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Education Committee	December 2025	September 2028

Framework statement

This document outlines the University's approach to design, development and delivery of apprenticeship courses, their continuous quality monitoring and the apprentice journey from application to completion and award.

Who needs to know about the Framework?

- Deans of School and School Executive Teams
- Course Directors
- Teaching Staff responsible for apprenticeship courses
- Managers, supervisors, professional and technical staff
- Apprentices as applicants and students
- External Examiners for Apprenticeship courses
- Independent Assessors for Apprenticeship courses
- Employers
- External regulatory bodies

Purpose of the Framework

This framework applies to all apprenticeship courses to ensure that their delivery meets the University's academic standards, as well as the external regulatory requirements. The framework provides guidance on course development and clarity on governance.

Contacts

The CCCU UK Partnerships and Apprenticeships Unit (UKPAU) is responsible for maintaining and updating this document. Contact UKPAU at apprenticeships@canterbury.ac.uk

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Higher and Degree Apprenticeships Framework

1. University Vision and Mission

Higher and Degree Apprenticeships provide an important means through which CCCU can deliver both Vision 2030 and its Learning, Teaching and Assessment Strategy:

- 1.1. Offering opportunities to promote inclusion and positively enrich the economic, social and cultural life in the region.
- 1.2. Contributing to the University's strategic commitment to meet changing demands, and the skills needed by students, employers, the economy and society in the future.
- 1.3. Enhancing social mobility, by increasing access to higher education to those who might not have otherwise considered a university education.
- 1.4. Promoting life-long learning and growing this within the profile of apprenticeship provision.
- 1.5. Collaborative working across HE & FE sectors to meet the skills gap of local economies.

2. Scope

- 2.1. This framework outlines the requirements for the delivery of higher and degree apprenticeships, including design and development, governance and quality assurance, including processes for the End-Point Assessment (EPA) and Tripartite reviews. Higher and degree apprenticeships are those leading to qualifications at HE levels 4 to 7.
- 2.2. The University currently delivers programmes in Health and Social Care, Business, Engineering and Education. In line with its expertise in higher education, the University delivers courses at levels 4, 5, 6, and 7. We work closely with our local Further Education providers in respect of progression routes for learners and signpost employers to collaborative partners for delivery of lower-level programmes.
- 2.3. The Framework should be read in conjunction with the following University regulations and policies:
 - 2.3.1. [The Regulations for Taught Awards](#)
 - 2.3.2. [The University's Learning, Teaching and Assessment Strategy](#);
 - 2.3.3. [The University's Quality Manual](#);
 - 2.3.4. [The Higher and Degree Apprenticeships End-Point Assessment Policy and Procedure](#)

3. Responsibilities and Governance

The following University bodies will be responsible for the ensuring that the delivery of apprenticeship courses and student support are in accordance with Skills England's Apprenticeship Standards, the Department for Education (DfE) funding rules (formerly the remit of the Education and Skills Funding Agency (ESFA)), the Office for Students (OfS) requirements, the Ofsted Inspection arrangements, and any Professional Regulatory and Statutory Body (PRSB) regulations that may apply.

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3.1. The University Education Committee

- 3.1.1. Deriving its authority from the University Academic Board, the Education Committee (EC) has strategic oversight and monitoring of the education portfolio performance, quality assurance, enhancement and approval at the institutional level including for apprenticeships.
- 3.1.2. The Education Committee delegates in depth scrutiny of operational processes to other committees; the PSRB and Apprenticeship Monitoring and Compliance Sub-Committee, Apprenticeship Sub-Group and the School-level committees.

3.2. Apprenticeship Sub-Group

- 3.2.1. The Apprenticeship Sub-Group is the initial University committee which has an overall responsibility for overseeing and recommending policy on all aspects of apprenticeship delivery at CCCU, including strategy, overall performance of the provision, the operation and requirements of apprenticeships provision including setting expectations, risks to compliance and quality assurance.
- 3.2.2. The Apprenticeship Sub-Group, in making recommendations, takes into consideration the requirements from Office for Students, the Ofsted Education Inspection Framework, DfE (formerly ESFA) Funding Rules, Government policy around apprenticeships, to ensure the maintenance of academic standards and the quality of apprenticeship training.¹
- 3.2.3. The Apprenticeship Sub-Group oversees the development of an annual institutional self-assessment report, DfE reports, Ofsted reports and coordinates any accreditation visits.

3.3. Academic Unit Level Responsibilities

- 3.3.1. Schools have responsibility for all the apprenticeship courses in their course portfolio and oversight of the quality, monitoring and enhancement of apprenticeship provision. Schools are responsible for ensuring that the quality activities are in accordance with University procedures, Apprenticeship Standard(s), and that there is early identification and mitigation of risks.
- 3.3.2. The School must ensure that apprenticeship courses developed and delivered within the School are appropriately resourced and supported, including the provision of a Course Director. The University must ensure there is adequate administrative support to cover each apprenticeship course.

3.4. Central Services Roles and Responsibilities

- 3.4.1. UK Partnerships and Apprenticeships Unit (UKPAU) has operational oversight for the apprenticeship life cycle where the University is the main provider.
- 3.4.2. Quality Assurance and Enhancement (QAE) hold responsibility for the quality assurance of apprenticeships provision with support from UKPAU's Quality and Regulatory Compliance Manager.

¹ The Education and Skills Funding Agency (ESFA) became part of the Department for Education (DfE) in April 2025. The ESFA was an executive agency of the DfE responsible for funding education and skills providers in England.

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- 3.4.3. The responsibilities of central professional services for supporting apprentices and the delivery of apprenticeship courses whilst incorporating requirements for traditional degree courses may also require additional administrative duties for DfE funding compliance.
- 3.4.4. Admissions and applications, including the assessment of entry requirements, must be managed collaboratively between Admissions and UKPAU where the University is the main provider. Where the University is not the main provider, the academic unit are responsible for the management of admissions and applications between the main provider and Admissions.
- 3.4.5. The ILR statutory return, which includes compiling Individualised Learner Record (ILR) data for apprenticeships where the University is the main provider and its return to the DfE, is the responsibility of UKPAU.
- 3.4.6. The University's other statutory returns (including the HESA Student Return and the Higher Education Students Early Statistics (HESES) survey, and the Initial Teacher Training (ITT) statutory return), are the responsibility of the University's External Returns function.

4. Apprenticeship Course Design and Approval

- 4.1. Apprenticeships allow students to combine working with off-the-job training to achieve a higher and degree level apprenticeship (Levels 4 to 7), and at the University this will:
 - 4.1.1. incorporate a defined course of study leading to a University award at Canterbury Christ Church University at Level 4, 5, 6 or 7 or carrying no academic credit.
 - 4.1.2. have been designed to meet the knowledge, skills and behaviours set out in the approved national Apprenticeship Standard and aligned to the Ofsted benchmark statements as indicated in the Ofsted Education Inspection Framework
- 4.2. Apprenticeship courses include an End-Point Assessment (EPA) that evaluate an apprentice's occupational competence in a role, to be completed either as part of the course of study (integrated EPA) or separately (non-integrated EPA).
- 4.3. The University will approve all new apprenticeship courses through the University's normal course approval procedures, and the course information will be contained in the Course Management Tool.
- 4.4. The University will approve an apprenticeship course aligned to the Apprenticeship Standard, with the following choices.
 - 4.4.1. Non-integrated apprenticeship courses - these utilise a course that meets the knowledge requirements of an apprenticeship, but the EPA to meet the Apprenticeship Standard and achieve the apprenticeship is separate from the award. It is a course-level decision about whether the award achieved by completing the qualification is awarded prior to, or after, the outcome of the EPA being known.
 - 4.4.2. Approve a fully integrated award course specifically for apprentices, which delivers and assesses both the Academic Course and the Apprenticeship Standard, where the underlying academic qualification is awarded as part of the EPA. An apprentice must pass the whole

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qualification, including the EPA, to achieve both the award and the apprenticeship. The apprentice cannot pass the award without passing the EPA.

- 4.5. The Proposer of a new apprenticeship course must:
 - 4.5.1. State which [Apprenticeship Standard](#) the apprenticeship course is designed to deliver against.
 - 4.5.2. Establish links with the appropriate employer organisations to enable those employers to inform the development of the course. Achieve evidence of employer buy-in as an indicator of the viability of admissions.
 - 4.5.3. Ensure that the employer is fully aware of both parties' obligations with respect to the University's approach to managing apprenticeships and the employer's responsibility to provide off-the-job training time to enable the apprentice to engage effectively with their learning.
 - 4.5.4. In developing the teaching and assessment strategy, make provision for EPA, the EPA Gateway process and Tripartite arrangements.
 - 4.5.5. Where applicable, appropriately involve any Professional, Statutory and Regulatory Body (PSRB) at each stage of the development.
- 4.6. All apprenticeship courses should be designed in line with the Apprenticeship Standard and the University's Learning and Teaching Strategy principles, which should consider how the apprentice will develop full occupational competence and satisfy the EPA requirement.
- 4.7. All apprenticeship courses will follow a calendar approved by the Academic Portfolio Committee (APC) unless there is a strong employer or PSRB requirement to follow a different calendar. Any course using a different Academic Year calendar must obtain an individual exemption from the Academic Portfolio Committee.
- 4.8. Courses will normally operate the minimum [off-the-job training](#) time for apprentices as detailed in the relevant Apprenticeship Standard using the day release training model. Where required by an employer and is justified, the use of block release may be used, provided it is approved by the University. In the event, the training days must be held at times which are within the apprentice's normally contracted working hours.

5. Recruitment and Admissions

- 5.1. Applicants should meet the entry requirements for the appropriate Apprenticeship Standard as approved by [Skills England](#) and any additional requirements of the University's admissions policy. Individual courses may state additional entry requirements with the agreement of employers and where appropriate for PSRB requirements.
- 5.2. Apprentices aged 16 to 18 at the start of their training who do not already hold suitable equivalent qualifications are required to achieve English and maths qualifications to complete their apprenticeship. Apprentices aged 16 to 18 at the start of their training who need to achieve either

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English or maths are funded to achieve up to an approved level 2 qualification in these subjects. The requirements for English and maths are set out in the [apprenticeship funding rules](#), sections 41-42 in the 2025-26 guidance. For University courses, these will need to be completed through an external provider (engaged by the University) while also doing the main training, at the beginning of the apprenticeship.

- 5.3. Apprentices aged 19 and over at the start of their training are not required to achieve or hold English and maths level 2 qualifications, unless this is either prescribed within the Apprenticeship Standard or determined at the initial assessment. Where it is not a requirement of the Apprenticeship Standard, the employer holds overall responsibility for the decision to opt-in their 19+ apprentices to study a standalone English or maths qualification. If the employer agrees that the apprentice should complete either or both of English and maths as part of their course, this will be funded by Skills England. The University must document the discussion and the decision made as part of the initial assessment. See the [apprenticeship funding rules](#).
- 5.4. Where required by the appropriate Apprenticeship Standard, or by the individual employer, or by the University, entrants must satisfy all requirements concerning clearance in relation to criminal convictions and the protection of vulnerable persons, and occupational health requirements. Students on pathways and courses within the Apprenticeships Framework must remain in good standing in relation to such requirements, including, where required, registration for the updating of certificates by the Disclosure and Barring Service. Such checks will be undertaken by one, or both, of the University and the employer. Some apprenticeships will require placements at a second employer. In this case, the requirements of the second employer must be satisfied.
- 5.5. To undertake an apprenticeship, a prospective apprentice needs to be:
 - 5.5.1. employed and have the right to live and work in England. The right-to-work status should be checked by the employer. A further right-to-work check is made by Admissions as part of the admissions process.
 - 5.5.2. Disclosure and Barring Service (DBS) and/ or Occupational Health cleared, where required by the nature of their role.
 - 5.5.3. in employment for a minimum of 30 hours per week except in a minority of circumstances where the apprentice cannot complete the full 30 hours. The minimum requirement set by the University is for 16 hours' employment per week to enable apprentices to achieve the off-the-job training required.
 - 5.5.4. able to commit to the apprenticeship and its requirements, including the [off-the-job training](#) required.
- 5.6. All applicants must apply to the employer as per guidance provided by the employer.
- 5.7. Applicants will follow the apprenticeship recruitment procedures of the employer and, where appropriate, PSRB requirements. The employer will share apprenticeship application information (including, but not limited to, qualifications and, where appropriate, clearance in relation to the DBS and Occupational Health) with the University. The University may also conduct its own qualification, DBS and Occupational Health checks as necessary.

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- 5.8. Apprentices must undergo a university [initial assessment](#) of their existing knowledge, skills and behaviours to determine the starting point in relation to the apprenticeship to the Apprenticeship Standard and whether they are able to register on the apprenticeship. For award apprenticeships the apprentice may be eligible for [Recognition of Prior Learning \(RPL\)](#) in line with University policy. The duration and fee for the apprenticeship will be adjusted according to the outcomes of the initial assessment and any subsequent RPL process.
- 5.9. The Employer and Training Provider must agree the apprenticeship details before the training begins by recording this on the Apprenticeship Service Account, supported by the following documents:
- **The Main Training agreement or Contract** (formal Training contract between the employer and Training Provider which is the University).
 - **Training Plan:** This is a three-way agreement signed by employer, learner and course team. It includes the planned content and schedule of training, expectation and roles and responsibilities of the three parties.
 - **Apprenticeship Agreement:** Learner employment arrangement between the apprentice and the employer
 - Any Course or PSRB specific requirements.
- 5.10. The above checks are part of the apprenticeship onboarding process within the remit of UKPAU where the University is the main provider.

6. Workplace Learning Requirements

- 6.1. To ensure that apprentices are supported in their learning in the workplace, each employer will nominate a mentor for each apprentice. The employers' mentors will undertake training (associate tutor training or equivalent) to ensure that the mentors are aware of appropriate policies and procedures for apprentices in relation to the apprentice's University training and PSRB requirements where appropriate.
- 6.2. UKPAU is the point of contact for all administrative issues around the apprenticeship training offered by the employer and provided by the University as the main provider.
- 6.3. Each employer will have a named University staff member as their academic contact for each apprenticeship training course. This person will be known as the "Single Point of Contact" and will be a single point of contact for academic questions and support with the course.
- 6.4. The 'Single Point of Contact' will regularly visit the employer to meet with the mentors and offer support, training and guidance as required, including holding discussions with the apprentice.

7. Attendance and Engagement

- 7.1. Apprentices must be fully supported in their learning in line with the University procedures. It is the responsibility of the Course Director to ensure apprentices are provided with a Personal Academic Tutor (PAT) as the main point of contact and support for the apprentice throughout their course. The

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PAT also ensures that the apprentice is informed of all apprenticeship requirements with respect to developing portfolios, maintaining apprenticeship progress records and preparing for Gateway and the EPA.

- 7.2. In addition to time spent working in the workplace, apprentices are entitled to off-the-job training hours. The baseline requirement is determined by the Apprenticeship Standard, and any PSRB or course requirements. The requirement for off-the-job training is calculated as part of the apprenticeship agreement. The off-the-job training allowance is intended to be used by the apprentice to complete training linked directly to their apprenticeship. Off-the-job training is calculated throughout the apprenticeship, not over the academic year. It can only take place during the apprentice's normal paid working hours and apprentices must complete all the training.
- 7.3. Off-the-job training must be directly relevant to the apprenticeship and can take place at the University or in the workplace. It can include, for example, attending lectures and practical sessions to develop the required knowledge, skills and behaviours, learning support or time completing assessment tasks. It can also include job shadowing, industry visits or mentoring, and must not include functional skills. Training hours, and the nature of training undertaken, must be recorded for each apprentice and consideration of progress forms part of the Tripartite review.
- 7.4. Apprentices must attend all required training sessions. If attendance is not possible due to illness, the apprentice must inform both their employer and the University before the session in line with the employer's and University's sickness notification policies.
- 7.5. Employers may authorise in advance requests from apprentices to be absent from a University training session for the same reasons that they would authorise an employee to be absent from work. Employers must apply the same criteria and process as used when an apprentice requests absence from any other workday.
- 7.6. Apprentices will be expected to make good all learning hours missed because of such absences and, where appropriate, follow PSRB requirements.
- 7.7. Changes of circumstances may occur during the apprenticeship. These include change to the employer, Break in Learning (BiL), or Withdrawal from the apprenticeship. Arrangements for a change in circumstances must follow the DfE [funding rules](#) for Break in Learning and Withdrawal. The apprentice's record with the University will be updated in line with the University's [Changes to Study](#) policy and process for interruption and withdrawal. Where there is a disparity between the University's policy and the DfE's policy, the DfE's policy will take precedence.

8. Assessment of Apprenticeship courses

- 8.1. The University's Assessment, [Exams and coursework procedures](#) apply to apprenticeship courses, including, for example, extenuating circumstances, reasonable adjustments for apprentices with a disability, and the right to lodge an academic appeal.

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- 8.2. The University's [Regulations for Taught Awards](#) apply to apprenticeship courses. Where there is a PSRB or Apprenticeship Standard requirement to vary from these arrangements, Additional Course Regulations will be approved.
- 8.3. Apprentices should be enabled to develop the knowledge, skills and behaviours to meet their Apprenticeship Standard through the theoretical and practical content of modules. They should be supported by the course team to identify ways in which these can be applied and consolidated in their workplace and reflected in their assessed work.
- 8.4. All apprenticeships incorporate an EPA, which offers an independent evaluation of the knowledge, skills and behaviours required for occupational competence that will have been acquired over the duration of the training. The requirements for the EPA are set out in the Apprenticeship Standard's End-Point Assessment Plan.
- 8.5. An apprentice can only take the EPA once they have satisfied the Gateway requirements set out in the End-Point Assessment Plan. Evidence of satisfying the Gateway requirements must be recorded. Every Apprenticeship Standard has Gateway requirements, which are the minimum requirements the apprentice must have met before they undertake any kind of EPA.
- 8.6. Prior to the EPA, the employer and University will review the apprentice's knowledge, skills and behaviours in a Tripartite review to assess whether they have met the minimum requirements of the apprenticeship standard and are therefore ready to undergo the EPA. This meeting and the evidence provided is recorded with the outcome.
- 8.7. All apprenticeship EPA are assessed by an End-Point Assessment Organisation (EPAO). EPAOs are listed on the [Apprenticeship Provider and Assessment Register \(APAR\)](#).
- 8.8. There are two types of EPA, integrated and non-integrated. [EPA requirements](#) are available on the Government's webpages (Skills England). Within integrated EPA, there are two types as follows:
- 8.8.1. Integrated Apprenticeship (non-statutory regulated) where the EPA is conducted as an integrated aspect of the course. The EPA process must operate in accordance with the principles set out by Skills England and meet the typical requirements of EPAs and must be independent of the apprenticeship teaching delivery process.
- 8.8.2. Fully / Statutory Integrated Apprenticeship: This type of apprenticeship covers occupations that are regulated by law or regulatory body. Statutory regulators usually prescribe how new entrants to the occupation should be assessed. They will set out the level of competence needed to be able to practice the occupation. The assessment prescribed by a statutory regulator can constitute the apprenticeship's EPA. Thus, achieving the apprenticeship leads to attainment of the regulator's requirements. The apprenticeship is then referred to as being a 'statutory integrated apprenticeship' or 'fully integrated apprenticeship'.

9. Reviewing apprentices' progress – Tripartite meetings

- 9.1. Courses are expected to review progress of the apprentices towards meeting the knowledge, skills and behaviours of their apprenticeship standard and EPA, and suitable interim targets, while attending training sessions. These should normally be at least every 12 weeks, unless there is an evidenced delivery reason to schedule meetings differently, such as aligning with the end of a module. Alternative frequencies must be agreed with the employer in advance and be in accordance with DfE requirements.
- 9.2. These Tripartite progress reviews are undertaken to meet the apprenticeship funding and quality regulations, and formal records must be kept, and must:
 - 9.2.1. monitor the apprentice's progression on the course and their development towards the knowledge, skills and behaviours outlined in the Apprenticeship Standard, in their assessments, practical training and as evidenced in the apprentice's portfolio.
 - 9.2.2. provide opportunities for reflective learning and professional development based on informal and formal feedback.
 - 9.2.3. identify additional learning opportunities within the context of the apprentice's day-to-day work activity, for example negotiated work-based projects, learning logs or professional development portfolios.
 - 9.2.4. offer an opportunity to discuss any matters pertaining to the apprentice's health, wellbeing and safety (including in relation to risks of radicalisation and other potential safeguarding issues).
 - 9.2.5. ensure the apprentice is on target to meet the off-the-job training hours requirement specified in their apprenticeship agreement and training plan; and
 - 9.2.6. discuss any change in the apprentice's circumstances that may impact on their ability to complete the apprenticeship.
- 9.3. Tripartite meetings must involve the apprentice, the employer representative, and the personal tutor, work-based tutor or other designated member of University staff.
- 9.4. A formal record must be kept ensuring that all parties are clear on the apprentice's progress towards the targets set out in their training plan and stored on the University's learner management system.

10. Quality Monitoring

- 10.1. The quality process for all apprenticeship courses follows the University's arrangements for continuous quality monitoring, periodic course review and the University apprenticeship Self-Assessment Report and Quality Improvement Plan. As per the standard procedure these processes must include the employer and, where appropriate, the relevant PSRBs.

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- 10.2. Board of Studies, Course Performance Plans (CPPs) and Student Voice Fora will be in place to monitor and enhance the quality of teaching, workplace learning and apprentice experience within the course and individual modules.
- 10.3. Schools will need to ensure that, in addition to module and/or course evaluation feedback mechanisms, apprentices are able to contribute effectively to Student Voice Fora and Boards of Studies, and that such opportunities are accessible to them in view of their work commitments.
- 10.4. The annual monitoring process incorporates consideration of commentary from External Examiners, Independent Assessors, and PSRBs. Apprenticeship Course Directors should consider how employer feedback can be integrated into the process to inform quality enhancement activities.

11. Ofsted Apprenticeship Monitoring and Inspection

- 11.1. Apprenticeship courses in the UK are subject to monitoring and inspection by Ofsted under its Education Inspection Framework. Most apprenticeships are inspected under the Further Education and Skills Inspection method, while Initial Teacher Education apprenticeships are inspected under Ofsted's Initial Teacher Education method and are therefore subject to separate arrangements.
- 11.2. Ofsted Apprenticeship Monitoring
 - 11.2.1. As part of Ofsted monitoring, the University is required to submit an annual Self-Assessment Report (SAR) on the apprenticeship provision. The SAR will include:
 - Student cohort details broken down by employer
 - Statistics on cohort cultural characteristics for equality and diversity purposes
 - 11.2.2. The SAR forms the basis of an annual Apprenticeships Quality Improvement Plan.
 - 11.2.3. The collation of the SAR is the responsibility of UKPAU. All Schools and academic units with apprenticeship provision must contribute appropriately to the production of the SAR. Relevant Professional Services must also contribute to the production of the SAR, as appropriate. Relevant Professional Service departments must ensure that Ofsted's quality and compliance requirements are continuously met.
 - 11.2.4. The development and production of the annual SAR and the Quality Improvement Plan is overseen by the Apprenticeship Sub-group. Before submission to Ofsted, final approval will be given by the PSRB and Apprenticeships Monitoring and Compliance Sub-committee.
- 11.3. Ofsted Inspection of Apprenticeship Courses
 - 11.3.1. Leadership of preparations for Ofsted Further Education and Skills Inspection in relation to Apprenticeships is the responsibility of UKPAU. The Director of the UK Partnerships and Apprenticeships Unit is accountable for the outcomes of the Ofsted Inspection. Deans of School are accountable for the compliance of apprenticeship courses in their School. All schools or academic units with apprenticeship provision must contribute appropriately to preparations for Inspection and to the Inspection itself.

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- 11.3.2. Relevant Professional Services must contribute, as appropriate, to preparations for Inspection and to the Inspection itself.
- 11.3.3. Administrative support for Ofsted Further Education and Skills Inspection is provided by the Quality Assurance and Enhancement team.
- 11.3.4. Operational preparations for Ofsted Further Education and Skills Inspection in relation to Apprenticeships are overseen by the Apprenticeship Sub-Group. University-level oversight is provided by the PRSB and Apprenticeship Monitoring and Compliance Sub-committee, which will give final approval for any SAR and Quality Improvement Plan, or Compliance statement, before submission to Ofsted.

12. Subcontracted Delivery

- 12.1. All apprenticeship content is delivered directly by the University apart from the delivery of Functional Skills training (level 2 Mathematics and English qualifications), which is delivered by an external training provider under a subcontracted arrangement.
- 12.2. Where applicable, CCCU as a training provider may also establish agreements with any subcontractors (or delivery partners - for example, through franchise arrangements) to deliver part or all apprenticeship. Any such arrangements must be approved by the University and meet the regulatory requirements of the [DfE guidance on subcontracting](#) alongside the apprenticeship funding rules. The DfE regulatory requirements for subcontracted provision require specific monitoring and evidence maintenance and are subject to additional DfE Audit requirements.

13. Business Continuity

- 13.1. Apprentices are registered students at Canterbury Christ Church University and [the University's Student Protection Plan](#) applies to them. The purpose of this Plan is to ensure that students' interests are protected and that, as far as possible, they can continue their studies in the event of changes to circumstances.
- 13.2. The University also has in place a [Major Incident Action Plan](#), which includes arrangements for dealing with a significant incident or emergency, or any other disruption to our business, and an IT Disaster Recovery Plan.

14. Safeguarding and Prevent Arrangements

- 14.1. The University has a legal duty to create a safe environment for apprentices, protecting and safeguarding their welfare and promoting respect and tolerance through British Values. The University's Safeguarding Policy outlines the approach to ensuring the welfare of all those who study, work or visit the University and the procedures for dealing with any safeguarding concerns (including in relation to anyone who may be at risk of being radicalised by any extremist group or ideology). Safeguarding and PREVENT are key themes for discussion at progress review meetings, providing an opportunity to monitor and raise awareness. Mandatory professional development is a requirement for all staff engaged with apprentices.

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- 14.2. The [University Safeguarding Procedure](#) sets out how safeguarding concerns may be raised, and with whom; the steps that will be taken if a safeguarding concern is disclosed or observed and the potential links between safeguarding and fitness to practise. Progress review meetings provide an important, regular opportunity to monitor and raise awareness of safeguarding.
- 14.3. Safeguarding also encompasses apprentice wellbeing and mental health, equality and diversity, health and safety, and anti-slavery and human trafficking.
- 14.4. The employer is responsible for evaluating the apprentice's professionally appropriate conduct in the workplace². Where the apprentice's professional or personal suitability is called into question (for example, where the apprentice is subject to their employer's disciplinary process), the employer must inform the University as soon as is practicably possible.
- 14.5. The University will determine whether the alleged conduct contravenes the University's [expectations for student conduct](#), or constitutes a safeguarding or fitness to practise concern. Where this is deemed to be the case, the relevant investigation procedure will be invoked.
- 14.6. The Ofsted inspection requirements set out how Ofsted assess the efficacy of safeguarding and prevent policy and procedures, the requirements for institutional self-assessment, and how these elements are incorporated into apprentice training.

15. Transfer between Courses

- 15.1. An apprentice does not have the right to transfer their registration from one course to another.

16. Duration of Study and Maximum Registration Limits

- 16.1. The expected duration of study for a course within the Apprenticeships Framework is set out in the Apprenticeship Training Standard, which stipulates the minimum apprenticeship duration. Each Apprenticeship Training Standard individually specifies the maximum duration and the maximum funding limit. Where the EPA is non-integrated, an additional 3 months' of CCCU computing account access is provided for completion of the EPA.
- 16.2. Extensions to registration will be dependent upon the course of study undertaken by the student, apprenticeship standard, funding requirements, any applicable PRSB requirements, and the explicit agreement of the employer.

17. Graduation Rights

- 17.1. All students undertaking apprenticeship training courses will have the same right to graduation as students who take the closest equivalent underlying academic award in the same School. There will not be a separate or different graduation or award ceremony for apprenticeship course graduates.

² Please refer to CCCU's Guides: [Employer's guide to safeguarding apprentices and Keeping apprentices Safe](#)

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Glossary

Term	Definition
Apprenticeship	An apprenticeship is a job with training to industry standards. It should be about entry to a recognised occupation, involve a substantial programme of on and off-the-job training and the apprentice's occupational competence should be tested by an End-Point Assessment (EPA). In the case of an integrated apprenticeship CCCU is the End-Point Assessment Organisation
Apprenticeship Agreement	Employers must accept this agreement to get or reserve apprenticeship funding. This agreement sets out the terms for use of the Apprenticeship Service by the employer and the obligations by which the employer agrees to be bound. It applies to all employers including those that pay the apprenticeship levy as well as those employers that do not pay the apprenticeship levy.
Apprenticeship Training Provider	An organisation holding a funding agreement with DfE through which DfE directly routes funds from an employer's apprenticeship service account or co-investment. This is an organisation that is on the 'main provider' route of the Apprenticeship Provider and Assessment Register (APAR) .
Apprenticeship Standard	An Apprenticeship Standard describes the occupation to which it relates and sets out the outcomes that persons seeking to achieve the standard are expected to attain to successfully complete the apprenticeship. Apprenticeship Standards are approved and published by Skills England. Apprentices can only be enrolled against an Apprenticeship Standard once it is identified as 'approved for delivery' on the Skills England website.
Break-in-Learning	Breaks-in-Learning (BiL) are defined by the DfE as breaks in learning from periods of off-the-job active learning where it is planned that the apprentice will return to learning in the future. They can be provider-led or apprentice-led. Guidance about both BiL and Withdrawals is provided in the Apprenticeship Funding Rules . BiL and Withdrawals must follow the DfE definition and regulatory requirements.
Changes to Study	University terminology for changes to the academic circumstances of apprentices during their study. The Changes to Study policy and process includes interruption (break in study) and withdrawal. Where there is a disparity between the University's policy and the DfE's policy, the DfE's policy will take precedence.
Employer	An organisation that has a contract of service and an apprenticeship agreement with an apprentice. This can include a Flexi-Job Apprenticeship Agency (FJAA). This may also include a company or charity whose PAYE scheme the employer has connected to their apprenticeship service account. References to an 'employer' describe the whole organisation, not individual sites, locations, groups, or companies linked by directors.
ESFA	The Education and Skills Funding Agency (ESFA) was an executive agency of the Department for Education (DfE) responsible for funding education and skills for children, young people and adults, including apprenticeships via education providers in England. The ESFA became part of the DfE in April 2025. ESFA funding regulations apply to apprenticeships.
Degree Apprenticeships	A level 6 or 7 apprenticeship that mandates a full bachelor's or master's degree. The degree element can either be integrated or non-integrated into the apprenticeship
End-Point Assessment (EPA)	An assessment that takes place at the end of an apprenticeship to ensure apprentices have reached the necessary level of competence to be awarded an apprenticeship certificate. The requirements for End-Point Assessment (EPA) are set out in the End-Point Assessment Plan for each specific Apprenticeship Standard.



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End-Point assessment organisation (EPAO)	An independent organisation that providers can contract to carry out apprenticeship End-Point assessments. The Government holds a searchable register of EPAO .
Functional Skills	Functional Skills are the fundamental, applied skills in English, mathematics, and information and communication technology (ICT) which help people to gain the most from life, learning and work.
Gateway requirements	These are requirements set out in the End-Point Assessment Plan that must be met by the apprentice prior to undertaking End-Point Assessment (EPA) of the Apprenticeship Standard. They will include the completion of English and maths qualifications (where applicable) and any on-course 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 Apprenticeship Standard.
Higher apprenticeships	An apprenticeship where the main learning is at level 4 or above. This is equivalent to a certificate of higher education or above.
Individualised learner record (ILR)	The primary data collection requested from providers for further education and work-based learning in England. The data is used widely, most notably by the government, to monitor policy implementation, the performance of the sector and to allocate funding.
Individual Needs Assessment (INA)	Apprenticeship Training Providers must create an INA for each apprentice based on their initial assessment of the apprentice. The INA personalises the curriculum for each apprentice, considering their prior learning, career aspirations, additional learning requirements and any bespoke training required by the employer. The INA will include objectives for the apprentice as well as information on their off-the-job-learning and opportunities for feedback.
Institute for Apprenticeships and Technical Education (IfATE)	IfATE was the arm's length body of the Department for Education (DfE) who worked with employers and education providers to develop, approve, review and revise Apprenticeship Standards. The work of IfATE is now within the scope of Skills England
Integrated Degree	An integrated degree apprenticeship has an End-Point Assessment (EPA) which is integrated into the degree so there is no separate assessment. Skills England's policy on degree apprenticeship standards has more information about the different types of integration.
Initial assessment	The process of identifying an individual's learning and support needs to enable the design of an individual training plan. It determines the learner's starting point for their apprenticeship.
Knowledge, skills & behaviours (KSBs)	These are set out in all Apprenticeship Standards; apprentices are required to learn them to be occupationally competent. KSBs are taught in off-the-job training and tested in the End-Point Assessment (EPA).
Non-Integrated Degree	A non-integrated apprenticeship features separate processes for the End-Point Assessment (EPA) and the achievement of the award element.
Off-the-job (OTJ) training	Defined as training, which is delivering new skills, is relevant to the apprenticeship and is not English and maths (where required), which is delivered in the apprentice's normal working hours (but outside of their productive job role). The baseline requirement is determined by the Apprenticeship Standard, and any PSRB or course requirements. The requirement for off-the-job training is calculated as part of the apprenticeship agreement and will be linked to the apprentice's initial assessment.



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	Off-the-job training is calculated throughout the apprenticeship, not over the academic year. It can only take place during the apprentice's normal paid working hours and apprentices must complete all the training.
Office for Students (OfS)	The OfS is responsible for the external quality assurance of registered providers that deliver integrated higher and degree apprenticeships and are therefore responsible for delivering the End-Point Assessment (EPA) themselves rather than an independent End-Point Assessment Organisation (EPAO).
Ofsted	The Office for Standards in Education, Children's Services and Skills, a non-ministerial department responsible for inspecting services providing education and skills for learners of all ages. Since 01 April 2021, this has included responsibility for inspecting apprenticeships provision at level 6 and 7.
Onboarding (of the apprentice)	Following the initial assessment, onboarding of the apprentice will include agreeing a price with the employer and developing, agreeing and signing any relevant paperwork to support the apprenticeship, such as the training plan. Onboarding does not include training delivery and therefore does not count towards the off-the-job training policy.
On-course assessment	Any assessment activity required as a result of a mandatory qualification during the course (e.g. an exam at the end of a module). This is different to the End-Point Assessment (EPA), which is an assessment that takes place at the end of an apprenticeship, and different to a progress review, which discusses overall progress to date against the training plan at periodic points during the course.
On-the-job training	Learning done outside of the apprenticeship, to help an apprentice perform their job.
Prior learning	Previous learning that may count towards an apprenticeship. For example, work experience, education, training and qualifications. Before a learner starts an apprenticeship, providers must do an initial assessment of their existing KSBs to check if they are eligible. The cost, duration and content of the apprenticeship is reduced if necessary.
Progress review/Tripartite review	CCCU must undertake this Tripartite review, with the employer and apprentice, to discuss the progress of the apprentice against their training plan. These must be carried out at least every 12 weeks, unless there is an evidenced delivery reason, such as aligning with the end of a module, which means an alternative frequency is more appropriate. Alternative frequencies must be agreed with the employer in advance and be in accordance with DfE requirements.
Subcontracting	Any delivery to an apprentice's programme of learning by a separate legal entity (a subcontractor). It does not matter if this is by a third party recruited to deliver on site (travel to teach), online learning or whether it is described as a service. Learning support would only be considered to be subcontracting if the separate legal entity delivering the learning support was also the party delivering the programme of learning. Specific DfE regulations and audit requirements apply to the delivery of subcontracted provision
Skills England	Now responsible for the work previously within the remit of IfATE. Skills England is an executive agency, sponsored by the Department for Education (DfE)
Training Plan	The training plan sets out the training that has been identified through the initial assessment as required to complete the apprenticeship. The plan also outlines how the apprentice will be supported to successfully achieve the apprenticeship. It must be signed by the apprentice, their employer and the provider. All parties must retain a current signed and dated version.



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Withdrawal	Withdrawal is defined by the DfE as the apprentice leaving or stopping taking part in their apprenticeship before they have completed it. This can be temporary (i.e. a Break-in-Learning (BiL) where the apprenticeship could be restarted, or permanent. It is possible for apprentices to return to the same apprenticeship after a Withdrawal. Withdrawals can be provider-led or apprentice-led. Guidance about both Withdrawals and BiL is provided in the Apprenticeship Funding Rules . Withdrawals and BiL must follow the DfE definition and regulatory requirements.
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Higher and Degree Apprenticeships Framework

Document information	Description of document information
Document title	Higher and Degree Apprenticeship Framework
Department owner	UK Partnerships and Apprenticeships Unit
Document category	Academic, Administrative practice, and Ethics and compliance
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Document manager	Head of Apprenticeships
Related University policies	Higher and Degree Apprenticeships End-Point Assessment Policy and Procedure Changes to Study Policy Regulation and Credit Framework for the Conferment of Awards Terms and Conditions of Student Registration External Examiners Course Planning, Development and Approval Course Change Continuous Course Improvement
Related University procedures	Quality Manual Recognition of Prior Learning
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Document information	Description of document information
History of revisions of the document	Version 1, approved by Education and Student Experience Committee, 26 May 2017 There has been significant revision of the document to reflect changes in University strategy, regulation, policy, procedure, governance and organisation. The revisions also reflect changes in external funding and regulatory bodies with responsibility for apprenticeships.
Web address	https://cccu.canterbury.ac.uk/apprenticeships/apprenticeships.aspx