

# Senior Leader Master's Degree Apprenticeship

## Who is this programme for?

The Senior Leader Master's Degree Apprenticeship is suitable for current and future senior leaders in organisations of all sizes. The programme develops the necessary skills and knowledge of management frameworks, theories and tools to make a real impact to their leadership practice.

The apprenticeship is designed for professionals from a wide range of backgrounds who need to engage with the challenges of 21st century management and leadership.

## Qualification achieved

Apprentices will earn a Master's Degree in Business Administration degree (MBA Leadership Practice) and functional skills in maths and English Level 2, if not previously achieved.

## Entry requirements

An apprentice should have a minimum of three years' experience in a management, professional or technical strategic role and hold an honours degree awarded by a recognised UK university or equivalent institution. Various higher education and professional qualifications are considered equivalent. Applicants to the Senior Leader Master's Degree Apprenticeship programme are required to submit a business case providing evidence that their role can support the learning required.

## Content summary

The programme content and assessment strategy are mapped to the Senior Leader Master's Degree Apprenticeship standard. Find out more about the standard at [www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-masters-degree-apprenticeship-degree](http://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-masters-degree-apprenticeship-degree)

### Modules in this programme include:

- Perspectives and practice of management
- Understanding the dynamics of strategy
- Corporate finance
- Leadership practice
- Making a difference: the management initiative

## Why choose The Open University's Senior Leader Master's Degree Apprenticeship?



Tutor-supported blended learning is delivered flexibly around the demands of your organisation, enabling apprentices to balance study with personal commitments and minimising time away from the workplace



Designed and delivered by the triple-accredited Open University Business School, which is ranked in the world's top 1%



Brings learning to you. Our flexibility enables apprentices to learn around their job whilst maintaining a work-life balance



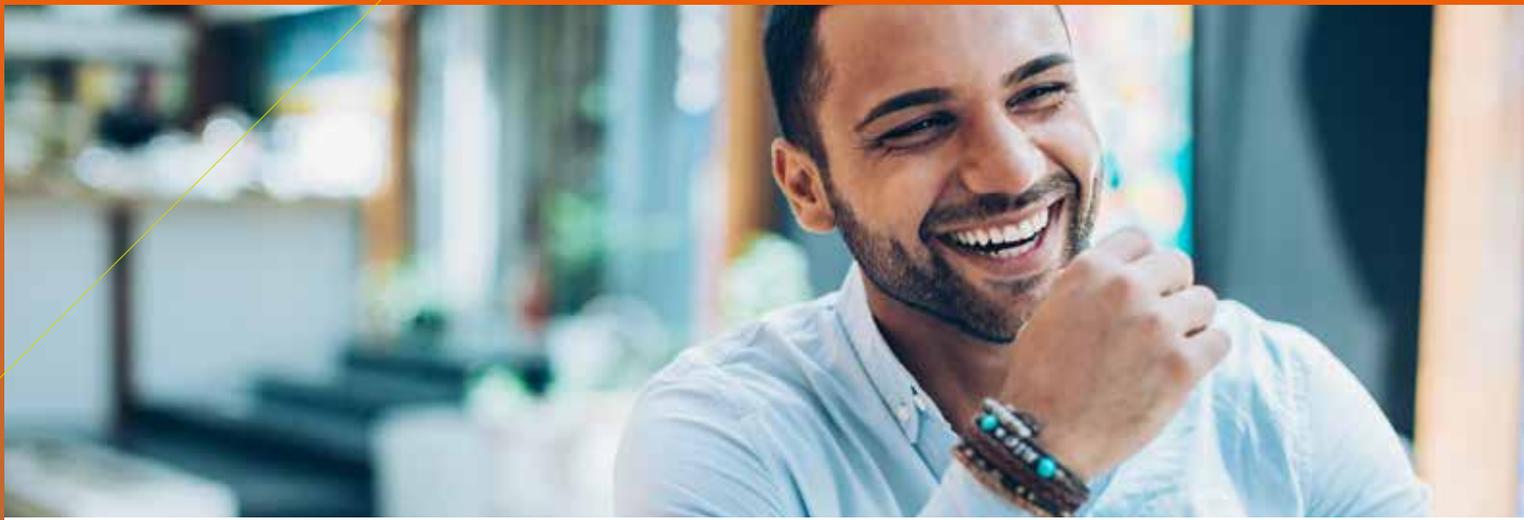
We have nearly 50 years' experience of providing knowledge and skills to busy working adults and have a proven history of delivering learning and development programmes to organisations



Learning is accessible 24/7 and provides high-quality education for multiple staff, regardless of their location

## Key areas covered are:

- Leadership
- Strategic management
- Managing in an international/intercultural context
- Managing people
- Financial and management accounting principles
- Marketing
- Operations and supply chain management
- Change management
- Virtual collaboration
- Peer learning
- Practice-based reflection on management challenges



## Programme components

The apprenticeship is made up of the following seven components:

- 1 The Initial assessment** will be undertaken by an Apprenticeship Programme Delivery Manager who will review apprentices' current level of knowledge, work experience and job competencies as well as previous qualifications and maths and English skills. This is used to tailor an individual learning plan to help apprentices make the most of the programme.
- 2 Tutor-supported study modules** will build understanding of the key theories, skills and competencies in taking apprentices' leadership and management capabilities to a higher level. Academic Tutors will facilitate study, support learning and feedback, and mark module assessments.
- 3 The work-based learning module** guides apprentices in applying and evidencing their academic knowledge to their working practices. This often involves apprentices reflecting on their role and learning within the workplace. This module is facilitated by Practice Tutors, who support learning and feedback, as well as mark the module assessments. Assessments will be undertaken throughout each of the modules.
- 4 The summative portfolio records** work-based learning evidence, demonstrating apprentices' application of the knowledge, skills and behaviours they have learnt. Apprentices will record how they have practically applied their newly acquired knowledge and skills in the workplace, as well as the feedback they receive from line managers, peers and direct reports.
- 5 The workplace project** is undertaken as part of apprentices' work, testing their ability to instigate, lead and manage change. It is an organisationally-focused project demonstrating the application of the skills and knowledge learnt during their apprenticeship.
- 6 The MBA (Leadership Practice)** is awarded by The Open University.
- 7 The end-point assessment (EPA)** is carried out by an assessment organisation chosen by the employer and determines whether apprentices have successfully met the learning requirements of the Senior Leader Master's Degree Apprenticeship standard.

## Residential Schools

There are three residential schools that form a compulsory part of the MBA programme. The residential schools are immersive experiences, bringing together students from around the world. They take place in a variety of locations, across three to four days. Working with live case studies, apprentices accrue a wealth of real-world experience. The concentrated sessions will help apprentices to work, network and learn together, in an international context. Moreover, dedicated development workshops will help to improve skills in areas such as negotiation, presentation and consulting.

## Timings

The apprenticeship is delivered over approximately 30 months. There are two start dates for apprentices to embark on the Senior Leader Master's Degree Apprenticeship, in May and November.

# Chartered Manager Degree Apprenticeship

## Who is this programme for?

The Chartered Manager Degree Apprenticeship is suitable for those responsible for managing projects, services, operations or people. It can also be for aspiring managers.

## Qualification achieved

Learners will earn a BA (Hons) in Management Practice and functional skills in maths and English Level 2, if not previously achieved. The apprenticeship is delivered by The Open University's triple-accredited Business School, which is ranked in the world's top 1%.

## Entry requirements

The Open University has no formal entry requirements for this programme.

## Content summary

The programme content and assessment strategy are mapped to the Chartered Manager Degree Apprenticeship standard. Find out more about the standard at [www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree/](http://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree/).

### Modules in this programme include:

- Shaping business opportunities
- Making sense of strategy
- How to deliver results for an organisation
- An introduction to business and management
- Effectiveness and integrity
- Developing effective work relationships

They are designed to provide learners with higher-level leadership and management skills, core competencies and behaviours to become a more effective manager, and create leaders who can drive performance and productivity improvements.

## Why choose The Open University's Chartered Manager Degree?



Tutor-supported blended learning is delivered flexibly around the demands of your organisation, enabling apprentices to balance study with personal commitments and minimising time away from the workplace



Designed and delivered by the triple-accredited Open University Business School, which is ranked in the world's top 1%



Brings learning to you. Our flexibility enables apprentices to learn around their job whilst maintaining a work-life balance



We have nearly 50 years' experience of providing knowledge and skills to busy working adults and have a proven history of delivering learning and development programmes to organisations



Learning is accessible 24/7 and provides high-quality education for multiple staff, regardless of their location

### Key areas covered are:

- Strategic management
- Managing and motivating people
- Managing internal and external stakeholders
- Understanding business functions
- Responding to business challenges
- Business and management challenges
- Collaborative analysis
- Practice-based reflection on management challenges



## Programme components

The apprenticeship is made up of the following seven components:

- 1 The Initial assessment** will be undertaken by an Apprenticeship Programme Delivery Manager. They will review apprentices' current level of knowledge, work experience and job competencies as well as previous qualifications and maths and English skills. This is used to tailor individual learning plans to help apprentices make the most of the apprenticeship.
- 2 Tutor-supported study modules** will build understanding of the key theories, skills and competencies in taking apprentices' leadership and management skills to a higher level. Academic Tutors will facilitate study, support learning and feedback, and mark module assessments.
- 3 Work-based learning modules** guide apprentices in applying and evidencing their academic knowledge to their working practices. This often involves apprentices reflecting on their role and learning within the workplace. These modules are facilitated by Practice Tutors, who support learning and feedback, as well as mark the module assessments.
- 4 The summative portfolio** records work-based learning evidence, demonstrating apprentices' application of the knowledge, skills and behaviours they have learnt. Apprentices will record how they have practically applied their newly acquired knowledge and skills in the workplace, as well as the feedback they receive from line managers, peers and direct reports.
- 5 The workplace project** is undertaken as part of apprentices' normal work. It is a business-related project demonstrating the application of the skills and knowledge learnt during their apprenticeship.
- 6 The BA (Hons) in Management Practice** is awarded by The Open University.
- 7 The end-point assessment (EPA)** is carried out by an independent end-point assessment organisation chosen by the employer and determines whether apprentices have successfully met the learning requirements of the Chartered Manager Degree Apprenticeship programme.

## Timings

The apprenticeship is delivered over approximately four and a half years. There are three start dates for apprentices to embark on the Chartered Manager Degree Apprenticeship, in February, May and October.

## What our apprentices say:

In a recent survey of Chartered Manager Degree apprentices, 100% agreed or strongly agreed that:

- They know how to apply what they've learnt to their job
- They're confident they will improve at work if they apply the things they've learnt
- They feel motivated to practise and use the things learnt

# Digital & Technology Solutions Professional Degree Apprenticeship

## Who is this programme for?

The Digital and Technology Solutions Professional Degree Apprenticeship is suitable for new or existing employees who work in digital and technology roles.

## Qualification achieved

Learners will earn a BSc (Hons) in Digital and Technology Solutions and functional skills in maths and English Level 2, if not previously achieved.

## Entry requirements

The Open University has no formal entry requirements for this programme.

## Content summary

The programme content and assessment strategy are mapped to the Digital and Technology Solutions Professional Degree Apprenticeship standard. Find out more about the standard at [www.instituteforapprenticeships.org/apprenticeship-standards/digital-and-technology-solutions-professional-degree/](http://www.instituteforapprenticeships.org/apprenticeship-standards/digital-and-technology-solutions-professional-degree/).

## Key areas covered:

- Data storage and analysis
- Cyber security
- Web, cloud and mobile technologies
- Computer systems and networks
- Programming
- Service, change and IT project management

The apprenticeship programme is designed to provide apprentices with higher-level skills and behaviours required to create confident and capable digital and technology professionals who are able to operate in a range of digital roles.

The apprenticeship is awarded when all of the programme components have been completed successfully.

The programme is comprised of core and elective elements. As the employer you choose one of the four specialisms based on the apprentice's job role, which build on the core learning within the programme.

Specialisms available:

- Data Analyst
- Cyber Security
- Software Engineer
- Network Engineer

## Why choose The Open University's Digital and Technology Solutions Professional Degree Apprenticeship?



We have nearly 50 years' experience of providing knowledge and skills to busy working adults and have a proven history of delivering learning and development programmes to organisations from the NHS to Babcock



Learning is accessible 24/7 and provides high quality education for multiple staff, regardless of their location



We bring the learning to you. Tutor-supported blended learning is delivered flexibly around the demands of your organisation, enabling apprentices to balance study with personal commitments and minimising time away from the workplace



Learning is up-to-date and industry relevant. Open University tutors are recruited from industry so their knowledge and experience is current. Plus, industry certification is available within the programme.



## Programme components

The apprenticeship is made up of the following six components:

- 1 The initial assessment** will be undertaken by an Apprenticeship Programme Delivery Manager. They will review apprentices' current level of knowledge, work experience and job competencies as well as previous qualifications and maths and English skills. This is used to tailor individual learning plans to help apprentices make the most of the apprenticeship.
- 2 Study modules** will build understanding of the key theories, skills and competencies in taking apprentices' digital skills to a higher level. Academic Tutors will facilitate study, support learning and feedback, and mark module assessments.
- 3 Work-based learning modules** guide apprentices in applying and evidencing their academic knowledge to their working practices. This often involves apprentices reflecting on their role and learning within the workplace. The Work-Based Learning Tutor helps the student to synergise and integrate their work-based and academic learning.
- 4 The portfolio** records work-based learning evidence, demonstrating apprentices' application of the knowledge, skills and behaviours they have learnt. Apprentices will record how they have practically applied their newly acquired knowledge and skills in the workplace, as well as the feedback they receive from line managers, peers and direct reports.
- 5 The integrated final synoptic assessment**, consisting of a work-based project and panel interview, determines whether apprentices have successfully met the learning requirements of the Digital and Technology Solutions Professional Degree Apprenticeship programme. The work-based project demonstrates the application of the skills and knowledge learnt during their apprenticeship and is derived from the apprentice's role and work practice. The employer is expected to work with the practice tutor and apprentice to ensure that the project proposal is feasible and relevant. The employer is also encouraged to complete an evaluation of the final project report to inform the assessment and grading and will need to provide a representative to sit on the interview panel that follows submission of the project report. The integrated final synoptic assessment will be subject to an independent quality assurance process.
- 6 The BSc (Honours) in Digital and Technology Solutions** is awarded by The Open University when the apprentice has successfully completed the programme. Apprentices will also receive an Apprenticeship Certificate from the Institute for Apprenticeships.

## Timings

The apprenticeship is delivered over approximately four and a half years. There are two start dates for apprentices to embark on the Digital and Technology Solutions Degree Apprenticeship, in February and October.



## Additional information

### Job role

With any apprenticeship, the job role reflects the learner's path of progression and will be in line with the programme they are on. This is to ensure that the new skills, knowledge and behaviours gained from the apprenticeship are appropriate to the role and career path the apprentice wants to take.

### Maths and English

It is a requirement of government funding that if learners cannot provide evidence (copies of certificates) that they have achieved maths and English at Level 2 or equivalent they will need to undertake Functional Skills at Level 2 as part of the apprenticeship. This needs to be completed before the end of the apprenticeship programme.

Once you have successfully placed your apprentice into a programme there are a number of actions that you as the apprentice's manager should carry out:

- Provide any required job-related training
- Allow apprentices to develop new knowledge, skills and behaviours within their role, providing a wide range of learning and training opportunities
- Have a clear system for supervision, support and mentoring
- Allocate sufficient paid time for off-the-job learning – at least 20% of an apprentice's contracted hours
- Abide by employment legislation and provide a work environment that complies with Health and Safety regulations
- Provide apprentices with the opportunity to put into practice what they have learned
- Encourage apprentices to question existing practices and policies
- Engage with progress review meetings
- Inform The Open University of any changes or concerns relating to an individual's apprenticeship

If your apprentice is new to your organisation and/or team, as a manager, you should:

- Ensure that apprentices are a key part of the workforce, with parity of terms and conditions with other employees
- Pay apprentices fairly
- Provide apprentices with jobs that have a productive purpose
- Provide apprentices with clear information on the job they will be undertaking, and the necessary instruction, training and supervision to perform in their role
- Make sure apprentices know where everything is in the workplace relevant to their role
- Introduce apprentices to the people they will be working with, including their supervisor and mentor
- Ensure that apprentices are aware of the organisation's mission, vision, culture and behaviours
- Inform apprentices of their terms and conditions of employment
- Provide apprentices with information on the organisation's policies and procedures, including equal opportunities and safeguarding



### Flexible delivery model

Convenience of studying on and off site around the needs of the organisation



### OU Anywhere app

Learn on the move when travelling during working hours



### Support from start to finish

Our delivery team is available and responsive via face-to-face, email and phone



## The support and service we provide to you

When you offer an Open University apprenticeship our dedicated apprenticeship team will support you and your apprentices throughout the programme, providing you with:

- A dedicated Account Manager to advise on and discuss your strategic and operational needs
- An Apprenticeship Programme Delivery Manager to support you throughout your apprentices' programme
- Highly-qualified and industry-experienced academic staff, most of whom are working in businesses themselves and understand the challenges that you'll face
- Regular contact through meetings with tutors, your Account Manager and/or your Apprenticeship Programme Delivery Manager
- Information sessions for apprentice line managers and free online learning for mentors to develop the skills they need to support apprentices effectively
- Flexible learning delivery, which suits you, your organisation and your apprentices' needs
- A high-quality work-based learning approach that embeds learning into the workplace
- Advice on apprenticeships and funding; we understand that getting to grips with apprenticeships and the levy isn't straightforward and our team can help with any questions or uncertainties

Contact our specialist team to find out how our added-value apprenticeships can support your organisation.

 +44 (0) 300 303 0122

 [business@open.ac.uk](mailto:business@open.ac.uk)

 [www.open.ac.uk/business](http://www.open.ac.uk/business)

# Glossary of terms

## Academic Tutor

Facilitates learning and provides a personalised tuition, student support and learning feedback.

## Apprenticeship agreement

This is a formal apprenticeship document and is an agreement between the apprentice and the employer. It is used to confirm the individual employment arrangements between the two parties. The apprenticeship agreement must also include a statement of the skill, trade or occupation for which the apprentice is being trained under the qualifying apprenticeship.

## Apprenticeship levy

The apprenticeship levy is a levy on UK employers to fund new apprenticeships. In England, control of apprenticeship funding is put in the hands of employers through the apprenticeship service. The levy is charged at a rate of 0.5% of an employer's pay bill. Each employer will receive an allowance of £15,000 to offset against their levy payment.

## Apprenticeship Programme Delivery Manager (APDM)

Supports employers to deliver their apprenticeship programmes. The APDM also provides employers with regular, apprentice progress data.

## Apprenticeship service account

The area on the apprenticeship service website where employers can manage their funding and apprentices, view their account balance and plan their spending.

## Apprenticeship standard

An apprenticeship standard describes the occupational profile linked to the knowledge, skills and behaviours (KSBs) that bring full competence in a particular occupation. It describes how an apprentice can demonstrate mastery of this occupation by the end of the apprenticeship.

The standard itself is a short, concise document containing a clear occupational profile setting out the responsibilities of the occupation and linked to the knowledge, skills and behaviours which will be applied in the workplace.

## Degree apprenticeship standard

An apprenticeship standard delivered at the level of a full undergraduate or postgraduate degree, and which leads to the attainment of the undergraduate/postgraduate degree upon successful completion of the apprenticeship programme.

## Department for Education

The department is responsible for children's services and education, higher and further education policy, apprenticeships and wider skills in England.

## Education and Skills Funding Agency

Brings together the former responsibilities of the Education Funding Agency (EFA) and Skills Funding Agency (SFA) to create a single agency accountable for funding education and skills for children, young people and adults.

ESFA is an executive agency, sponsored by the Department for Education.

## End-point assessment (EPA)

An independent assessment undertaken by an apprentice at the end of training to test that the apprentice can perform in the occupation they have been trained in and can demonstrate the duties and knowledge, skills and behaviours (KSBs) set out in the apprenticeship standard and Assessment Plan.

Depending upon the Apprenticeship Standard being undertaken the EPA can be either internally or externally assessed.

## Functional skills

Applied practical skills in English and maths that provide the individual with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work. It is a mandatory element of a degree apprenticeship that the apprentice must either evidence achievement of a level 2 (GCSE level grade A\* to C / 4 - 9) in English and maths or undertake Functional Skills exams during their apprenticeship.



### **Gateway**

These are requirements set out in the assessment plan that must be met by the apprentice prior to undertaking end-point assessment of the apprenticeship standard. They will include the completion of English and maths qualifications (where applicable) and completion of any on-programme mandatory qualifications (where applicable) along with satisfactory evidence (as determined by the employer, in consultation with the main provider) that the apprentice has achieved the necessary knowledge, skills and behaviours set out in the standard.

### **Government-employer co-investment**

Government-employer co-investment is funding that is not paid for from an employer's apprenticeship service account (because the employer does not pay the levy or has insufficient levy funds in their apprenticeship service account). Employers will need to make a mandatory co-investment with the government.

### **Institute for Apprenticeships (IFA)**

The body responsible for approving standards and improving the quality of apprenticeships in England.

### **Integrated degree apprenticeship standard**

An apprenticeship that mandates a full bachelor's or master's degree, which incorporates the end-point assessment. The higher education institution delivering the degree must be on the register of apprenticeship training providers and the register of end-point assessment organisations.

### **Knowledge, skills and behaviours**

What is needed to competently undertake the duties required for an Apprenticeship Standard.

### **Practice Tutor**

Supports you to integrate the learning into the workplace, supports the delivery of competency-based, work-based modules and manages the apprentice journey from start to completion.

### **Trailblazer group**

Group of employers developing an apprenticeship standard, recognised by the Institute of Apprenticeships as a representative of those who employ people in the occupation.

### **Training provider**

Any organisation that delivers apprenticeship training e.g. college, higher education institution, private training organisation. Training providers delivering training in relation to apprenticeships must be on the register of apprenticeship training providers.

### **Written Agreement**

The Written Agreement is a legal contract between the training provider and the employer. The Written Agreement is provided by the training provider and in the case of The Open University is formed of two parts: the Terms and Conditions, and the Schedule; both parts need to be signed by an authorised signatory of the employer and the training provider.

# Higher and degree apprenticeships with The Open University

How can you overcome skills gaps, hold onto your current top talent and attract the people you need for your organisation's current and future success, whilst developing your present workforce?

## Apprenticeships

Higher and degree apprenticeships have been designed for employers to specifically target the higher level skills gaps faced throughout the workforce. Academic and work-based learning is applied directly to an employee's role and skillset, resulting in an immediate increase in knowledge, productivity, ability in their job and skillset.

### Revolutionising workplace learning – degree apprenticeships:

- Combine learning, on and off-the-job, whilst gaining a degree
- Support organisations to address and overcome higher level skills gaps
- Improve teams' performance through recruiting new talent
- Upskill and develop existing staff

Apprenticeships are for new and existing staff. They can be used to support employees in entry-level roles through to developing high-level skills required by senior management. They also enable you to bring in new talent from different backgrounds and boost the skills of your current employees, creating a diverse workforce that's filled with new ideas and fresh thinking.

## Flexible apprenticeships

Open University apprenticeships offer a learning model using blended delivery approaches. Our tutor-supported learning gives apprentices the flexibility to pick the most suitable times to study proactively and reactively around their organisation's needs.

Online delivery is both varied and interactive, using rich media formats that engage and enthuse learners on their journey. Learning can be accessed 24/7 on computers, tablets and mobile devices. Online forums and discussion groups allow apprentices to learn from different industries and backgrounds. The Open University has also developed its own award-winning App 'OUAnywhere' enabling students to work anywhere at any time.

Face-to-face events are delivered across England at multiple locations allowing the apprentice to choose a location that best suits them.

## The benefits of an apprenticeship

### Train, engage and retain – the benefits of higher and degree apprenticeships.

Higher and degree apprenticeships offer you an excellent opportunity to:



**Develop high calibre staff** with the advanced knowledge and skills your organisation needs



**Grow your own** – invest in the development of your current staff



**Create a diverse, agile workforce**



**Enhance engagement and productivity** – our apprenticeships are highly practice-based, which means staff can apply the knowledge they gain directly to the workplace



**Develop an organisational learning culture**



**Motivate and retain talent**, and upskill and reskill current employees



**Enable people to earn while they learn**



### Work-based learning

Work-based learning is one of the foundations of an apprenticeship. The practical application of the programme's theory means that apprentices immediately use their academic learning in their day-to-day role, translating the theory into their everyday work-life. This results in an increase to their skillset, productivity and motivation – all whilst being at work.

Within our higher and degree apprenticeships there are work-based modules that are designed to enable apprentices to reflect on their role and apply academic knowledge to their working practices.

### How the OU delivers apprenticeships

- Flexibly delivered around the demands of the organisation
- Minimal time away from the workplace. The Open University comes to the apprentice
- Learning can be delivered simultaneously across different locations using our tried-and-trusted educational technology, providing a consistent programme for multiple staff
- Unlike other universities, we are an open access university and all applications are considered
- No minimum cohort size for you to place onto a programme
- Multiple start dates across the academic year
- 50 years' experience of providing knowledge and skills to busy working adults and a proven history of delivering apprenticeship programmes

### Value-added extras

As well as academic and work-based learning we offer further support to employers and apprentices to enhance their learning experience:

- Mentor training
- Line manager information
- Pre-programme learning

### Pre-programme learning

We recognise that many degree level apprentices are incumbent staff looking to develop their skills and progress in their career. As such they may have been outside of formal training for some time and require support when undertaking higher level qualifications. The pre-programme learning activities equip and support individuals with the skills required to embark on their apprenticeship with confidence.

### Line manager information sessions

Line managers are key to the success of an apprentice. Recognising this we offer line manager information sessions to provide an overview of the apprenticeship programme. These sessions outline what is required from a line manager, so they know what is expected of them when supporting their apprentice.

### Mentor training

Employers are additionally encouraged to assign a mentor to each of their apprentices to provide them with more informal support. We have developed an online short course for mentors designed to provide approximately four hours of guidance and activities which will enable them to support their apprentices in the most effective way. The free mentoring course allows participants to work through the material at their own pace and at a time that suits them.



# Planning, managing and supporting your apprentice

Apprenticeships can be used as a retention tool, a pathway to other roles (such as management) and to address current or future skills shortages. This not only helps you to future-proof your organisation, but it also helps to 'win' the war on attracting talent by offering high-value learning and development.

## Planning

The Open University will assign a strategic Account Manager who will work with you to scope the best apprenticeship solutions to meet your organisation's needs. They will look at where you can maximise government funding against the skills development identified, and will explore other learning solutions outside of apprenticeships as required. The Open University works with a number of strategic partners, so can signpost to other apprenticeship provision across a range of sector and subject areas.

## Learner engagement

Your Account Manager will work with you to review your organisation's strategic apprenticeship needs and develop a plan of action to enable you to upskill staff or recruit new talent.

## Internal recruits

We can support the attraction of internal recruits through a range of activities. Depending on numbers and locations we can arrange drop-in sessions, roadshows and webinars to ensure that managers and prospective learners are well informed about all aspects of the programme.

## External recruitment

We will work with you to identify your recruitment needs and can offer a range of recruitment solutions. If you are considering external recruitment we recommend that you allow at least 12 weeks to ensure attracting and selecting the best candidates for the roles.

## Learner registration

Learners will be invited to formally apply for their apprenticeship through a secure online portal. They will be sent individual log-in details to complete an initial assessment of their maths and English. If required, they will have access to additional learning diagnostics and resources.

We will also carry out a number of checks and activities to ensure that individuals are on the right programme of learning and that they are eligible for government funding. These include:

- Information, advice and guidance sessions for learners

- Understanding job roles and suitability to the apprenticeship
- Checking prior qualifications and certificates, including maths and English

## Functional skills initial assessment

Initial assessment is a mandatory requirement for all apprentices, prior to the start of the programme, to identify current working levels in both maths and English. If working at below Level 2 then additional support and development will be offered to increase working levels to the standard required.

## Formal learning starts

Once registered onto the apprenticeship learners will receive a log-in to their Student Home. Here they can access all academic learning, including the pre-programme learning. They will also meet their Practice Tutor who will create an individual learning plan that will be used as a working document throughout their apprenticeship.

## Ongoing operational support

Your Apprenticeship Programme Delivery Manager (APDM) will be your single point of contact for all operational support throughout the programme. They will monitor and share academic progress across programmes. If there are any areas of concern, the APDM will coordinate with all relevant colleagues to plan and action a remedial strategy at the earliest opportunity, highlighting good practice and areas for improvement. The APDM also collates management information monthly and will be in regular contact with employers, reporting any areas of concern.

## Timings

As with most things, it is best to allow sufficient planning time before starting new apprenticeship programmes – this can take many months for some employers, others will already have a firm idea of what they want and will be ready to proceed at a faster rate. We will always work with you to adapt to your deadlines wherever possible.



The following timelines are two examples, and can be flexed to individual need:

#### Internal staff



\* Collecting learner details, information sessions, initial assessment, formal online application and eligibility checks.

#### External recruitment



\* Initial assessment, eligibility checks and on-line application will form part of this process.

### The paperwork

To access government funding there is a requirement for a number of formal documents. These are:

#### The Apprenticeship Agreement

- This document is an agreement between the apprentice and the employer.
- It is used to confirm individual employment arrangements between the two parties for the apprenticeship.
- You can find a template on the government website: [www.gov.uk/government/publications/apprenticeship-agreement-template](http://www.gov.uk/government/publications/apprenticeship-agreement-template)
- The Open University requires a copy of the signed agreement.

#### Commitment Statement

- Government require a tripartite agreement between you, the employer, the apprentice and the training provider.
- The Commitment Statement states the roles and responsibilities of all the parties and the commitment required to achieve a successful, high-quality apprenticeship.
- The Open University will provide the Commitment Statement, and a signed copy will be held by all parties.

#### Written Agreement

- The legal contract along with financial agreement between the employer and the training provider, including the payment schedule.
- The Written Agreement is signed by authorised signatories of both the employer and The Open University.
- The Open University will provide the Written Agreement and a signed copy will be held by both parties.

### Support for your apprentices

#### Who's who?

Your learners will have the support from the following Open University staff members throughout their apprenticeship:



**Practice Tutor** – Helps to integrate learning into the workplace across the entire programme and supports the delivery of the work-based learning modules. Apprentices and their line managers will be visited by a practice tutor at least four times per year.



**Academic Tutor** – Facilitates learning within the knowledge modules at each stage of the qualification through personalised tuition, student support and feedback.



**Apprenticeship Programme Delivery Manager (APDM)** – Operational support for employers to deliver apprenticeship programmes that meet business needs. The APDM provides regular management information on the progression of your apprentices.



**Account Manager** – Dedicated to supporting employers, helping them identify their organisational skills gaps and advising how to maximise their workforces' training and development.

#### With additional support from:

- Online library, containing a world-class collection of high-quality academic and professional resources
- OpenLearn, a free learning resources website
- Disability and accessibility support

# Your questions answered

There is a wealth of advantages that higher and degree apprenticeships offer. However, when it comes to managing an apprentice you may have a few questions or concerns.

With this in mind, we've compiled and addressed the key questions we're hearing from employers to help answer them. If you, or people you work with, are unsure on certain aspects of how apprenticeships could be implemented in your organisation and team, then these Q&As will be of help:

**Q: I'm not sure I can afford to take on apprentices – surely the business costs of implementing apprentices will far outweigh the benefits?**

A: The answer to this question depends on whether your organisation looks at learning and development as a cost or an investment. If your organisation has a real requirement for building the skills and talent in your workforce, and you have identified that high-level skills will improve service or grow profits, then investing in human capital is just like any other investment.

No matter if you hire a new apprentice or select an existing member of staff to embark on an apprenticeship you will benefit from a work-ready graduate who has gained high level skills while learning your business on-the-job. Because training is directly related to their work they can apply what they've learnt almost immediately. Most apprenticeship programmes at this level generate high retention rates, making them a sound investment.

**Q: I'm keen to develop existing staff but I am concerned about the minimum 20% off-the-job requirement.**

A: Although all apprenticeships have a minimum 20% off-the-job requirement, it doesn't mean the apprentice has to spend 20% of their time out of the organisation. The time can be spent in the office, even at their desk, as long as the apprentice is doing things that aren't part of their normal job, including job shadowing, attending and observing meetings and studying towards the qualification aspect of the apprenticeship. What's great about a blended-learning delivery approach is that it is incredibly flexible to fit around work.

If you take the Chartered Manager Degree Apprenticeship, for example, the management theory is directly related to the job, so the learning can be applied straight away. The apprentice will also be honing other skills, such as increased performance levels and time management, so the benefits can be steadily reaped as they progress through the programme.

**Q: Do you have minimum cohort sizes?**

A: No, due to the flexible nature of our delivery we do not need a minimum cohort size but can equally scale up very quickly.

**Q: Our workforce is dispersed nationwide; can you accommodate this?**

A: Yes, our delivery methodology enables us to deliver a consistent, high quality learning experience to all, no matter where they are located in England.

**Q: Some degree apprenticeships can take many years to complete. How do I know the skills developed won't be out of date by the time the apprentices graduate?**

A: The duration of an apprenticeship is guided by the Standard, which is developed by employers. You can find out the duration of our programmes on the individual product sheets. The standard and curriculum are reviewed frequently and our practice tutors bring in current knowledge, as they are often still in industry.

**Q: How does end-point assessment work?**

A: All apprenticeships have an independent end-point assessment (EPA) that confirms the apprentice has achieved the skills, knowledge and behaviours required by the Standard. An EPA can take a wide range of forms as described in the Standard's Assessment Plan. An apprentice cannot achieve their apprenticeship without passing the EPA. Some apprenticeships, such as the Digital and Technology Solutions and Social Work Degree Apprenticeships, have an integrated EPA which means that it can be carried out by the training provider. However, for most apprenticeships, the EPA will be carried out by an external organisation. All apprentices will go through a 'gateway' process where they are signed off by their employer and training provider as being ready for a final assessment of their knowledge, skills and behaviours.



**Q: What happens if a learner needs a break in learning?**

A: If a learner needs to take a break in learning, for example due to long term sickness or maternity leave, on their return we will work with the learner and the line manager to develop an individual action plan to support the learner back into learning.

**Q: What if learners can't find their maths and English certificates, or studied overseas?**

A: It is a requirement of the government funding that we see evidence of maths and English at Level 2. If applicants are not able to find their certificates, they can choose to apply for duplicates. Information on how to do this can be found at [www.gov.uk/replacement-exam-certificate](http://www.gov.uk/replacement-exam-certificate). Unfortunately, the government rules do not allow for qualifications gained overseas and learners will need to achieve Functional Skills maths and English at Level 2.

**Q: What if individuals already hold degree level qualifications?**

A: As long as the degree or higher-level qualification already achieved is significantly different to the one they will be studying as part of the apprenticeship, and there is significant new learning required, then this is allowed.

**Q: Will learners have a graduation ceremony?**

A: Yes, and a number of various locations and dates will be offered.

**Q: Can you accommodate learners with disabilities or additional learning needs?**

A: The Open University is the UK's leading university for supporting students with disabilities and undertakes a wide range of activities to support accessible learning, such as dyslexia or visual impairment. The University undertakes research into disability and university education, to continue to design and deliver improved services which meet students' learning needs.

**Q: We have staff in Scotland, Wales and Ireland. Can they access the apprenticeship programmes?**

A: The devolved Nations are each developing their own rules around apprenticeships. We can deliver in each of the Nations to their identified priority sectors. If you have staff in any of the Nations please speak to your strategic Account Manager who will be able to advise on the programmes and support available.

Contact our specialist team to find out how our added-value apprenticeships can support your organisation.



+44 (0) 300 303 0122



[business@open.ac.uk](mailto:business@open.ac.uk)



[www.open.ac.uk/business](http://www.open.ac.uk/business)

# 20% off-the-job

## Understanding 20% off-the-job learning:

### What is off-the-job training?

Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of the apprenticeship. It gives the learner time away from the demands of their job to allow them to study and develop the technical skills and knowledge of theoretical concepts across a range of contexts. All apprentices require time off-the-job for learning and the government requirements state this must be at least 20%. This is measured over the duration of the programme.

We will work with you to find the best solution for your organisation and apprentice as to when 20% off-the-job can be delivered. Off-the-job training can be achieved through a number of flexible ways including a proportion of every working day, one day a week, one week out of every five or even a chunk of time at the beginning, middle or end of the apprenticeship.

### Where can 20% off-the-job take place?

Off-the-job learning is about activity rather than location and therefore training is not restricted to the workplace. Apprentices can be off-site in a variety of settings including a classroom, library or even from home through a blended learning approach that we offer.

## Measuring and recording off-the-job training

In order to comply with the funding rules, each apprentice should have a commitment statement that, amongst other information, outlines the programme of training that the apprentice should receive. This statement should set out how the provider intends to fulfil the 20% off-the-job training requirement. As set out in the funding rules, the funding recipient (usually the main provider) is the custodian of the relevant evidence files.

Workplace inductions can count as part of 20% off-the-job as long as they involve an educational and learning element that provides the skills, behaviours or knowledge that are core to the apprenticeship.

### Off-the-job learning must:

-  Teach new knowledge, skills and/or behaviours
-  Be directly relevant to the apprenticeship standard

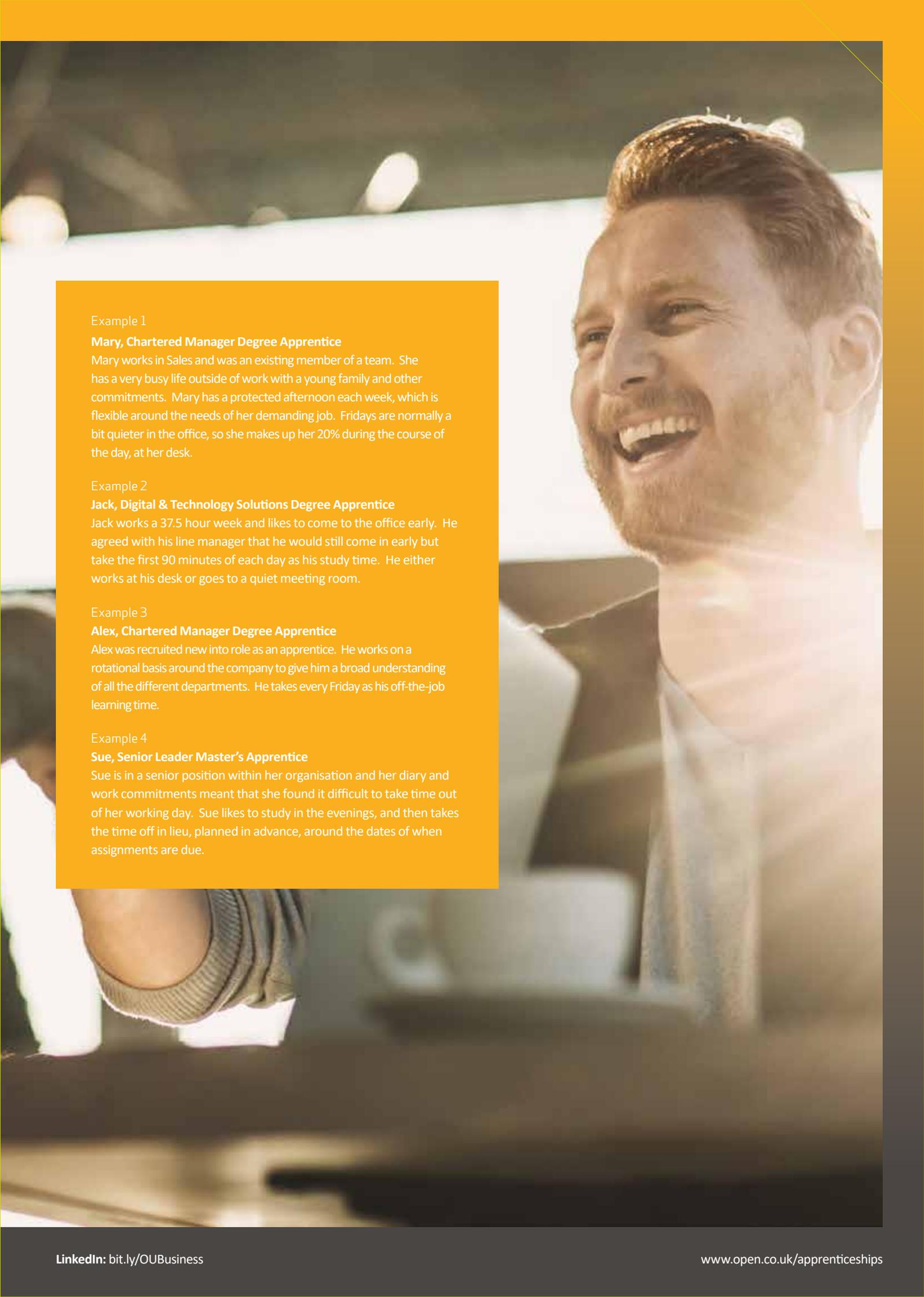
For full guidance visit: [www.gov.uk/government/publications/apprenticeships-off-the-job-training](http://www.gov.uk/government/publications/apprenticeships-off-the-job-training)

### What's included:

- Individual and group teaching (including online activities, Open University online forums, tutor groups, etc.)
- Required reading and critical analysis
- Work shadowing
- Learning support and time spent writing assignments
- Preparing evidence for portfolio
- Internal training or learning and development
- Coaching/mentoring
- Collaborative learning with peers
- Feedback and assessment
- Guided study

### What's not included:

- Progress reviews or on-programme assessments needed for an apprenticeship
- Training which takes place outside of the apprentice's paid working hours and take time back in lieu
- English and maths (up to Level 2), which is funded separately



Example 1

**Mary, Chartered Manager Degree Apprentice**

Mary works in Sales and was an existing member of a team. She has a very busy life outside of work with a young family and other commitments. Mary has a protected afternoon each week, which is flexible around the needs of her demanding job. Fridays are normally a bit quieter in the office, so she makes up her 20% during the course of the day, at her desk.

Example 2

**Jack, Digital & Technology Solutions Degree Apprentice**

Jack works a 37.5 hour week and likes to come to the office early. He agreed with his line manager that he would still come in early but take the first 90 minutes of each day as his study time. He either works at his desk or goes to a quiet meeting room.

Example 3

**Alex, Chartered Manager Degree Apprentice**

Alex was recruited new into role as an apprentice. He works on a rotational basis around the company to give him a broad understanding of all the different departments. He takes every Friday as his off-the-job learning time.

Example 4

**Sue, Senior Leader Master's Apprentice**

Sue is in a senior position within her organisation and her diary and work commitments meant that she found it difficult to take time out of her working day. Sue likes to study in the evenings, and then takes the time off in lieu, planned in advance, around the dates of when assignments are due.