Quality Assurance and Enhancement
UEL Apprenticeship Individualised Learning Plan (ILP) Statement

1. **Course design**

    1.1. All apprentices courses at the University of East London are subject to the same level of scrutiny to be approved (or 'validated') for delivery as any non-apprenticeship courses at the University. The full details of the University's course validation processes can be found in [Part 5 of the UEL Quality Manual](#).

    1.2. Serving as a counterpart to Part 5, [Appendix C of the UEL Quality Manual](#) discusses specific considerations that course proposing teams need to make when designing an apprenticeship course.

    1.3. The UEL Quality Manual is updated annually to keep up to date with relevant regulations from external bodies and to support internal strategic developments. This includes changes to the ESFA funding rules.

    1.4. For initial approval – the process that precedes validation – a custom form specifically for apprenticeship course proposals has been designed and is now a mandatory document to be completed prior to any apprenticeship course proceeding to validation. The completion of the initial approval form for apprenticeship courses ensures that appropriate considerations are made for apprenticeship courses prior to the course being formally developed for validation.

    1.5. A requirement of the initial approval form for apprenticeship courses is for the course proposing team to provide feedback they have obtained from target employers who would employ apprentices to the course. This feedback obtained from employers ensures that:

        1.5.1. Apprenticeship course content meets the general expectations of employers by training apprentices in all relevant knowledge, skills and behaviours that are to be expected of individuals with full professional competence in the occupation.

        1.5.2. Apprenticeship course structures sequence learning in a logical order where foundation knowledge, skills and behaviours are developed early in the course which support more advanced competencies later in the course. The sequence of learning should also progress at a pace where apprentices are developing knowledge, skills and behaviours at the same pace that employers come to expect specified levels of performance from their staff.

        1.5.3. Apprentice modes of University attendance (weekly sessions, block learning, etc.) suit the nature of the profession in a way that is least disruptive to employer operations but with the most opportunity for an apprentice to successfully achieve their apprenticeship.

1.6. While employers are involved in the course design process, our apprenticeship courses are design to support the careers of our learners at both their current and all future employers. Therefore, our apprenticeship courses are never completely designed to only meet the needs of a finite number of employers.

2. **Employer induction**

2.1. Once an apprenticeship course is validated and commences recruitment, the University will reach out to employers to develop a partnership with the University that will allow candidates to apply for the applicable UEL apprenticeship course(s) as employees of the employer's organisation.

2.2. As part of the development of the partnership, the University will request that all employers provide a job description for the role of the individual who will undertake the apprenticeship. This will confirm whether or not the responsibilities of the role will be a good match for the apprenticeship. A 'good match' is defined as a role where:

2.2.1. The apprentice will be in employment for the minimum expected duration of the course (i.e., a fixed-term contract which expires before the planned end date of the course would not be acceptable).

2.2.2. The role holds responsibilities that will allow for all the required KSBs to be developed in the planned course duration. This may result in negotiations with the employer as to what the job description entails.

2.2.3. The role will require the apprentice to take on more complex and challenging responsibilities reflecting the structure of the validated apprenticeship course.

2.2.4. The workload of the role will allow for the apprentice to attend training sessions at the University at least once a week (or in 'blocks' if this has been the agreed mode of delivery).

2.2.5. The apprentice will be assigned a 'workplace mentor' who will support the apprentice by attending tripartite progress reviews and supporting the development of their learning in the workplace. The title of 'workplace mentor' is negotiable and the individual may not necessarily be the apprentice's line manager. However, the individual must be in the capacity to give the apprentice instruction on the development of KSBs in the workplace.

2.2.6. The apprentice will be allocated appropriate time during paid working hours to undertake apprenticeship-specific administrative tasks, such as completing off-the-job training logs.

2.3. If the employer is not able to provide a role that meets all the criteria of 2.2, the decision is made that the apprenticeship cannot meet the employer's needs:

2.3.1. The University will not create an individualised apprenticeship course for one employer without following the course design process described in section 1.

2.3.2. The University will recommend alternative non-apprenticeship provision to employers (where possible) where the employer can sponsor the candidate, the candidate can self-fund, or a combination of the two. In this scenario, the learner is not an apprentice, they are a student.

3. **Individualised learning plan flexibilities**

3.1. All apprenticeship candidates undertake an initial assessment prior to enrolment at the University. Upon the successful completion of their initial assessment where the candidate is deemed eligible for apprenticeship funding, an individualised learning plan is created. Outside of the standard course delivery, the following adjustments can be made for the apprentice:

3.1.1. Based on the apprentice's self-assessment of current working levels of professional competency in all KSBs of the applicable apprenticeship standard, the Course Team will explore whether the apprentice is eligible for a claim for accreditation of experiential learning (APEL) or accreditation of certified learning (APCL). If the apprentice's claim is successful, applicable modules will be removed from the beginning of the apprentice's course to recognise their prior experience and/or certifications. The full details of the UEL APEL and APCL process can be found in the [Manual of General Regulations](#).

3.1.2. Based on the apprentice's own declarations of additional learning needs, difficulties, disabilities or health issues that may impact their success on the course if applicable support is not put in place, the University will liaise with put the apprentice in touch with the Disability and Dyslexia Team (DDT) to create a tailored support plan for their course.