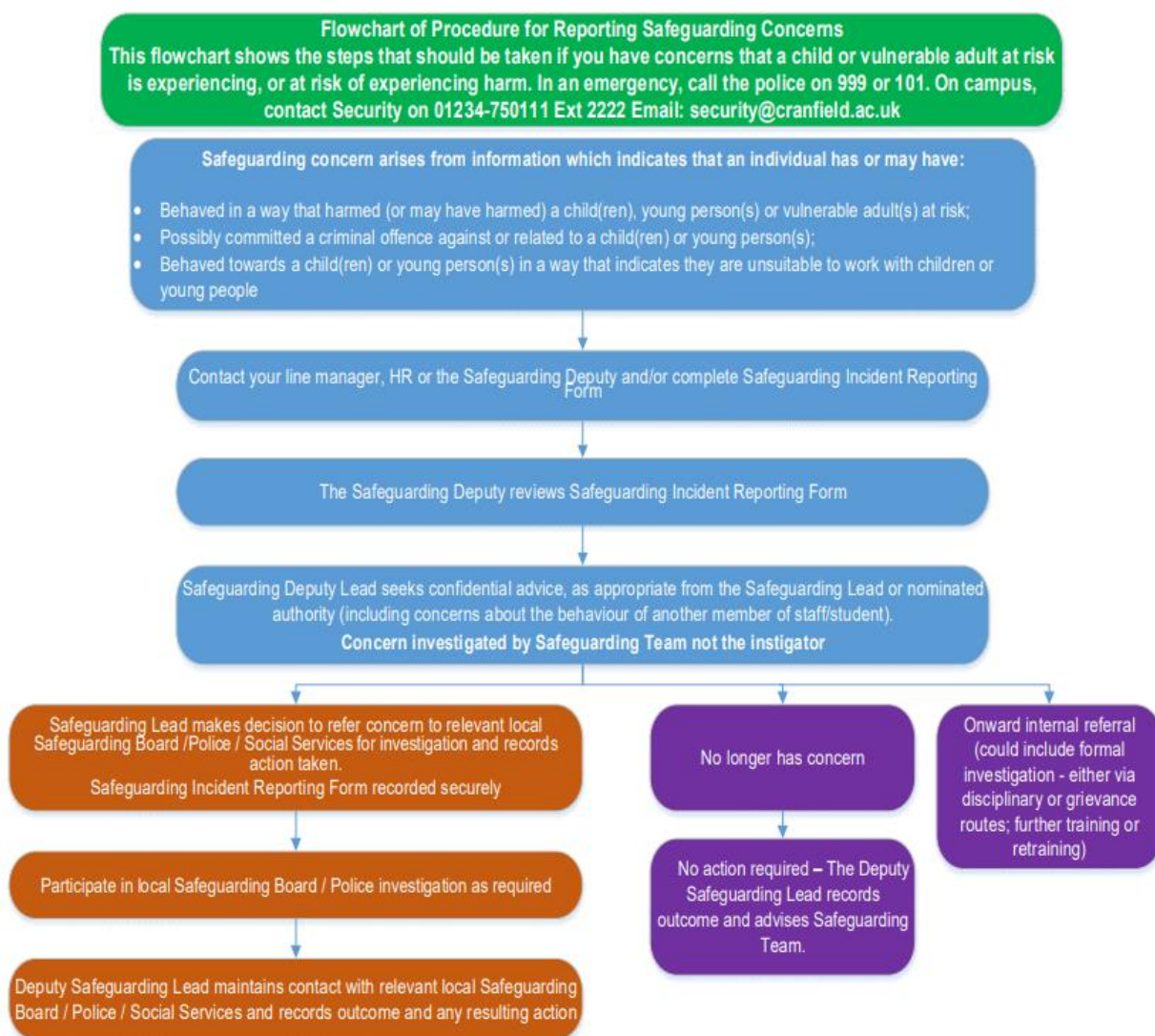
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9   Safeguarding

The University is committed to protecting and safeguarding the welfare of children, young people and adults at risk and safeguard those vulnerable to being drawn into extremism, in line with its legal obligations. These obligations extend to all who access our services, grounds or facilities and participate in our activities, to include staff, students, contractors and volunteers/visitors, as well as individuals who engage with the University through research and innovation activities. This is regardless of whether they take part in-situ or virtually through online communication systems.

Safeguarding is everyone's responsibility, and all individuals play a role in preventing, reporting and responding to allegations of exploitation, abuse or harm, in particular those staff who teach, support, guide or in any way interact with students. It is incumbent on all staff to be aware of their responsibilities and act accordingly at all times.

The University has a formal Safeguarding Policy which underpins its approach to safeguarding. The flowchart below sets out the procedure to be followed should anyone have any concerns regarding the wellbeing of any member of the University.

Further details, including what to do in an emergency and how to access the Safeguarding Form can be found on the Safeguarding pages of the University Intranet.

Flowchart of Procedure for Reporting Safeguarding Concerns
This flowchart shows the steps that should be taken if you have concerns that a child or vulnerable adult at risk is experiencing, or at risk of experiencing harm. In an emergency, call the police on 999 or 101. On campus, contact Security on 01234-750111 Ext 2222 Email: security@cranfield.ac.uk

Safeguarding concern arises from information which indicates that an individual has or may have:
- Behaved in a way that harmed (or may have harmed) a child(ren), young person(s) or vulnerable adult(s) at risk;
- Possibly committed a criminal offence against or related to a child(ren) or young person(s);
- Behaved towards a child(ren) or young person(s) in a way that indicates they are unsuitable to work with children or young people

Contact your line manager, HR or the Safeguarding Deputy and/or complete Safeguarding Incident Reporting Form

The Safeguarding Deputy reviews Safeguarding Incident Reporting Form

Safeguarding Deputy Lead seeks confidential advice, as appropriate from the Safeguarding Lead or nominated authority (including concerns about the behaviour of another member of staff/student).
Concern investigated by Safeguarding Team not the instigator

Safeguarding Lead makes decision to refer concern to relevant local Safeguarding Board /Police / Social Services for investigation and records action taken.
Safeguarding Incident Reporting Form recorded securely

No longer has concern

Onward internal referral (could include formal investigation - either via disciplinary or grievance routes; further training or retraining)

Participate in local Safeguarding Board / Police investigation as required

No action required – The Deputy Safeguarding Lead records outcome and advises Safeguarding Team.

Deputy Safeguarding Lead maintains contact with relevant local Safeguarding Board / Police / Social Services and records outcome and any resulting action

10   Apprentice Support

Apprentices on non-award courses have access to the full range of support offered to students on other courses.

Apprentices are advised of the support offered to them in the Postgraduate Students' Handbook, Undergraduate Students' Handbook and the Student Welfare Handbook.

10.1 Welfare Support

The Student Welfare Handbook covers a variety of topics, and staff should ensure they are aware of the relevant support available to any student, including apprentices. Support offered, as set out in the Student Welfare Handbook includes:

- Student Wellbeing and Disability Support;
- academic support and the roles of SAS Leads, Course Directors and Module Leaders;
- counselling support;
- the Cranfield Students' Association.

The Handbook also incudes details on health and safety, religious beliefs, British values (see section 8 of this Handbook), the Prevent duty and policies on dignity at study, disability, safeguarding and fitness to study.

The Postgraduate Students' Handbook, Undergraduate Students' Handbook set out further details of the support offered by Student Wellbeing and Disability Support.

10.2 Careers Guidance

The University's Careers and Employability Service are available to support apprentices with their career development aspirations. The Careers team has significant real-world expertise in the areas of coaching, recruitment and HR, and provides apprentices with guidance on the recruitment processes, coach them on employability skills and provide helpful resources. These include access to the University's CV and LinkedIn profile critiquing software VMock, online talent management platform Symplicity, and a whole range of printed and digital tutorials. As a student already in employment, in certain circumstances (internal progression processes or redundancy) The Careers team can offer individual guidance on a virtual or face-to-face basis.

11 Complaints and disciplinary matters

The University has an approved process and policy for the management of complaints made by students, as set out in the [Senate Handbook on Student Complaints](). As set out in the Handbook, the University operates a 3-stage process for student complaints, with informal and formal investigations and a review stage.

The informal investigation stage is usually undertaken at a local level, and therefore any informal investigation of a complaint which relates to an apprentice's course of study will likely be undertaken by the course team. Further stages of the complaints process are undertaken by investigators external to the apprentice's course.

The University has a separate policy for concerns or complaints about the provision offered to apprentices made by employers, which can be found on the University's [website](). This process aims to resolve concerns or complaints informally and swiftly, but does, however, provide a route for a formal investigation process should a swift and informal resolution not be possible.

All apprentices are required to complete an End-point Assessment (EPA) at the end of their apprenticeship. Apprentices who are dissatisfied with the outcome of EPA may make an appeal to the End-point Assessment Organisation (EPAO) who administered the EPA.

Apprentices on non-award courses are subject to the same rules and regulations as other students, and have the same responsibilities in terms of expected conduct. The University has an approved process for handling disciplinary matters, which can be found in the [Senate Handbook on Student Disciplinary Procedures](), and a Dignity at Study policy, which can be found in the [Senate Handbook on Student Welfare]().

12   Apprenticeship External Advisers

All taught courses are subject to external oversight to ensure the provision is appropriate, meeting its stated aims and is comparable with the rest of the UK Higher Education sector. For courses which lead to academic awards such oversight is provided by External Examiners. For apprenticeship courses which do not lead to an academic award this oversight is provided by an External Adviser.

External Advisers provide impartial and independent advice, as well as informative comment on the course's standards. External Advisers consider whether Cranfield consistently and fairly implements its own policies and procedures to ensure the integrity and rigour of its apprenticeships. In addition, External Advisers comment on how the apprenticeship delivery addresses the Knowledge, Skills and Behaviours (KSBs) that apprentices are expected to meet, and how the apprenticeship course addresses the requirements of the relevant Apprenticeship Standard.

They also comment on the quality and standards of the course in relation to the national standards and frameworks and comment on the reasonable comparability of standards achieved at other UK providers with whom the adviser has experience. External Advisers also comment on good practice, and make recommendations for enhancement.

External Advisers will have sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers, and where appropriate, professional peers. External Advisers do not contribute to delivery through teaching or any other direct capacity.

Person specification and conflicts of interest

Cranfield has adopted the following personal specification for selecting its Apprenticeship External Advisers; they are normally expected to be able to demonstrate:

   i)   knowledge and understanding of the UK apprenticeship sector agreed reference points for the maintenance of standards and assurance and enhancement of quality;
   ii)   competence and experience of the fields covered by the apprenticeship, or parts thereof;
   iii)   sufficient standing, credibility and breadth of experience within the discipline and/or apprenticeship sector to be able to command the respect of academic and professional peers;
   iv)   in depth knowledge of the relevant apprenticeship standard;
   v)   familiarity with the Knowledge, Skills and Behaviours that apprentices are expected to demonstrate throughout their apprenticeship;
   vi)   fluency in English;
   vii)   competence and experience relating to the enhancement of the student learning experience.

Please note that all External Advisers will be expected to demonstrate that they have the legal right to work in the UK on appointment, and the course team is required to gather appropriate evidence of this.

External Advisers may be either academics or professional practitioners, who work in a sector relevant to the subject area of the course or work closely with the delivery of apprenticeship programmes.

In addition, it is important to avoid potential conflicts of interest. Wherever possible, the course team should avoid appointments where the External Adviser is, or will become:

   i)   a member of the Council of Cranfield University or a current employee of Cranfield;

ii)   someone with a close professional, contractual or personal relationship with a member of staff or apprentice involved with the apprenticeship course;

iii)   someone involved in the End-point Assessment (EPA) of apprentices on the apprenticeship course;

iv)   a former member of staff or student of Cranfield (unless a period of five years has elapsed);

v)   someone where the immediately previous, or other current, External Advisers were or are colleagues from the same institution or organisation.

A conflict of interest may not necessarily preclude or curtail an appointment, but it is important that these are registered, reviewed and considered in full before a formal appointment request is made.

Appointment process

The course team for an apprenticeship course is responsible for ensuring that a full cohort of External Advisers is in place by the start of each academic year.

Potential External Advisers should be contacted informally by the course team in the first instance. External Advisers are usually appointed for a period of four years although in some cases a shorter term may be appropriate. Appointments may be extended after the four-year term has ended for up to one year, however extensions for appointments are only approved (by the relevant Director of Education) in exceptional circumstances. Examples of where this might apply include:

- where the subject area is very narrow and the field of potential external advisers is small;
- where the course may be coming to a natural end;
- where a proposed future appointment falls through unexpectedly; and/or
- where the course is a part-time course only and continuity of standards is required.

At least one External Adviser must be appointed for each apprenticeship course.

After the nominee has made an informal commitment to the Adviser role, the course team should complete the External Adviser's Appointment Form.

The form requires course teams to provide:

•   full contact details for the adviser, including an email address and telephone number;

•   evidence that the adviser has the right to work in the UK (although this can be confirmed on appointment);

•   an up-to-date CV (unless either the required information is included in the appointment form or the Adviser been previously appointed in the last three years and provided a CV at this point);

•   a case for appointment detailing the nominee's previous experience and suitability for the role. Please note that a reference to the nominee's CV will not be accepted as a case for appointment;

•   details of any current External Examiner or Adviser roles held by the nominee at Cranfield University or any other academic institution. Please note that nominees should not normally hold more than two other external examinerships/adviserships.

Before approving the nomination, the relevant Director of Education should ensure that any Faculty policies are taken into consideration. If the Director of Education approves the nomination they should sign the form and send it to Education Services.

The nomination will be checked against the regulations by staff in Education Services. Once the nomination is approved by all necessary signatories, Education Services will write formally to the External Adviser and invite them to take up the appointment.

Course teams are required to collect, record and store evidence that the appointed External Adviser has the right to work in the UK. This is usually collected in the form of taking a copy of their passport (or birth certificate) and, for non-EU nationals, copies of the relevant visas. Further guidance can be provided by HR or by Education Services on request.

<u>Annual Reporting</u>

External Advisers are expected to produce an annual report commenting on the standards of the apprenticeship course, how it meets the requirements of the relevant Apprenticeship Standard and how the provision compares with other similar provision across the UK Sector. Specifically, External Advisers are asked to comment on:

a) the overall quality and appropriateness of provision to apprentices;
b) the formative assessments apprentices are asked to complete and the effectiveness of these in preparing apprentices for Gateway;
c) the extent to which standards are comparable with similar programmes in other UK higher education institutions of which they have experience;
d) the work of the Apprenticeship Tutors/Coaches and their effectiveness in preparing apprentices for Gateway;
e) any good practice and/or innovation relating to learning, teaching and assessment;
f) any opportunities to enhance the quality of the learning opportunities provided to apprentices.

All External Advisers are expected to submit their report normally at the end of the academic year. Within the academic year, the University would expect an External Adviser to have had sufficient contact with the course team and engagement with the course in order to produce their report. All reports should be submitted no later than 6 weeks after the end of the academic year.

If reports are not submitted by the deadlines above, Education Services will ask the course team to contact the Adviser and request that a report be submitted as a matter of urgency.

If the External Adviser does not respond to the request from the course team within four weeks Education Services will write formally to the Adviser to remind them of their obligation to submit an annual report.

If a report is not submitted within a further four weeks the relevant Director of Education will write to the External Adviser with a final request to submit a report.

If a report is not submitted within the time period requested by the Director of Education the External Adviser's appointment will be terminated on the grounds that they have not fulfilled a vital part of the role. At this point any payments to the External Adviser will cease and the course team will be tasked with appointing a replacement Adviser as soon as is possible. There may of course be occasions where it is reasonable for an Adviser not to submit a report, i.e. for personal reasons or valid work reasons. Therefore, the Director of Education will always use their discretion when deciding whether or not to terminate an appointment.

<u>Consideration of annual reports</u>

External Advisers address their reports directly to the Vice-Chancellor, but the initial processing of the reports is managed by Education Services.

In the front sheet to the report External Advisers are asked to indicate whether they have any serious concerns about the quality of the apprenticeship and whether they require a written response from the course team and/or the University.

If no serious concerns are raised and a response is not required, the course team, the relevant Director of Education and the Head of Faculty will then receive an electronic copy of the report both for their consideration and records. Course teams in particular should consider the feedback from

the External Adviser and take action where required. They will also wish to highlight any areas of effective practice to their colleagues, most likely through the Annual Reflective Review exercise.

If the External Adviser requests a response, course teams will be asked to provide a copy of this to Education Services within a specified deadline. Where these deadlines are not met, the relevant Director of Education will be informed.

If an External Adviser raises "serious concerns" about the quality of the course, the Pro-Vice-Chancellor (Education) will be informed in the first instance, and they will contact the course team and relevant Director of Education in order to respond personally to the Adviser concerned. Such reports and responses will be reviewed by Senate's Education Committee.

Documentation to provide to External Advisers

Education Services will send a copy of the formal appointment letter to the course team. As a matter of courtesy, the letter from Education Services asks the External Adviser to confirm that they will take up the appointment. On receipt of the copy of the letter from Education Services, course teams should assume that the Adviser intends to accept the appointment unless Education Services informs them otherwise.

At this stage, course teams should provide the following information to the newly appointed Adviser:

- aims and objectives of the course;
- details of the course curriculum;
- details of the course's formative assessment methods;
- confirmation of the fee that will be paid to the Adviser and an indication of when this is likely to occur.

In cases where the Adviser is appointed for a course that has a partnership involving academic provision, the course team must ensure that the Adviser is fully briefed on the nature and extent of the partnership, and that their role in relation to third party providers is clearly defined.

External Advisers are paid an annual fee for their appointment. The standard appointment fee is **£250 per year**, regardless of the number of cohorts undertaking an apprenticeship during that academic year. Faculties are at liberty to make payments in excess of the standard level at their own discretion. Faculties should also pay reasonable travelling expenses. It should be noted that, in line with HMRC guidance, tax will normally be deducted from travelling expenses for work carried out at the University, although travelling expenses for work elsewhere can be paid gross.

13   Other sources of information

Further information is available for staff responsible for the management of non-award courses.

The full suite of Senate Handbooks is available on the University's website (https://www.cranfield.ac.uk/about/governance-and-policies/quality-assurance).These Handbooks include:

- Senate Handbook on Admissions
- Senate Handbook on Managing Postgraduate Taught Courses
- Postgraduate Students' Senate Handbook
- Senate Handbook on Changes to Registration
- Senate Handbook on Positions of Responsibility
- Senate Handbook for Recognised Teachers
- Senate Handbook on Student Complaints
- Senate Handbook on Student Disciplinary Procedures
- Student Welfare Senate Handbook

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