



WARWICK

Higher Apprenticeship for Career Development Professionals

Apprentice Handbook
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Section 1 – Welcome

Welcome to your higher apprenticeship at the University of Warwick.

The introduction of higher apprenticeships has provided an opportunity for employers to work closely with universities to develop high-quality programmes that meet key skills needs and further develop talent within their organisations.

At the University of Warwick, we have developed our apprenticeships with our industry partners, using work-based learning, work-based practice and robust employment-focused academic design and delivery, to equip you with the knowledge, skills and behaviours to enable you to succeed in your chosen profession.

We understand the challenges of balancing work with study, so in addition to your academic tutors, you will have a dedicated University Apprenticeship Tutor to support you throughout the duration of your apprenticeship programme. You will have regular Progress Review Meetings, between you, the University and your line manager (the employer), to ensure that you receive continuous support and feedback on your progress and performance whilst on your apprenticeship journey.

This handbook has been created to provide you with important information and guidance on a broad range of topics, from teaching and work-based learning practices to the academic regulations of the University. You should refer to this handbook often during your apprenticeship and we hope that this will help you settle quickly into life as a University of Warwick degree apprentice.

Introduction to the University of Warwick

The University of Warwick, situated in Coventry, was established in 1965 and has since become one of the most successful universities in the UK, highly rated for both research and teaching quality. We have links with local, national, and international private and public sector organisations, aiding in increasing our reputation for being at the forefront of university-business collaboration.

We have 34 academic departments across three faculties: Arts, Science, Engineering and Medicine, and Social Sciences, with over 20,000 students and 1330 apprentices. Our campus offers you access to industry relevant, contemporary facilities, and you will be part of an ambitious, diverse and high-achieving student body. Further information about the University can be found at <https://warwick.ac.uk/>.

Purpose of the Degree Apprentice Handbook

The purpose of this handbook is to outline your relationship with the University, and the rights and the services to which you are entitled, whilst enrolled with us. It is an extension of the Training Plan and Apprenticeship Agreement, providing further detail on respective roles and responsibilities, as well as programme specific information. The Apprentice Handbook will provide you with useful information about:

- ▶ What is contained within a higher apprenticeship.
- ▶ The University's responsibilities to you in your higher apprenticeship.
- ▶ Your employer's role in supporting you during your higher apprenticeship.
- ▶ What we expect of you, your responsibilities and commitment to the higher apprenticeship.
- ▶ Your programme of study, the different stages, and milestones that you will be required to meet.
- ▶ Your higher apprenticeship assessment and (End Point) Assessment Plan.
- ▶ What is meant by work-based, skills development and off-the-job training.
- ▶ Your access to and use of the University Library, Virtual Learning Environment (VLE) and your e-portfolio.
- ▶ University guidance and support services available to you.
- ▶ Communication with the University.
- ▶ Academic regulations that apply to your higher apprenticeship.
- ▶ Providing programme feedback.
- ▶ Complaints procedures and academic appeals.
- ▶ Programme information relating to your higher apprenticeship and staff contact details.

Section 2 – Key features of a Higher Apprenticeship

What is a higher apprenticeship?

Co-designed by employers and universities, higher apprenticeships ensure that you successfully achieve the required knowledge, skills and behaviours set out in the appropriate Apprenticeship Standard developed specifically for your profession.

Our higher apprenticeship programmes are designed to enable you to thrive in the workplace. You'll be a full-time employee, learning skills on-the-job for most of your time, and for the remaining time you'll have access to all the opportunities that a Top 10 UK Russell Group university can offer.

We are committed to excellence and innovation in our approach to your learning and our teaching, and work with academic colleagues and experienced professionals to ensure that each apprenticeship is informed both by contemporary teaching methods and current practice.

Key features of a Higher Apprenticeship

Apprenticeship Standard

Apprenticeship standards are developed by groups of employers (known as Trailblazers) for a specific job role and are approved by the Institute for Apprenticeships and Technical Education (IfATE). Apprenticeship standards fully define the required outcomes in terms of knowledge, skills and behaviours for the apprentice to achieve occupational competence, for example:

- ▶ **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- ▶ **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.
- ▶ **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.¹

The job (or 'on-the-job' learning)

Degree apprentices will normally be employed for a minimum of 30 hours a week (although there may be part-time opportunities available). You must have a Contract of Employment that will cover the full duration of the apprenticeship programme, including scope to accommodate any additional time you may need to successfully complete your End Point Assessment (EPA). A significant amount of your apprenticeship learning will take place whilst you are working in your role, this is called "on the job" learning.

The programme

You will experience an intellectually stimulating programme, developed and delivered with the active involvement of an employer or group of employers based on the Apprenticeship Standard. Using a range of on- and off-the-job training activities, you will develop not only the knowledge and technical skills required to perform the job role, but also the transferable and behavioural skills that have been set out in the Knowledge, Skills and Behaviours of the Apprenticeship Standard.

Off-the-job training

Academic learning fits around work commitments through an agreed off-the-job programme of study. There is a minimum number of off the job hours of 509 for the career development practitioner programme. This equates to around one day a week and the teaching blocks. The planned programme hours are likely to be higher. The learning undertaken must be outside of your usual day-to-day working environment and during normal working hours. This can include training delivered at your usual place of work but must not be part of your normal working duties. Off-the-job training must be directly relevant to the Apprenticeship Standard and can include the following:

- ▶ the teaching of theory (e.g., lectures, seminars, tutorial support, role play, simulation exercises, online learning or manufacturer training)
- ▶ practical training (e.g., shadowing, mentoring, industry visits and attendance at competitions or conferences)

The minimum training requirement of 509 hours is measured over the duration of your apprenticeship, as opposed to an academic or calendar year. This might mean the programme is designed to deliver more hours in year 1, but less in subsequent years.

Work-based, on-the-job learning

In a higher apprenticeship the work-based learning elements, also termed as “on-the-job” learning, is central to the award. The curriculum has been designed and developed to ensure work-based learning and assessment is fully integrated into the overall programme. This will enable you to apply, reinforce and demonstrate the knowledge, skills and behaviours set out in the Apprenticeship Standard and reflect on, and review individual learning experiences working with others on real-life challenges.

Autonomous skills development study

University study requires you to take responsibility for your own learning as an independent higher education student. Apprentices need to use their initiative and make decisions about what to focus on and how much time to study independently outside of timetabled teaching, and work-based learning (on-the-job).

Your Programme Overview (Appendix One) sets out notional guided autonomous skills development hours for each module that you will be studying at the University. But remember, this type of study includes learning you may undertake to support your development, including training you may undertake or choose to participate in as professional development, such as part of the university’s Warwick Awards, or Thrive.

Training Plan

You will have a Training Plan that sets out how you will meet the requirements of your apprenticeship. It will cover taught content, assessments, confirmation of any prior learning, English and Mathematics Functional Skills training requirements or any additional learning support requirements, and Progress Review meeting dates. The document is updated throughout your apprenticeship to reflect any changes, so everyone involved in your training has a clear breakdown of your training commitments. At your Progress Reviews, it is therefore important for you to have your Training Plan ready to discuss any changes required for updating.

Functional Skills in English and Mathematics

Each Apprenticeship Standard will have minimum requirements for English and Mathematics that must be met to successfully complete the apprenticeship. Apprentices working towards these qualifications as part of their apprenticeship must be released from the workplace to undertake this training and assessment, **in addition to** the minimum off-the-job training requirement. If you need to complete English and/or Mathematics requirements, this will be indicated on your Training Plan, and will have been identified by the University on application. It is your responsibility to locate all evidence of maths and English qualifications. Should you be unable to prove you have acquired Level 2 maths and English, you will be automatically enrolled onto Functional Skills Level 2, with our subcontractor, Runway. If you have a statement to suggest you may be exempt from these qualifications, you must provide this before or during enrolment.

Portfolio

Each apprentice must compile a portfolio of evidence to demonstrate competence in the knowledge, skills and behaviours required for successful completion of the apprenticeship.

Assessment

Each module has formative and summative assessments, the details of which are outlined in the Programme Overview in Appendix 1 and your module guide.

Formative assessments

Formative assessments will be a combination of naturally occurring, ‘real life’ workplace activities (e.g., project work) and specific tasks designed to reinforce aspects of the higher apprenticeship. The methods of formative assessment will allow for the generation of evidence that is sufficient to make judgements on the achievement of the relevant knowledge, skills and behaviours specified in the Apprenticeship Standard.

Formative assessments help monitor your progress. They do not carry a mark that contributes to the classification of the degree or EPA but provide you with ongoing feedback to support your professional development. They also provide evidence to discuss your progress at Progress Review meetings. You should use the feedback from formative assessment opportunities to help develop your understanding and raise questions you may wish to ask your academic or apprenticeship tutor, to ensure you are

clear about what you need to do to improve. Remember that feedback can come from many different sources, it does not have to be solely academic feedback, to support your apprenticeship. As you progress on your apprenticeship, try to reflect on the range of feedback you receive and how it will help you learn and develop.

Summative assessments

Summative assessments are used to evaluate learning, skills acquisition and academic achievements that have taken place during the module, building upon your application of the knowledge, skills and behaviours gained in the workplace.

The summative assessments are designed to determine progress and achievement, measured against the module learning outcomes and will inform goals set within your Training Plan or Independent Learning Record. Summative assessments will carry university credit, which means it will typically contribute to the accrual of credit towards your degree. This means final marks must be ratified by a University Examinations Board, though your department may share the provisional mark with you for information. At each Progress Review, it is important you talk through any formal grades received and reflect on how this understanding will aid in progressing positively on your apprenticeship.

Integrated assessment

You may find some of your assessments are integrated across more than one module. This is to give you an opportunity to bring together a range of learning outcomes from different modules to address, for example, a complex problem or case study.

Gateway

At the end of the on-programme phase of the apprenticeship, your employer must be satisfied that you are ready to proceed to the EPA. This means you must have achieved:

- ▶ the degree as specified in the Apprenticeship Standard and Assessment Plan.
- ▶ the appropriate level of English and Mathematics and any digital skills requirements.
- ▶ any other components specified in the Apprenticeship Standard and Assessment Plan.

You are completing a non-integrated higher apprenticeship

You must complete your Postgraduate Certificate before your Gateway Review to progress to EPA.

End Point Assessment

The purpose of the EPA is to make sure that you have met the requirements of the appropriate Apprenticeship Standard and are fully competent in your chosen occupation. The EPA is taken at the end of your apprenticeship training when your employer is satisfied that you have met the Gateway criteria. All apprentices must undertake an independent EPA which is a synoptic assessment of the knowledge, skills and behaviours acquired throughout the apprenticeship.

The EPA is carried out by an independent End Point Assessment Organisation (EPAO) and in accordance with the Assessment Plan of the Career Development Professional (ST0694) Apprenticeship Standard. This will ensure that all apprentices following the same standard, are assessed consistently.

A Postgraduate Certificate in Career Development Work and the apprenticeship certificate are awarded after the two postgraduate modules and EPA are successfully completed.

Progress Review Meetings

You will have four progress reviews per year of study with your University Apprenticeship Tutor and your Line Manager, the first meeting will be within 30 days of you beginning your programme. Each meeting identifies planned actions to manage your progression through the apprenticeship programme. It will ensure that you can discuss your Training Plan, reflect on what you have learnt so far and agree any changes to your development plan. You will be asked to discuss how you are gathering evidence for your portfolio and how you are reflecting upon your learning (both on and off-the-job). This ensures that review of your progress is holistic and that the targets agreed are challenging and ensure you have support in place to stretch your learning and make the most of your apprenticeship experience. You will also have the opportunity to discuss progress with your academic studies. This will be recorded and evidenced throughout the course of the apprenticeship to ensure the knowledge acquired throughout the programme of study is applied to support the development of the appropriate skills and behaviours in the workplace. Furthermore, you will receive feedback from your employer (e.g. line manager) regarding aspects of the programme that relate to workplace activities. It cannot be stressed enough how important the Progress Review meetings are. Any changes

to your employment, role or within your programme can be discussed and evidenced sufficiently and uploaded onto your e-portfolio.

Your Virtual Learning Environment (VLE)

Your higher apprenticeship provides a VLE, Moodle, which is a web platform specifically designed to support the delivery of teaching and learning materials online. Each module has a Virtual Learning Environment page that will normally have the following features:

- ▶ an introduction to the module and its learning outcomes, learning and teaching strategies and assessment plan
- ▶ learning resources, such as revision notes and lecture presentations or lecture capture
- ▶ closed online forums for discussions with other apprentices, which may include group formative assessments, and a resource for sharing ideas and best practice
- ▶ a news forum for announcements about the modules teaching and assessment
- ▶ reading lists that link to the library's electronic resources Talis
- ▶ access to e-books that have been selected to support the module
- ▶ information on coursework, submission deadlines etc.
- ▶ a function to submit assessed coursework, see grades and receive feedback
- ▶ formative quizzes
- ▶ software downloads, as appropriate

Our shared commitment

The higher apprenticeship is a progress relationship that builds upon:

- ▶ a commitment from the University (the Training Provider) to provide high-quality teaching and assessment, alongside support, advice and guidance;
- ▶ a commitment from your employer to offer you an employment contract of sufficient duration to enable you to complete your training and End Point Assessment to secure your longer-term future;
- ▶ a commitment from you, as an apprentice, to be motivated to learn and engage, and to work diligently to complete your apprenticeship.

Apprenticeship Agreement and Training Plan

Before you sign the Apprenticeship Agreement and Training Plan, we will have confirmed your eligibility to join the apprenticeship and agreed any relevant prior learning.

The **Apprenticeship Agreement** outlines the key dates of the apprenticeship and confirms the duration and off-the-job training hours.

The **Training Plan** sets out the roles and responsibilities of the University, your employer and you, as an apprentice. It will contain the Plan of Training, Progress Review dates, any prior learning, English and Mathematics Functional Skills training and any learning support requirements.

Quality assurance

The Office for Students (OfS) regulates universities and all other higher education providers. Apprenticeship Standards are approved and regulated by the Institute for Apprenticeships and Technical Education, who work with a number of government bodies including the OfS to support apprenticeship qualifications. This partnership is called the Quality Alliance. The University is an autonomous institution which means it has Degree Awarding Powers to award degrees and as an approved apprenticeship provider must ensure the overall quality of its apprenticeships, working with employers who are responsible for the quality of the on-the-job learning, the EPA, and your apprentice employment contract.

The quality assurance of apprenticeship training is the responsibility of Ofsted. Ofsted do not assess the academic quality of the degree qualification, which is the responsibility of the Office for Students. This means Ofsted will carry out inspections of university and employer apprenticeship provision, which will assess the quality of your training experience. You may be contacted by Ofsted to provide feedback on your learning experience.

Section 3 - The role of the University

Overview

The role of the University in your apprenticeship can be summarised as follows:

- ▶ Facilitate enrolment onto the higher apprenticeship.
- ▶ Provide University induction onto the apprenticeship programme.
- ▶ Develop a detailed Plan of Training to support your progress through the apprenticeship.
- ▶ Ensure all modules are mapped to the knowledge, skills and behaviours outlined in the Apprenticeship Standard.
- ▶ Support you with tools to enable the collection of evidence to support EPA.
- ▶ Provide access to university systems for both learning and support.
- ▶ Delivery of teaching and learning modules.
- ▶ In conjunction with your Line Manager, work in partnership to ensure you spend the required time undertaking off-the-job training and the remainder of time on-the-job.
- ▶ Manage ongoing assessments throughout the programme.
- ▶ Review your progress on a quarterly basis through Progress Review Meetings with you, your Line Manager and the University Apprenticeship Tutor.
- ▶ Ensure all 'on-programme' qualifications, such as the degree and minimum English and Mathematics requirements (if required), are completed prior to the Gateway.
- ▶ Support your Line Manager, as needed, in making the decision for you to progress through the Gateway to EPA.
- ▶ Co-ordinate the EPA with your employer and appoint an EPAO.
- ▶ Monitor and review quality assurance of the higher apprenticeship programme.

For more information on the University's role in the delivery of teaching, learning and assessment, see Section 10.

Enrolment

All new apprentices are required to enrol onto their programme of study. An email will be sent to you prior to the programme start date outlining the online process which verifies your personal details and confirms your programme of study. Enrolment must be completed for you to commence your studies with us. You are also required to re-enrol at the start of each new year of study.

Further information can be found at <https://warwick.ac.uk/services/academicoffice/ourservices/enrolment/>.

University induction

University induction will take place before any off-the-job training is undertaken. At your online induction, you will get the opportunity to learn more about the structure of your programme, meet with your academic tutors and University Apprenticeship Tutor. In the March residential you will have the opportunity to familiarise yourself with the University campus and facilities and collect your University ID card.

Communication

The preferred means of communication with apprentices on the programme is via email. You will be issued a University of Warwick email address and information relating to your higher apprenticeship programme will only be communicated to you using this email address. Please ensure that you check your Warwick email account daily or set up a function to forward any messages to a preferred email account.

Apprentice support

As well as your academic tutors, apprentices are allocated a dedicated University Apprenticeship Tutor to support your personal, educational and professional development. Tutorial support encompasses University-based work and assessed practice learning and is focused on the integration of the workplace and University-based components of the course, the acquisition of knowledge, skills and behaviours and their demonstration through work-based practice.

You will have regular contact with your tutors, face-to-face and online, through group seminars and individual tutorials. Your University Apprenticeship Tutor is your main link with the University.

Although you will not spend large amounts of time on the University campus, you are fully entitled to the support and wellbeing services we offer to traditional students. The services offered are diverse to meet the many and varied needs of the University community and include skills development, mental health and wellbeing, disability and counselling. The University recognises that you are first and foremost an employee of your organisation; therefore, we ask that in the first instance, your initial contact for any support needs is with your Line Manager.

For more information on the University's support services, see Section 8.

Section 4 - The role of the Employer

Workplace induction

If you are new to your organisation, you will undertake a workplace induction. This will cover the following:

- ▶ confirmation of Contract of Employment, including Terms and Conditions and Job Specification
- ▶ company policies and procedures, including Health and Safety, Equality and Diversity and Safeguarding
- ▶ employer's role and responsibilities
- ▶ your role and responsibilities
- ▶ tour of the workplace
- ▶ introduction to the people you will work with, including your Line Manager, Mentor or Practice Supervisor, as appropriate

The role of the Line Manager

Your Line Manager will play a critical role in the success of your apprenticeship and will be your first point of contact on a day-to-day basis, as well as the key contact for the University Apprenticeship Tutor. The key responsibilities of your Line Manager can be summarised as follows:

- ▶ directing your day-to-day work
- ▶ providing you with feedback on your progress
- ▶ ensuring you attend any off-the-job training required to achieve the apprenticeship in accordance with the minimum requirement
- ▶ actively engaging in the Progress Review Meetings
- ▶ support you with any work-based assessment activity, such as relevant projects, real world opportunities, practitioner practice sessions, development of your e-portfolio and preparation for EPA
- ▶ provide mentoring as part of the on-the-job learning and liaising with any other key personnel e.g., Mentor or Practice Supervisor
- ▶ making the decision whether to progress you to EPA
- ▶ ensuring you have access to your e-portfolio and Moodle in the workplace
- ▶ reporting any absence or prolonged sickness during the apprenticeship
- ▶ raising any concerns regarding your progress with the employer / University, as appropriate

The role of your Line Manager in the Progress Review Meetings can be summarised as:

- ▶ feedback on how you are progressing in the workplace, including any feedback from Mentors or Practice Supervisors
- ▶ advise the University of any concerns regarding your progress
- ▶ be able to discuss specific aspects of your e-portfolio or work-based projects, as appropriate
- ▶ advise on relevant workplace training and assessment opportunities that may arise
- ▶ provide feedback on any aspects of the apprenticeship that relate to workplace activities, for example:
 - what can they **start** doing to improve their work performance?
 - what can they **stop** doing that will improve their work performance?
 - what can they **continue** doing to be more effective within the workplace?

The role of the Mentor

Mentoring is increasingly recognised for its value in supporting apprentices in the workplace. This may be undertaken by your Line Manager or your employer may make the decision that the role is best filled by a Mentor. Their role can be summarised as:

- ▶ passing on knowledge and skills gained from experience
- ▶ support the apprentice's personal development and career planning
- ▶ provide guidance, encouragement and constructive comments
- ▶ be a sounding board for elements of their work-based or University-led training and development

Section 5 - Your role as an apprentice

Overview

Throughout your apprenticeship it is expected that you will:

- ▶ work towards achieving the qualification(s) stated in your Apprenticeship Agreement
- ▶ actively undertake a Plan of Training, that has been agreed with you, your employer and the University
- ▶ identify with your Line Manager opportunities to carry out work-based projects that align to your off-the-job learning to enable you to collect the necessary evidence for your e-portfolio
- ▶ attend all off-the-job training required
- ▶ with your Line Manager and Mentor / Practice Supervisor work towards achieving the knowledge, skills and behaviours specified in your Apprenticeship Standard
- ▶ complete all assessments, formative and summative, in a timely manner
- ▶ collect evidence to support your EPA using your e-portfolio
- ▶ attend meetings (either face-to-face or online) with your University Apprenticeship Tutor
- ▶ actively participate in Progress Review Meetings with your Line Manager and your University Apprenticeship Tutor

Portfolio

At the end of the apprenticeship, you will need to have collated a portfolio to evidence the knowledge, skills and behaviours that you have acquired and their application within the workplace. It will demonstrate your best work, achievements and capabilities and where you have exceeded the requirements of the role. Your portfolio will allow you to demonstrate how you have applied the knowledge, skills and behaviours set out in the Career Development Professional Higher Apprenticeship Standard in a work environment to achieve real work objectives.

Your portfolio of evidence is not prescribed. It can contain a combination of summative and formative assessments, together reflections and demonstrations of skills and behaviours that you have evidenced over the period of your higher apprenticeship.

Evidence of your portfolio may be in the form of:

- ▶ assignments
- ▶ reports
- ▶ observations
- ▶ viva
- ▶ work-based projects
- ▶ posters

Work-based learning examples (*these will be a combination of naturally occurring workplace activities and specific formative tasks set to reinforce aspects of the higher apprenticeship standard*)

- ▶ Continual Professional Development (CPD) log
- ▶ reports
- ▶ observation of practice-by-Practice Supervisor or Mentor
- ▶ direct feedback from service users
- ▶ feedback from colleagues and other professionals
- ▶ written records and reports
- ▶ supervision sessions
- ▶ practical exercises
- ▶ projects
- ▶ minutes
- ▶ appraisals against performance objectives
- ▶ development plans
- ▶ records of observation of performance and professional discussions
- ▶ personal reflective log
- ▶ feedback on behaviours via contact with others
- ▶ emails

- ▶ customer comments
- ▶ peer review

Your University Apprenticeship Tutor and Line Manager and Mentor / Practice Supervisor will assist in the development of your portfolio to ensure that it is complete and that it covers the totality of the standard.

Confidentiality

In the course of your workplace learning, you may gather sensitive information. It is essential, therefore, that **all identifying features of service users including names, addresses and dates of birth, are anonymised** in the portfolio. Third parties should also be anonymised. If you use pseudonyms instead of real names, a statement making this clear should be included in the portfolio.

It is **essential** that written consent is obtained for all work undertaken using Appendix Five. Consent Declaration Form and that this is referred to in the portfolio.

Feedback

The University of Warwick pays close attention to the quality of teaching and learning through ongoing review and monitoring and feedback from staff, apprentices and employers to find further ways to improve and enhance your higher apprenticeship.

You will have the opportunity to provide feedback on your experience of studying during your apprenticeship in a number of ways:

- ▶ Real time feedback
- ▶ Progress Review Meetings with your Line Manager and University Apprenticeship Tutor
- ▶ Annual Review Meeting
- ▶ Module questionnaires, completed at the end of each module.
- ▶ The University Staff Student Liaison Committee
- ▶ Annual programme satisfaction survey
- ▶ National Student Satisfaction Survey/Postgraduate Taught Experience Survey outcomes

Section 6 - Academic Regulations

The regulation for governing postgraduate apprenticeships is Reg. 44 Governing Postgraduate Higher apprenticeships
<https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg44>

Examinations

The University provides detailed information about the examination process including alternative exam arrangements, your conduct in an exam, mitigating circumstances, plagiarism and re-sits. Please take the time to understand the examination process by visiting <https://warwick.ac.uk/services/academicoffice/examinations>.

Submission of assessments

All formative and summative assessments must be submitted as directed by your Module Tutor, normally via Moodle, Tabula or the Exams Portal as a PDF file. Please remember to include your University ID number, date and title of the work. Although it should not normally be necessary, if you have difficulty submitting your work, please email a copy to career.studies@warwick.ac.uk this will be investigated with the Module Leader.

Late submission and extensions

If you are unable to complete an assignment due to unforeseen circumstances, you must contact the Module Leader immediately and fill out an Assignment Extension Request Form, which can be found at https://warwick.ac.uk/study/cll/currentstudents/learningspace/student_handbook/mitcircs_extensionrequests/ **prior to the assignment deadline**. Requests made after the submission date will not normally be considered.

Requests for extensions should only be made for serious events such as medical problems or on compassionate grounds. Applications must be made to the Module Leader who set the piece of work, but it is courtesy to also inform your University Apprenticeship Tutor. Applications for an extension should be supported by evidence (such as a medical note) and should specify the length of the extension requested. In the case of extension applications with no evidence submitted, it is highly unlikely that the request will be authorised.

Computing or printing difficulties or high workload in your employment will not be accepted as a valid reason for late submission, **therefore you are advised to finish work well before the deadline**.

Late submission penalties

Where no extension has been granted, late submission of work will result in a reduced mark. Regulation 36. Student Registration, Attendance and Progress section 36.3(2)(a) stipulates that 5 percentage points per working day for undergraduate and postgraduate students should be imposed for the late submission of work where no formal extension had been granted. "Marks" mean marks on a percentage scale. A late piece of work that would have scored 65% had it been handed in on time would be awarded 60 if it were one day late, 55 if two days late etc. A day is counted as a 24-hour period counting from the original published deadline. Penalties accrue only on working days (not on weekends, public holidays and University closure days).

Plagiarism and good academic conduct

Since November 2005, the Academic Quality and Standards Committee has been responsible for policy around the prevention and detection of plagiarism in Degree Apprentices' work. Please take the time to understand what can be construed as plagiarism by reading Regulation 11. Academic Integrity
https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity. For more detailed information relating to your programme of study refer to section 10.

Temporary withdrawals/break-in-learning and extensions

If you are enrolled on a programme of study but are unable to undertake any academic work for a significant period of time, you may be able to temporarily withdraw from your programme of study for up to a year.

A temporary withdrawal, which for an apprenticeship is known as a break-in-learning, is an approved period of time when an apprentice is not completing any off-the-job training. An apprentice on a break-in-learning can still attend their workplace but

they cannot complete any off-the-job training or assessment towards their apprenticeship programme for the entire duration of the break.

All requests for temporary withdrawal must be made to your University Apprenticeship Tutor through your employer as soon as it becomes apparent that you will be / are unable to continue with your academic work. Your case for temporary withdrawal should be supported by evidence indicating why this is necessary e.g., medical certificate or maternity leave.

The reasons for a break-in-learning can include but are not limited to:

- medical treatment or health issues
- parental leave (this is applicable for maternity, adoption and shared parental leave)
- leave for other personal reasons (non-exhaustive list)

If your temporary withdrawal is granted on medical grounds, you will be asked to provide the University with adequate medical certification of your fitness to return to your course of study six weeks before you are due to restart. This will be forwarded confidentially for approval of certification by the University's Occupational Health Physician.

Please note that higher apprentices should have good grounds for requesting temporary withdrawal and extensions, and that the University does not generally grant more than two extensions at the end of a higher apprentice's period of enrolment.

Section 7 – General information

Registration

As part of your online enrolment at the University, you will be asked to upload a recent photograph and a unique University identity number (ID) will be created. This will be your ID throughout your time at Warwick and will trigger the creation of your University ID card. Your ID card will be available at your University Induction or on your first day on campus. Your University ID card entitles you to free access of the University's Library and IT facilities, and Sports Centre at an additional cost, for the duration of your programme of study, excluding any periods of temporary withdrawal. Replacement cards cost £15 each and can be obtained by sending your name, address and card number in writing to:

Academic Office
University House
University of Warwick
Coventry
CV4 8UW

Attendance, engagement and monitoring procedures

Full attendance at all teaching and group / individual tutorial sessions is vital to ensure that you develop the knowledge, skills and behaviours necessary for your higher apprenticeship. Attendance at all taught sessions is part of the University's Regulation 36. Student Registration, Attendance and Progress. The full regulation is available at <http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress>

All departments are required by the University to track and monitor apprentice attendance and engagement on campus through an attendance register for each teaching session. This enables the University to identify apprentices who are not engaging with their studies and to work with them to address any issues that may be impacting on their ability to learn.

All absences must be for genuine and unavoidable reasons only. If you are absent from University, you must email career.studies@warwick.ac.uk prior to the session so that your absence can be recorded and checked for genuine mitigating reasons. Your Line Manager must be copied into the email.

As part of the Progress Review Meetings between you, your Line Manager and your University Apprenticeship Tutor, attendance will be a standing item on the agenda. Any concerns with regards to your attendance or engagement with the programme will be discussed at the meeting.

Data Protection and GDPR

On 25th May 2018, the General Data Protection Regulation (GDPR) replaced the previous Data Protection Act (DPA). The regulations seek to better protect individuals' rights around privacy and personal data in view of the rapid changes in technology that have occurred since the DPA was enacted in 1998. Our Data Protection Policy is available at <https://warwick.ac.uk/services/idc/dataprotection/>.

The data that you provide for your admission and enrolment record enables the University to keep in touch with you and to ensure that you are issued with the correct certificate upon successful completion of your apprenticeship programme. For these reasons, please inform the University of any changes to your name or address by emailing career.studies@warwick.ac.uk.

As part of the Application and Eligibility Form, you have also agreed what data can be shared with your employer.

Change in circumstances

Any changes to your employment circumstances must be discussed with your Line Manager who will then notify the University.

Should the situation arise, any apprentice at risk of redundancy or who is made redundant, will be provided with support from the University to help find a new employer.

Certification on completion of study

Higher apprenticeship Level 6 certification

An apprenticeship certificate is the formal recognition that you have successfully completed your higher apprenticeship. Once you have passed your EPA, the independent EPAO will claim your certificate for you, with your permission, from the ESFA, who issues certificates on behalf of the Secretary of State for Education.

When you successfully complete your Postgraduate Certificate, you will be eligible to receive a certificate and transcript from the University of Warwick. Your certificate will bear the University name, crest, title and classification (where relevant) of your award. It will be signed by the University's Vice-Chancellor and Registrar. You will also receive a transcript that will detail the marks that you were awarded on each of the modules studied, which will normally be sent to you by post within three months of receipt of your certificate. You may request additional transcripts from the University's Academic Office for a fee of £25 for up to ten transcripts. Award of the PgCert does not take place until the EPA has successfully been completed.

Complaints and appeals

University and OIA complaints procedure

The University is committed to providing a high-quality service and actively encourages feedback on all aspects of the teaching and learning experience and any other services provided. We want you to be able to let us know when things are going well or there is something that you particularly like, but also if there is a problem that you don't feel you can resolve yourself. As part of this, we have a student feedback and complaints resolution pathway and actively encourage feedback on all aspects of the student experience. However, there may be occasions when the level of service received falls short of that which might reasonably be expected and either you or your employer are entitled to raise a complaint using the University's Complaints Procedure at <https://warwick.ac.uk/services/feedbackcomplaints/>.

In the first instance, you or your employer should raise the complaint in writing with the person responsible for the action which has given rise to the complaint. If this does not lead to a satisfactory outcome you should raise the complaint with either your University Apprenticeship Tutor; however, if this does not lead to a satisfactory outcome, you should pursue the complaint through the three-stage resolution process as outlined in the Complaints Procedure.

Complaints, if unresolved by the University, can be escalated to the Office of the Independent Adjudicators. You must check the guidance on the scope of your complaint to the Office of the Independent Adjudicators at <https://www.oiahe.org.uk/students/>.

Academic appeals

Where a Board of Examiners awards a particular postgraduate classification (including a Pass), or decides not to award you a qualification (with no further right of resit), you may appeal against the Board's decision within ten days of its publication or notification to a preliminary review panel, on the grounds that:

1. You are in possession of evidence relevant to your examination performance which was not available to the Board of Examiners when its decision was reached and you can provide good reason for not having made the Board of Examiners aware of this evidence *or*
2. There appear to have been procedural irregularities in the conduct of the examination process *or*
3. There appears to be evidence of prejudice or bias on the part of one or more of the examiners.

You may only make representations on the grounds set out above and may not use this procedure to dispute the academic judgement of a Board of Examiners. Appeals will not be considered where the preliminary review panel considers that the evidence provided by you does not constitute grounds for appeal.

End Point Assessment appeals

The EPAO is responsible for publishing the appeals process for the higher apprenticeship.

Apprenticeship helpline

If you have any questions or concerns about any aspect of your apprenticeship you can contact the National Apprenticeship Service helpline on 0800 015 0400 (8am to 10pm, seven days a week). You can also contact them by email at nationalhelpdesk@findapprenticeship.service.gov.uk.

Staff Student Liaison Committee

All apprentices enrolled on Warwick programmes will have the opportunity to be involved in a Staff Student Liaison Committee (SSLC). SSLCs are important to the University and Student Union because they provide a unique forum for staff and apprentices

to discuss issues, new ideas and solve problems relating to your programme, department, or the University in general.

Discussions that arise will vary from year to year, but the following broad themes should be addressed at least once each year:

- curriculum and teaching
- assessment and examination
- library
- computing and e-learning
- skills development
- support and guidance

Your SSLC is not the appropriate forum for raising personal grievances or complaints that involve specific named members of staff or other degree apprentices. Discussions of this nature can be highly subjective and emotive and require alternative channels of communication. Problems that concern another individual should be directed in the first instance to your University Apprenticeship Tutor, the Students' Union Advice Centre or the Students' Union Education Officer. Further information about SSLCs and the SSLC Handbook can be found at <https://www.warwicksu.com/student-voice/academic-representation/what-is/>.

Section 8 – Services and support

Library

The University Library is located in the centre of the main campus and is open twenty-four / seven during term time. As well as hard copy books, we have 67,000 eJournals and 1.1 million eBooks available for use and a variety of services to help you develop your information skills.

You can access the Library website for both general information <https://warwick.ac.uk/services/library/> and subject specific information <https://warwick.ac.uk/services/library/subjects/>. Regular news and updates can be found via the Library's homepage, Facebook page (@WarwickUniLibrary) and X account (@warwicklibrary).

The Library also has a designated Academic Support Librarian (ASL) for each academic department, who are a source of assistance and can provide appropriate advice about library services, as well as:

- ▶ general information about accessing and using the Library, Learning Grids, and Modern Records Centre
- ▶ information sources for your subject
- ▶ developing information and research skills

The Library manages a wide variety of study spaces to suit all your learning needs and from which skills enhancement and community engagement programmes are run. Further information can be found at <https://warwick.ac.uk/services/library/using/libspaces/>.

Student Opportunity

Our Student Opportunity Team offers a wide range of resources to help you achieve your full potential. They can help you with academic writing, study and research, as well as a variety of other academic skills.

The team can provide advice and guidance over the phone, via email and if you're on campus you can visit their helpdesk. You can also book an appointment for 1:1 advice provided either face-to-face or online and they have a range of online resources that you can access off-campus too. Further information can be found at <https://warwick.ac.uk/services/skills>.

IT Services

When you enrol you will be sent information to set up an IT account. Your IT account will allow you to access PCs anywhere on campus (computers in WMG can also be accessed using the computer code found on a label on the front of the machine e.g., IMT001 and the password 'wmgwmg').

Information on setting up an account, accessing the network when you are either on or off campus, printing and training is available at <https://warwick.ac.uk/services/its/>. The use of IT Services facilities is part of the University's Regulation 31. The use of University Computing Facilities. The full regulation is available at <https://warwick.ac.uk/services/gov/calendar/section2/regulations/computing>.

For any technical issues using the facilities or systems, please contact IT Services at helpdesk@warwick.ac.uk or on 02476 573 737.

Language Centre

The Language Centre supports the University's commitment to increase the provision of foreign language learning opportunities for students across the University. Whether you are interested in developing existing language skills or are starting from beginner level the Language Centre offers a wide range of modules, facilities, and resources to support students. Further information can be found at <http://warwick.ac.uk/languagecentre>.

Director of Student Experience and Progression

Directors of Student Experience and Progression (DSEPs) are responsible for working with students to enhance the student experience. Roles vary in each department but usually include development of personal tutoring, a focus on building a learning community, supporting student learning using technology and developing department policies and practice to improve student experience. They work closely with the departments Student Staff Liaison Committees and are always keen to hear students' views and feedback. Talk to your DSEP if you have any ideas about how you would like to improve your apprenticeship

programme or department, build a community between students and staff, or enhance student support. Your Director for Student Experience and Progression is Dr John Gough, and you can contact them at John.Gough@warwick.ac.uk.

Wellbeing Support Services

Your wellbeing is hugely important to us. We want to ensure you to feel safe, supported and valued within our campus community, and although you may not spend large amounts of time on the University campus, you are fully entitled to the support and wellbeing services we offer.

We can provide you with both practical and emotional support and have a wide range of online self-help resources, run online wellbeing masterclasses, and can offer email counselling as an option if you're not on campus.

The University recognises that you are first and foremost an employee of your organisation and therefore, we ask that in the first instance, your initial contact for any support needs is with your Line Manager.

Wellbeing Support

The Wellbeing Support Team provides advice, information and support to facilitate academic work and participation in University life. Their main aims are to promote mental health and wellbeing for all students, identify support needs, discuss strategies for managing mental health difficulties, provide short-term or ongoing support, and, if needed, access to other services within the University and other mental health services.

Students should contact the Wellbeing Support Team if they are struggling to manage a mental health difficulty, if they, or other people, have become concerned about their mental health recently, or if they would like to discuss strategies which may help them to cope with University life.

As well as working institutionally to promote positive wellbeing, there is also an opportunity for students to attend wellbeing groups or to meet with a wellbeing advisor if they have concerns about their wellbeing or would like to make changes to their lifestyles in order to improve their wellbeing, e.g., healthy lifestyle, work life balance, managing stress, relationships with others, etc.

Wellbeing and Support Services can be contacted at studentsupport@warwick.ac.uk or on 02476 575 570. Further information can be found at <https://warwick.ac.uk/services/wss/>.

Disability services

Disability Services encourage students to declare any disability or learning difference so that they can discuss support requirements to enable reasonable adjustments to be made for the duration of their studies.

Disability Services offer advice, guidance and support to students with specific learning differences, hearing and visual impairments, physical disabilities and mobility difficulties, social communication difficulties, unseen medical conditions, and any other disability that is likely to have an impact on their studies and life at University. The services provided are tailored to the individual and aimed at enabling students to successfully complete their studies and have a positive experience of University life. They can also provide advice and guidance on the Disabled Students Allowances (DSA).

Disability Services are located on the ground floor of Senate House and can be contacted at disability@warwick.ac.uk or on 02476 575 570. Further information can be found at <https://warwick.ac.uk/services/wss/students/disability>.

Health Centre

Students' resident on campus and within the catchment area should register with the University Health Centre. Students must be registered to use the Health Centre, although the Centre may be able to assist non-registered people in emergencies. Students living off-campus, who are not able to register with the Health Centre, can locate their nearest GP by visiting <https://www.nhs.uk>.

The University Health Centre is located on Health Centre Road on central campus and can be contacted on 02475 263 418. For further information please visit <https://www.uwhc.org.uk/>.

Chaplaincy

The Chaplaincy is the focus of spiritual life on campus and provides a meeting place where students of all faiths and none can come and find a safe, supportive space. It is a focal point for different faith groups and student societies and has a chapel, three

kitchens, meeting rooms and an Islamic prayer hall making the Chaplaincy an inclusive, spiritual and social space that welcomes the whole University community. Students can visit the Chaplaincy with personal concerns, including stress, debt, relationships, loneliness, vocational issues, theological issues, and enquiries about using the Chaplaincy for religious and social functions.

The Chaplaincy is located by the Arts Centre on central campus and can be contacted at chaplaincy@warwick.ac.uk or on 02476 523 519. Further information can be found at <https://warwick.ac.uk/services/chaplaincy/>.

Students' Union

As an apprentice you will automatically become a member of the Students' Union (SU). Run by student for students, the SU provides advice and guidance on all aspects of university life, as well as organising events and activities for the student community. Further information can be found at <https://www.warwicksu.com/>.

Students' Union Advice Centre

The SU Advice Centre is provided free to all students and is confidential, impartial and non-judgmental offering advice and support on a whole range of issues. They are also independent of the University.

The SU Advice Centre is staffed by professional advisors and who are able to give practical advice or signposting on most enquiries, which tend to fall into the following categories:

- ▶ personal issues
- ▶ housing advice
- ▶ course-related problems
- ▶ finances
- ▶ complaints and disciplinary proceedings with the University

The SU Advice Centre is located on the top floor of the Student's Union, central campus and can be contacted at advice@warwicksu.com or on 02476 572 824. Further information can be found at <https://www.warwicksu.com/help-support/>.

Campus Security

The Community Safety team work 24 hours a day to support the University's aim to ensure there is a safe, secure and friendly environment for students, staff and visitors. As well as maintaining the safety and security of our campus, the team also work within the following areas:

- ▶ responding to all incidents and emergencies on campus, in an emergency (fire, police, ambulance) call 02476 522 222
- ▶ personal safety and security with guidance on staying safe and protecting your belongings both on and off campus, for general enquiries call 02476 522 083
- ▶ parking on campus with details of where to park and parking charges, for parking enquiries call 02476 5222 206/9
- ▶ access control to building and facilities on campus

Further information can be found at <https://warwick.ac.uk/services/campus-security/>.

Children's Services

Children's Services is a collective service incorporating all childcare and holiday schemes run on campus. It includes the university nurseries and the Holiday Camps for the Easter and summer holidays.

The Nursery is located on Lakeside and can be contacted at nurseryenquiries@warwick.ac.uk or on 02476 523 389. Further information can be found at <https://warwick.ac.uk/services/childrensservices/>.

Section 9 - Safeguarding, Prevent and Health and Safety

Warwick community values and expectations

At Warwick, we value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact. We nurture intellectual challenge and rational, rigorous debate. We want to support our students and each other to become critical thinkers and collaborative, yet independent learners – individuals with a global and sustainable outlook, who are able to make an active and positive contribution to society. At the same time, we are committed to working towards a supportive, accessible and inclusive environment within which all members of our community can successfully learn, work, live and socialise. We uphold the importance not only of freedom of thought and expression, but also the significance of academic and personal integrity, equality and diversity, and mutual respect and consideration for the rights, safety and dignity of all.

We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you to have an idea of Warwick's core values and an understanding of the primary expectations of student members of the Warwick community.

Our Principles set out our expectations of how we behave as a University community, both as individuals and as an institution.

We commit to sharing these principles with all new students and staff members when they arrive at Warwick and underpin our desire to give students the best experience possible whilst studying here.

They facilitate an environment where the ability to voice ideas is at its core, a place in which staff and students operate with mutual respect, with the confidence that equality of opportunity is accessible to all.

These principles represent our expectations of how we behave as a University Community, both as individuals and as an institution. They also inform our approach to taking appropriate action when these expectations are not met. Further information can be found at <https://warwick.ac.uk/about/values>.

We are committed to Equality, Diversity and Inclusion by maintaining an inclusive environment where all can contribute and reach their full potential <https://warwick.ac.uk/equalops/>.

The University Strategy is our vision for how the University of Warwick might be in 2030: how we will be excellent in everything we do and how our excellence will be channelled into a renewed purpose and impact <https://warwick.ac.uk/strategy/>.

The University Calendar is the main 'rule book' and includes ordinances and regulations which you need to be aware of, including examinations, cheating, use of computing facilities and behaviour <https://warwick.ac.uk/calendar/>.

Safeguarding

We recognise that as a University and apprenticeship provider, we have a fundamental responsibility to provide an environment in which individuals of all ages, whether staff, student or visitor, may work, learn and develop in a safe environment. This responsibility includes an ethical and moral duty to safeguard children and Adults at Risk at any time when they are engaging with our staff, students, volunteers and contractors in University-led activities, whether on or off of our campus. This core value is at the heart of our interaction with our wider community and acknowledges that in all our interactions with children and Adults at Risk, their welfare is of paramount importance. During your induction period, you will be required to complete both Safeguarding and Prevent online training, to ensure you are fully conversant with the requirement for you and others.

The University Safeguarding Policy applies to staff and apprentices engaging in University-led activity whether on the University campus or elsewhere including the workplace and covers our interaction with children and Adults at Risk who are current students, prospective students or who are otherwise participating in University related activities. Further information can be found at <https://warwick.ac.uk/services/wss/safeguarding/>.

The University has a **Designated Safeguarding Lead (DSL)**, Andy Smith, who is also the Director of Wellbeing and Safeguarding. The DSL has overall responsibility for the safeguarding of our students and apprentices. They decide on the appropriate action required when either an apprentice seeks help, or a member of staff or employer raises a concern regarding an apprentice.

The DSL works in conjunction with the **Single Point of Contact for Prevent** and relevant external agencies, to ensure adequate arrangements are in place to identify, assess and support any apprentice where a concern is raised, or who is suffering from, or at risk of, any potential harm.

Prevent

As part of the Government's strategy to reduce terrorism in the UK, the Counter-Terrorism and Security Act 2015 introduced a range of measures with the aim of countering the threat of radicalisation and the risk of people being drawn into terrorism. Public bodies, including Higher Education Institutions (HEIs), are now subject to the statutory Prevent Duty. This means that we, along with other universities, are required by law to demonstrate that we have arrangements in place and pay due regard to the need to safeguard people in our community from being drawn into terrorism.

Prevent at Warwick

We are committed to ensuring a balance between the obligations of the Prevent Duty and our wider obligations to Freedom of Speech, Academic Freedom and Equality. Further information can be found at <https://warwick.ac.uk/services/wss/prevent/>. The University's **Single Point of Contact for Prevent** is Ben Pithouse, Director of Operations and Community Wellbeing.

Ofsted will expect to see **British values** integrated into the curriculum and training so that apprentices are able to identify where British values are relevant to their work and everyday lives. Individual learners may be asked during inspections how British values relate to their studies or training.

Health and Safety

The University's Health and Safety Policy outlines in broad terms the University's Statement of Intent, Organisation for Health and Safety and arrangements for the management of Health and Safety as required by specific University Regulations and Ordinance.

- ▶ Health and Safety Policy <https://warwick.ac.uk/services/healthsafetywellbeing/guidance/handspolicy>
- ▶ Ordinance <https://warwick.ac.uk/services/gov/calendar/section2/ordinances>

This Policy is supported by further topic specific Policy, Arrangements and Guidance available via the University's Health, Safety and Wellbeing web-pages <https://warwick.ac.uk/services/healthsafetywellbeing/guidance/>.

Section 10 - Your Higher apprenticeship

Contact details

University address and campus maps

University of Warwick

Coventry

CV4 7AL, UK

Tel: +44 (0)24 7652 3523

warwick.ac.uk/about/visiting/maps

Department contact details

- ▶ Tel: +44 (0)24 7652 4617
- ▶ Email: cll@warwick.ac.uk
- ▶ Centre for Lifelong Learning
Westwood Campus
University of Warwick
Coventry
CV4 8UW
- ▶ We are based in the Lifelong Learning building, teaching happens across the Westwood campus.
- ▶ Emergency:
In an emergency, please contact campus security: 24-hour Control Centre (general enquiries)
Internal extension x22083 or 024 7652 2083
Emergency (fire, police, ambulance):
internal extension x22222 or 024 7652 2222
- ▶ You will be contacted on your University of Warwick email address, so it is essential that you check this regularly. It is also important to inform us of any changes to your personal contact information (contact and home address) in case we need to send anything to you in hard-copy format.
- ▶ It may be helpful to forward emails to your personal or work account to ensure you receive all communication in a timely manner.
- ▶ You will receive full information on the other systems we use to contact you in your induction.

Roles within department

Name and Position	Contact Details
Dr Gill Frigerio Associate Professor Career Studies and Coaching Curriculum Area Lead	G.Frigerio@warwick.ac.uk +44 (0) 24 7615 1390
Lynne Campbell Assistant Professor HACDP Programme Lead & Module Leader CE9B4	Lynne.campbell@warwick.ac.uk +44 (0) 24 7657 4472
Dr Phil McCash Associate Professor Module Leader CE9B5	P.T.McCash@warwick.ac.uk +44 (0) 24 7615 1389
Lynne Campbell Assistant Professor Korin Grant Assistant Professor Apprenticeship Tutors	Lynne.campbell@warwick.ac.uk Korin.grant1@warwick.ac.uk
Caroline Smallwood Senior Administrator	Career.studies@warwick.ac.uk +44 (0) 24 765 24922

Please feel free to call the student administration coordinators with course queries. To arrange contact time for phone, Teams or face-to-face personal tutorials please use the scheduler in the course hub.

Key Contacts in CLL:

Name and Position	Contact Details
Dr Nalita James Head of Department	Nalita.James@warwick.ac.uk +44 (0)24 7652 2468
Dr Charlotte Jones Director of Academic Studies	Charlotte.E.Jones@warwick.ac.uk 024 76 5 74131
Dr Anil Awesti Senior Tutor	A.K.Awesti@warwick.ac.uk +44 (0)24 7652 8459

Key dates and timetable

Apprenticeship start date	20 July 2026
Block 1 (residential at the Warwick campus)	7-11 September 2026
Block 2 (residential at the Warwick campus)	12-16 April 2027
Block 3 (residential at the Warwick campus)	18-20 October 2027

Overview of your Higher apprenticeship programme

- ▶ The Higher Apprenticeship Career Development Professional will offer an innovative approach to capture both the academic rigour and critical thinking synonymous with Warwick, yet also deliver a skills-based curriculum. The programme has been designed in collaboration with professional bodies, universities, schools, and councils, using the QAA professional framework and our experience in careers and coaching fields.
- ▶ The module learning outcomes are contained in the Moodle page for each module, with the KSBs mapped onto each.
- ▶ The programme lasts for 24 months: 18 months for the PGA and then a further six months for when you enter The Gateway to complete the End Point Assessment.
- ▶ The programme learning outcomes with their links to the Core Duties are as follows:

Programme Learning Outcomes

1 Critical evaluate, synthesise, and apply the foundational elements of career development work including research, policy, theory, management, organizational context, workload management, service engagement, and data-informed practice.

D3, D9

2 Creatively and autonomously work with clients to support career-related learning and enhance their career development by making systematic and effective application of theory, resources, design, delivery, learning alliance, and evaluation.

D4, D5, D6, D7

3 Demonstrate comprehensive knowledge, skills, and behaviours in relation to cross-cutting topics in career development work including reflective practice, ethics, collaboration, career-related information resources, and communication.

D1, D2, D8

- ▶ The module learning outcomes are contained in the Moodle page for each module, with the KSBs mapped onto each.
- ▶ The off-the-job contact hours are noted in the Training Plan for each learner.

Course Regulations

Modules

- ▶ The PGCert in Career Development Work comprises 60 credits in two 30 credit modules. Both are compulsory:
- ▶ **CE9B4:** Foundations of Professional Practice in Career Development Work (30 credits) (50% of PGCert)
- ▶ **CE9B5:** Working with Clients to Support Career-Related Learning (30 credits) (50% of PGCert)
- ▶ You will also complete a work-based project which is integral to your final end point assessment qualification of the degree apprenticeship.

Examinations and Assessment

- ▶ The postgraduate assessment strategy focus on: knowledge and understanding; analysis and evaluation; reflective practice; and communication; appropriate to level 7 awards.
- ▶ All summative assessment takes place via coursework. The assignments are described briefly within the general module descriptions and in more detail in individual assignment briefs. All assessment information can be found on the relevant Moodle module page.
- ▶ When tutors mark your work, they are assessing the extent to which it has met the module's learning outcomes, shown in the Moodle resources.
- ▶ In deciding on the mark that a piece of work should be awarded, tutors use the grade boundaries and descriptors articulated in the marking criteria. This is so that the mark is identified in as fair a way as possible. It also enables the process of moderation, by internal moderators and external examiners, as it allows them to see how the tutors have fairly applied the agreed standards for awarding marks.
- ▶ In providing the basis for the ways in which tutors assess work, the criteria also give you a clear indication of what constitutes a pass, merit or distinction, as well as what would constitute a piece of work that doesn't meet the pass mark. Understanding the marking criteria can also help in part to inform your studies, particularly if you are looking to engage with the module content at an in-depth level.
- ▶ As ever, please do talk to your personal and/or module tutor if you want further clarification of our marking criteria.

Assessment Criteria

Grade	Knowledge & Understanding	Analysis & Evaluation	Reflective Practice	Communication
70-100	- Highly developed understanding of relevant concepts, theories and/or research methodologies - Use of wide range of relevant sources, which are well understood and deployed to support arguments	- Well-focused and relevant answer - Comprehensive and systematic assessment of issues - Sources and viewpoints set in a wide context - Deep awareness of methodological and theoretical considerations - Detailed commentary with reasons for conclusions clearly indicated. - Perceptively argued with main issues convincingly evaluated.	- Knowledge and concepts skilfully integrated and applied - Deep awareness of practice contexts - Perceptive responses informed by practice - Integration of understanding and analysis with future practice - In-depth consideration of reflexivity - Distinctive personal perspective on the problems in question	- Well-organised and structured material - High level of written and oral communication - Very few errors of spelling, grammar and syntax. - Careful use of course referencing and presentation guides with very few errors or omissions. - Appropriate length
80+ An outstanding piece of work, showing impressive mastery of the subject-matter, with highly developed ability to identify, analyse, evaluate, integrate and apply knowledge and concepts and engage in reflective practice. All objectives of the set work are covered or exceeded, and there is evidence of critical evaluation, originality of thought and creativity. The work demonstrates skilfully-marshalled use of sources and a very high level of competence, autonomy and innovation. Ideas are expressed with exceptional fluency. All learning outcomes are met.				
70-79 An excellent piece of work, showing mastery of the subject-matter, with a well-developed ability to identify, analyse, evaluate, integrate and apply knowledge and concepts and engage in reflective practice. All major objectives of the set work are covered, and there is evidence of critical evaluation and creativity. The work demonstrates well-marshalled use of sources and a strong level of competence, autonomy and innovation. Ideas are expressed with fluency. All learning outcomes are met.				

Grade	Knowledge & Understanding	Analysis & Evaluation	Reflective Practice	Communication
60–69	• Sound and thorough grasp of relevant concepts, theories and/or research methodologies although lacking in depth at some points • Supported by references to a good range of relevant sources which are used in an appropriate way	• Recognises demands of the question • Focused and relevant response • Main points substantiated • Good level of commentary	• Knowledge and concepts integrated and applied • Good awareness of practice contexts • Good responses informed by practice • Some integration of understanding and analysis with future practice • Good consideration of reflexivity • Credible personal response made	• Good structure and organisation of work • Clear written and spoken style • Spelling, grammar and syntax generally good • Most features of the course referencing and presentation guides used correctly • Appropriate length
A good piece of work, showing a sound and thorough grasp of the subject-matter, though lacking in the breadth and depth required for a distinction mark. A good attempt at identification, analysis, evaluation, integration and application of knowledge and concepts and reflective practice, but more limited in scope than that required for a mark of 70+. Most objectives of the work set are covered and there is evidence of critical evaluation and creativity. Work is generally competent, autonomous and innovative. Ideas are expressed with clarity, with minor exceptions. All learning outcomes are met.				

Grade	Knowledge & Understanding	Analysis & Evaluation	Reflective Practice	Communication
50-59 Pass Mark is 50	- Fair understanding of main concepts, theories and/or research methodologies but lacks depth and/or breadth - Some gaps or areas of confusion - Adequate range of relevant sources used	- Basic requirements of question covered - Some irrelevant material - Competent but lacks depth and breadth. - Sensible commentary on evidence and materials used some points unsupported	- Some knowledge and concepts integrated and applied - Some awareness of practice contexts - Satisfactory responses informed by practice - Limited integration of understanding and analysis with future practice - Some consideration of reflexivity - Some personal response made	- A generally satisfactory overall structure although it may lack balance in parts or fail to integrate some material - Adequate written and spoken style which is not impaired by the occasional errors of spelling, grammar and/or syntax - Weaknesses in use of course referencing and presentation guides - Inappropriate length
A satisfactory piece of work, showing a grasp of major elements of the subject-matter but possibly with some gaps or areas of confusion. The basic requirements of the work set are covered and there is evidence of critical evaluation, creativity and reflective practice. The attempt at identification, analysis, evaluation, integration and application of knowledge and concepts is of fair or reasonable standard, with a heavy reliance on course materials. Work may contain minor errors but remains competent, autonomous and innovative. Some confusion in expression of ideas. All learning outcomes are met.				

Grade	Knowledge & Understanding	Analysis & Evaluation	Reflective Practice	Communication
0-49	- Some evidence of reading - Understanding of the subject matter is limited - Work displays major gaps in knowledge, serious misconceptions and/or inaccuracies	- Introduction of basic concepts - Question only partially understood - Descriptive or irrelevant content with unsupported conclusions - Little sustained analysis or evaluation of knowledge and concepts - Uncritical exegesis	- Knowledge and concepts poorly integrated and applied - Lacking awareness of practice contexts - Lacking responses informed by practice - Poor integration of understanding and analysis with future practice - Little consideration of reflexivity - Little personal response made	- Weak structure - Expression of ideas is confused or unclear - Significant errors of spelling, grammar and/or syntax - Significant weaknesses in use of course referencing and presentation guides - May fail to meet length or recording quality requirements
40-49 Work not of passable standard, showing some familiarity with the subject-matter, but with major gaps and serious misconceptions. Only some of the basic requirements of the work set are achieved. There is little or no attempt at identification, analysis, evaluation, integration or application of knowledge, and a low level of competence, autonomy and innovation, with many errors. There is poor critical reflection on arguments, claims or viewpoints. Ideas are poorly expressed and structured. Not all learning outcomes are met. Below 40 Work well below passable standard, with serious gaps in knowledge of the subject-matter, and many areas of confusion. Few or none of the basic requirements of the work set are achieved, and there is an inability to apply knowledge. Competence, autonomy and innovation are poor, with many serious errors. The level of expression and structure is very inadequate. Superficial engagement with the subject-matter. Few learning outcomes are met.				

Notes

This guide is based on the Framework for Higher Education Qualifications and draws substantially from the taught postgraduate assessment criteria of the Faculty of Social Sciences at the University of Warwick. It takes into account the specific features of career development, coaching and work-related learning as areas of academic study and the detailed course specification documents for the above programmes. The criteria listed form only a guide and may not apply fully to any one individual piece of work at any standard

Mitigating Circumstances

The mitigating circumstances policy and associated self-certification and deferral policies are applicable to degree apprentices.

(https://warwick.ac.uk/quality/categories/examinations/policies/u_mitigatingcircumstances/):

The following provides information for Undergraduate and Postgraduate Taught students for inclusion in departmental handbooks with regard to extenuating / mitigating circumstances (https://warwick.ac.uk/study/cll/currentstudents/learningspace/student_handbook/mitcircs_extensionrequests/)

Mitigating Circumstances are unforeseen events or circumstances which have a significant negative impact on your ability to successfully complete, or study effectively in preparation for, summative assessment tasks such as essays, written or oral examinations, assessed presentations or assessed laboratory work. If you want any such events or circumstances to be considered by the relevant Board of Examiners you are required to claim formally for the assessments in the mitigating circumstances portal by the relevant deadline. Mitigating circumstances claims usually require independent written evidence to be accepted and guidance on possible types of evidence is available from the mitigating circumstances policy pages. Please note that while it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners.

Outcomes of Mitigating Circumstances

Mitigating Circumstances can never result in the changing of marks for individual modules or assessments.

The possible outcomes of mitigating circumstances are listed in section 7 of the mitigating circumstances policy. However, you should be aware that some of the listed outcomes may not be possible outcomes for you due to requirements for your higher apprenticeship.

- It may not be possible to waive assessment if it is linked to EPA elements of the apprenticeship.
- It may not be possible to award a higher degree than would be merited by the marks returned if the apprenticeship standards require a certain number of credits to be achieved by gateway / before EPA.
- It may not be possible to permit progression the next stage of study if there are credit requirements for your apprenticeship.
- Deferral of all assessments in an examination period may not be possible if you would not be able to progress to the next year of study.
- It is not possible to repeat a year in full as a first or final attempt.

You may be able to take a Break from Learning if you are experiencing circumstances that affect your ability to engage with your apprenticeship. You should consult with your employer and tutor.

Specific Extension Requests

Each module or assessment should provide information about where specific assessment requests should be submitted.

Deadlines for claims

- Specific extension requests must be submitted by the deadline for the assessment.
- Circumstances affecting performance in coursework should be submitted within 20 university working days of the assessment deadline or scheduled event, or the departmental deadline for consideration by examination boards if earlier.
- Circumstances affecting performance in examinations should be submitted within the deadlines specified by the home department for the examination period in which the examination was scheduled.

Contacts

If you have sensitive evidence that you do not wish to attach to your claim you can indicate this in the claim.

You are responsible for contacting a member of staff who can view your evidence in confidence and sign off on the system that it has been viewed.

If you have sensitive evidence the nominated contact for your course is Anil Awesti, at a.k.awesti@warwick.ac.uk.

Appendix One

Table 1. Award Structure, Module, Formative and Summative Assessment Overview

Academic Level	Higher Apprenticeship PGCert Career Development Work		Academic Qualification
Level 7	CE9B4 Foundations of Professional Practice in Career Development Work	CE9B5 Working with Clients to Support Career-related Learning	PGCert
	30 credits	30 credits	
	5000 summative assessment	5000 summative assessment	
End Point Assessment			
The End Point Assessment confirms that your apprentice has met the requirements set out in the Careers Development Professional Level 6 Apprenticeship Standard ST0694 and is ready to join the profession with full occupational competence.			
For non-integrated higher apprenticeships, the End Point Assessment for the apprenticeship does not coincide with the completion of the higher programme. The apprentice must complete their higher prior to End Point Assessment and the EPA will not have a bearing on the final grade of the Higher Award, it will be pass or fail. In the case of non-integrated higher apprenticeships, the University CANNOT be the End Point Assessment Organisation – this role will be carried out by a third party, selected by the employer, from the Register of End Point Assessment Organisations.			
Professional Recognition			
Recognised by the Career Development Institute (CDI) and the Graduate Futures Institute (GFI)			

Programme Learning Outcomes

1. Effective and innovative knowledge and application of the foundational elements of career development work: reflective practice, career management, engagement with research, policy, theory, ethics, leadership and management, organizational context, data-informed practice, career-related information, collaboration, and communication.
2. Critically and creatively work with clients to support career-related learning by making systematic and effective use of: theory, resources, design, learning alliance, delivery, evaluation, and communication.

Foundations of Professional Practice in Career Development Work

1. Critically evaluate the professional and ethical basis of the career development profession in its societal, sectoral and organisational contexts, and its role in developing clients' lifelong skills by promoting impartial and accessible provision, equality and diversity, and social justice
2. Critically analyse the basis, nature and scope of a wide range of career development and lifelong theories and models drawn from a range of disciplines, and the implications of such theories and models for professional practice
3. Critically engage with the issues and challenges concerned with the planning, delivery and evaluation of career development services within an organisational context, including management information systems and data-informed practice, the promotion and take up of client services, relevant labour market information and the impact of digital technologies on such services
4. Develop the knowledge, skills and behaviours to collaborate effectively with a range of colleagues, clients and other internal and external partners and stakeholders, in order to promote positive, supportive and constructive working relationships in the provision of career development services

Working with clients to promote career-related learning

1. Critically analyse the basis, scope and purpose of career-related learning theories and models, including models of delivery, which may transform clients' aspirations, skills and assets when seeking education, training and employment opportunities throughout life
2. Develop comprehensive knowledge, skills and behaviours in relation to planning and delivering services to clients either on an individual basis, or in group settings; and be able to evaluate the impact of such career-related learning from a range of stakeholder perspectives
3. Develop comprehensive knowledge, skills and behaviours in relation to researching, interpreting and providing career-related information products and services, including labour market information, through a relevant range of media such as web-based services and as part of individual and group-based client intervention, in order to support and promote effective career-related learning

Appendix Two

Table 3. Breakdown of Contact Hours

Level of course	Scheduled learning and teaching hours	Work-based learning hours	Guided self-study hours	Total Hours
Level 7				
Total Hours	90	Confirmed in the Training Plan	90	Confirmed in line with the hours agreed in the Training plan

Appendix Three

Table 4. Higher apprenticeship Programme Overview

Academic Level	Module	Associated Programme Learning Outcomes	Associated Apprenticeship Knowledge/ Skills/ Behaviours	Formative and Summative Assessment	Off- the-Job Learning	Work-based Learning
7	CE9B4 Foundations of Professional Practice in Career Development Work	1	Knowledge and Skills and Behaviour (linked to module learning outcome number shown) 1: D1, K1, K6, K10, K17, S1, S10, B4 2: D1, D2, K18, K19, K20 3: D1, D2, K3, K5, K12, S3 4: D1, K1, K2, K8, K9, K14, K19, S9, S10, S11, B1, B2, B3, B4, B5, B6, B7, B8 5: D3, D9, K6, S13, S14, S20, B8 6: D8, K7, K10, K13, K15, K16, K22, K22, S5, S8, S18	Formative Completion of online activities in Moodle VLE Summative Completion of work-based project	Content Blend of structured online learning and workshops Support Group tutorial support Reflection and Review Personal tutorial and tripartite review	On-the-job learning will be negotiated through individual or group work-based projects and casework related to the provision of career development services.

			7: D2, K7, K8, K21, S7, S8, S9, S12, S11, B7, B8 8: D2, D8, S1			
7	CE9B5 Working with Clients to Support Career-related Learning	2	Knowledge and Skills and Behaviour 1: D6, K3, K5, K12, S3, S4, S17 2: D2, D6, D8, K4, K7, K10, K13, K15, K16, K21, K22, S5, S13, S18, S20 3: D2, D6, D7, K3, K4, K5, S2, S3, S4, S6, S10, B6 4: D4, D6, D9, K2, K8, K9, K14, S6, S7, S9, S14, B1, B2, B3, B4, B5, B6, B7, B8 5: D4, D5, D6, D7, K11, K13, K15, K16, K19, K22, S2, S15, S16, S17, S18, S19 6: D1, D2, D6, D7, K4, K6, K17, S3, S11, S12, S14, B6 7: D2, D8, S1	Formative Completion of online activities Summative Completion of work-based project	Content Blend of structured online learning and workshops Support Group tutorial support Reflection and Review Personal tutorial and tripartite review	On-the-job learning will be negotiated through individual or group work-based projects and casework related to the provision of career development services.

