



Greater Manchester   
Apprenticeships

# Your guide to Apprenticeships

Get started



An aerial, high-angle photograph of a busy pedestrian plaza, likely in a city center. The ground is paved with light-colored rectangular tiles. Numerous people of various ages and ethnicities are walking in different directions. Some are in groups, some are alone. A few people are pushing strollers. The entire image is covered with a semi-transparent purple overlay, which serves as a background for the text.

# Contents

Click on a link below to explore that section in more detail.



# What is an apprenticeship?

A degree apprenticeship is a work-based educational programme that allows individuals to earn a university degree while gaining practical experience in a specific profession. It combines on-the-job training with academic learning, typically leading to a bachelor's or master's degree. These programmes are designed to provide a direct pathway into a career and are often sponsored by employers, who cover the cost of tuition and pay apprentices a salary. Degree apprenticeships are available in various fields; engineering, healthcare, business, and more, providing a valuable alternative to traditional full-time university education.

# What apprenticeships do we provide at the University of Bolton?

Higher and Degree Apprenticeships on offer at the University of Bolton.

## Business

- + Level 6 CMDA Business Management Degree Apprenticeship
- + Level 6 CMDA Business Management (Retail) Degree Apprenticeship
- + Level 6 CMDA Business Management (Health) Degree Apprenticeship

\*All apprentices will be required to meet entry requirements which may differ depending on the programme of study.

# What apprenticeships do we provide at the University of Bolton?

Higher and Degree Apprenticeships on offer at the University of Bolton.

## Clinical and Biomedical Sciences

- + Level 7 Advanced Clinical Practitioner Degree Apprenticeship (Specialised Pathways available)
- + Advanced Clinical Practice
- + Advanced Clinical Practice (Integrated Degree Apprenticeship) (Acute Medicine)
- + Advanced Clinical Practice (Integrated Degree Apprenticeship) (Geriatric Medicine)
- + Advanced Clinical Practice (Integrated Degree Apprenticeship) (Mental Health)
- + Advanced Clinical Practice (Integrated Degree Apprenticeship) (Oncology)
- + Advanced Clinical Practice (Integrated Degree Apprenticeship) (Primary Care)
- + Advanced Clinical Practice (Integrated Degree Apprenticeship) (Respiratory)

\*All apprentices will be required to meet entry requirements which may differ depending on the programme of study.



# What apprenticeships do we provide at the University of Bolton?

Higher and Degree Apprenticeships on offer at the University of Bolton.

## Computing

- + Level 6 Digital Technology Degree Apprenticeship (Specialised pathways available) Digital and Technology Solutions: Cyber Security (Degree Apprenticeship Route) ([bolton.ac.uk](http://bolton.ac.uk))
- + Digital and Technology Solutions: Data Analyst (Degree Apprenticeship Route) ([bolton.ac.uk](http://bolton.ac.uk))
- + Digital and Technology Solutions: Network Engineering (Degree Apprenticeship Route) ([bolton.ac.uk](http://bolton.ac.uk))
- + Digital and Technology Solutions: Software Engineering (Degree Apprenticeship Route) ([bolton.ac.uk](http://bolton.ac.uk))

\*All apprentices will be required to meet entry requirements which may differ depending on the programme of study.

# What apprenticeships do we provide at the University of Bolton?

Higher and Degree Apprenticeships on offer at the University of Bolton.

## Engineering

- + Level 6 Electrical and Electronic Engineering Degree Apprenticeship
- + Level 6 Embedded Electrical Systems Degree
- + Level 6 Manufacturing Engineering (Mechanical) Degree Apprenticeship
- + Level 6 Product Design and Development Degree Apprenticeship
- + Level 6 Civil Engineering Degree Apprenticeship
- + Level 6 Civil Engineering Site Management Degree Apprenticeship
- + Level 6 Design and Construction Engineering Degree Apprenticeship
- + Level 6 Construction Site Management Degree Apprenticeship
- + Level 6 Facilities Management Degree Apprenticeship
- + Level 7 Systems Engineer Degree Apprenticeship
- + Level 7 Post Graduate Engineer Degree Apprenticeship

\*All apprentices will be required to meet entry requirements which may differ depending on the programme of study.

# What apprenticeships do we provide at the University of Bolton?

Higher and Degree Apprenticeships on offer at the University of Bolton.

- + Level 5 Assistant Practitioner Degree Apprenticeship
- + Level 5 Dental Technician Degree Apprenticeship
- + Level 6 Youth Worker Degree Apprenticeship
- + Level 7 Senior Leader Degree Apprenticeship

Health

\*All apprentices will be required to meet entry requirements which may differ depending on the programme of study.



# What apprenticeships do we provide at the University of Bolton?

Higher and Degree Apprenticeships on offer at the University of Bolton.

- + Level 5 Nursing Associate Degree Apprenticeship
- + Level 6 Registered Nurse Degree Apprenticeship (Adult)
- + Level 6 Registered Nurse Degree Apprenticeship (Mental)
- + Level 6 Operating Department Practitioner Degree Apprenticeship

Nursing

\*All apprentices will be required to meet entry requirements which may differ depending on the programme of study.



# What is in an apprenticeship standard?

Discover what is involved...



Click to explore

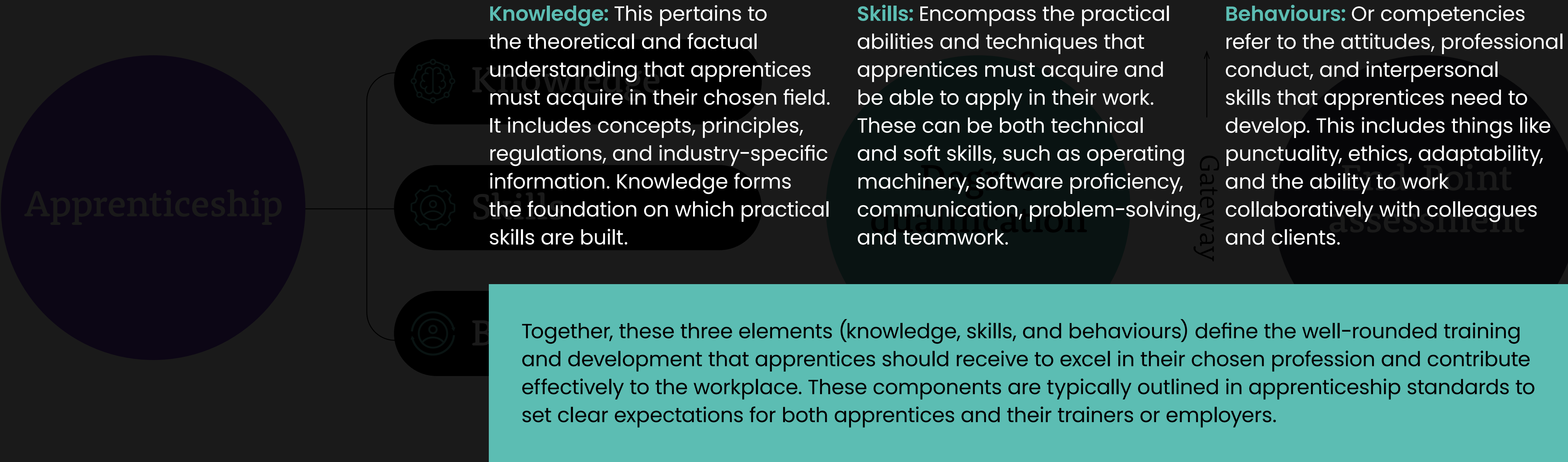


# What is in an apprenticeship standard?

# Knowledge, skills and behaviours

Discover what is involved...

Each apprenticeship standard contains, “knowledge,” “skills,” and “behaviours” refer to the key components that apprentices are expected to develop and demonstrate during their training.





# End-Point assessment standard?

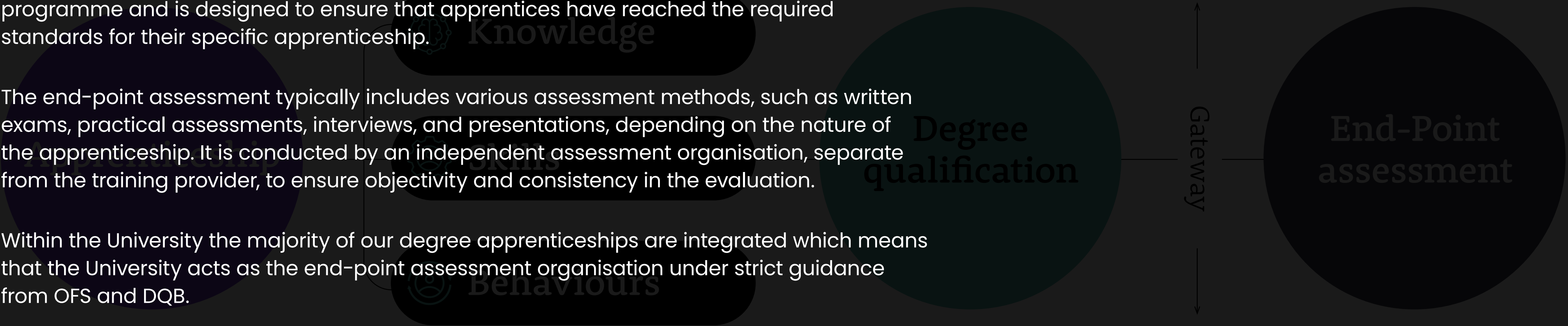
Discover what is involved. An apprenticeship end-point assessment is the final evaluation and testing process that apprentices in the United Kingdom undergo to demonstrate their skills, knowledge, and behaviours in their chosen field or occupation. It marks the end-point of the apprenticeship programme and is designed to ensure that apprentices have reached the required standards for their specific apprenticeship.

The end-point assessment typically includes various assessment methods, such as written exams, practical assessments, interviews, and presentations, depending on the nature of the apprenticeship. It is conducted by an independent assessment organisation, separate from the training provider, to ensure objectivity and consistency in the evaluation.

Within the University the majority of our degree apprenticeships are integrated which means that the University acts as the end-point assessment organisation under strict guidance from OFS and DQB.

Successfully passing the end-point assessment is a crucial step in completing the apprenticeship and achieving the associated qualification or certification.

[Click to explore](#)





# Safeguarding



# What is safeguarding?

Safeguarding is the protection of people from the risk of harm. It includes the protection of children and adults at risk of harm and the prevention of those who are deemed unsuitable to work with them from doing so.

It is also acting upon situations where children and adults at risk may be caused harm.

[Download our safeguarding policy here](#)



The University of Bolton has a zero-tolerance approach to any forms of potential harmful behaviour. The University's latest version of the Safeguarding Policy and Procedure is available on the Student Policy Zone. This policy takes into consideration other relevant safeguarding legislation, including:

- + Children Act (1988-2004)
- + Safeguarding Vulnerable Group Act 2006 (SVGA, 2006) now the Protection of Freedoms Act (2012)
- + The Care Act (2014)
- + Prevent Duty under the Counter-Terrorism and Security Act (2015)
- + The DfE revised Statutory Framework for Early Years Foundation Stage (2017)
- + Working Together to Safeguard Children (2018)
- + Keeping Children Safe in Education (2023)





## Who is responsible for safeguarding?

The University of Bolton takes safeguarding seriously and staff undertake regular training to help minimise the risk to children and adults at risk. However, safeguarding is everyone's responsibility, including students and apprentices. A student that attends a placement, such as a trainee teacher, apprentice, sports student, health and social care student, psychology or nursing student may have contact with people under 18 years old or adults at risk.



## Who is considered an 'Adult at Risk'?

An adult at risk (previously "vulnerable adult") is a person aged over 18 years old or whose ability to protect himself or herself from violence, abuse or neglect is significantly impaired through physical or mental disability or illness, through old age or otherwise and to whom regulated activity relating to vulnerable adults is provided.

There are students enrolled at the University who are regarded as adults at risk. It's not always easy to identify an adult at risk. Therefore, if you have concerns, you should always raise these with the Designated Safeguarding Champion ("DSC") Safeguarding Adults at Risk. Concerns related to PREVENT, risk of radicalisation should be reported within the University in the same way as any other safeguarding concern.



## Who is considered a child?

In relation to children, this is anyone under the age of 18 years old. Students at the University are primarily adults. However, there may also be students enrolled at the University who are under the age of 18 years old.



# How do I report a safeguarding concern?

Below is a list of examples of incidents you may come across, which should be reported. This list is not to be considered exhaustive; if you have concerns you should always raise these. Examples include:

- + A child or adult at risk is accidentally hurt
- + There is a concern that a relationship is developing based on abuse of trust
- + You're worried a child or adult at risk is becoming attracted to you or a colleague
- + A child or adult at risk alleges abuse
- + You see suspicious marks on a child or adult at risk
- + You hear of any allegations made by a child or adult at risk of events outside the University
- + You have been provided with information that suggests a student or staff member is putting a child or adult at risk outside of the University i.e. a student through their actions or lack of is putting their child at risk
- + You are concerned that a member of the University community is being drawn into terrorism or extremist groups/activities

All safeguarding queries should be sent to [safeguarding@bolton.ac.uk](mailto:safeguarding@bolton.ac.uk) and not directly to individual staff in case they are on leave or absent.

Current list of Safeguarding Champions can be found at: [The Student Policy Zone](#)

# How do I respond to an allegation?



- + Be supportive
  - + Take what the young person says seriously
  - + Remain calm
  - + Reassure the child/young person that it was right to tell someone
  - + Use language the child/young person understands
  - + Explain what will happen next
  - + Write down immediately afterwards what was said, including the time, place and any other observations: sign and date the record
  - + Pass the report to the DSO and, if you are in a school/college or other HEI, pass a copy to the DSO of that organisation
  - + Remember that you need support, seek advice and support for yourself
- + You're worried a child or adult at risk is becoming attracted to you or a colleague
- + A child or adult at risk is being bullied
- + You see suspicious marks on a child or adult at risk
- + You hear of any allegation made by a child or adult at risk of events outside the University
- + You have been provided with information that a young person, student or staff member is putting a child or adult at risk outside of the University i.e. a student through their actions or lack of is putting their child at risk
- + You are concerned that a member of the University community is being drawn into terrorism or extremist groups/activities



- + Panic
  - + Delay
  - + Promise to keep secrets
  - + Ask leading questions
  - + Ask the child/young person to repeat the story unnecessarily
  - + Express any opinions about what you are told
  - + Discuss the disclosure with anyone other than the DSO and other relevant personnel
  - + Start to investigate
- How do I respond to an allegation?
- Key University contacts
- All safeguarding queries should be sent to [safeguarding@bolton.ac.uk](mailto:safeguarding@bolton.ac.uk) and not directly to individual staff in case they are on leave or absent.

Current list of Safeguarding Champions can be found at:  
[The Student Policy Zone](#)



# Key University contacts

Below is a list of examples of incidents you may come across, which should be reported. This list is not to be considered exhaustive; if you have concerns you should always raise these. Examples include:



## Safeguarding Officers (SOs)

**Matthew Dillion**

Head of Student Services, Safeguarding Officer and PREVENT Coordinator

[mdl1@bolton.ac.uk](mailto:mdl1@bolton.ac.uk)

01204 903 498

**Talin Aghanian**

Student Mental Health and Wellbeing Manager, Safeguarding Officer and Deputy PREVENT Coordinator

[ta7@bolton.ac.uk](mailto:ta7@bolton.ac.uk)

01204 903 069



## Deputy Safeguarding Officers (DSOs)

**Christina Morris**

[c.morris@bolton.ac.uk](mailto:c.morris@bolton.ac.uk)

01204 903 829

**Andrew Hardman**

[a.hardman@bolton.ac.uk](mailto:a.hardman@bolton.ac.uk)

01204 903 453

**Kay Wielding**

[k.wielding@bolton.ac.uk](mailto:k.wielding@bolton.ac.uk)

01204 903 054

All safeguarding queries should be sent to [safeguarding@bolton.ac.uk](mailto:safeguarding@bolton.ac.uk) and not directly to individual staff in case they are on leave or absent.

- + You're worried a child or adult at risk is becoming attracted to you or a colleague
- + A child or adult at risk is being bullied
- + You see suspicious behaviour
- + You hear of any allegations made by a child or adult at risk of events outside the University
- + You have been provided with information that suggests a student or staff member is putting a child or adult at risk outside of the University i.e. a student through their actions or lack of is putting their child at risk
- + You are concerned a student or staff member is being drawn into terrorism

If as a member of staff you are emailing one of the named contacts above please copy in the [safeguarding@bolton.ac.uk](mailto:safeguarding@bolton.ac.uk) email address just in case the member of staff is absent from work.



# PREVENT

## What is the PREVENT duty?

The statutory duty was introduced by the Counter-Terrorism and Security Act in July 2015. The University of Bolton must assess the risks of people being drawn into terrorism or extremism and mitigate these risks in a proportionate and risk-based way.

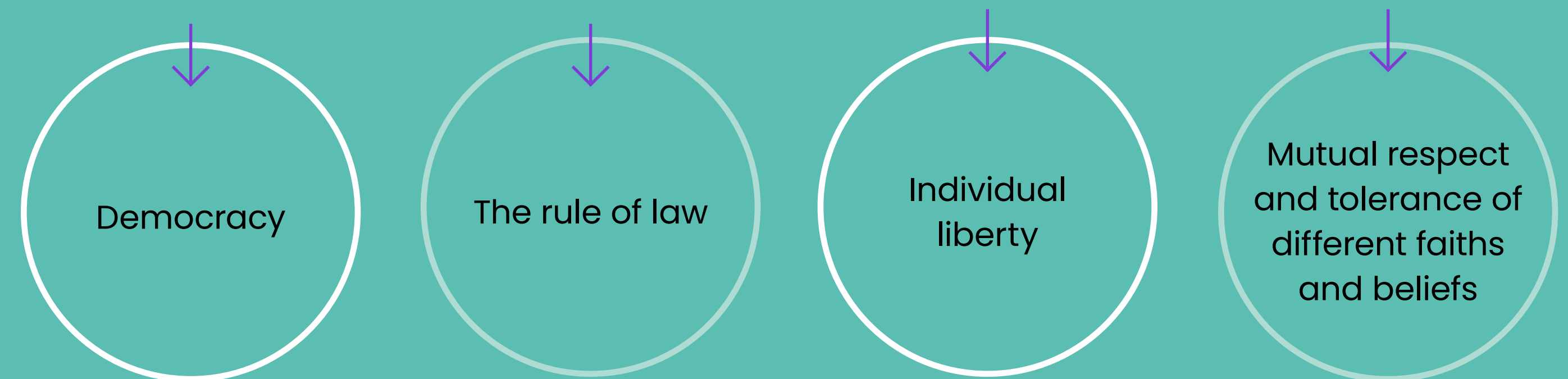


# When was PREVENT introduced?

Following the 7/7 attacks in London. The PREVENT Strategy was revised in 2011 but the PREVENT Duty only came into force in July 2015.

## British values

The UK Government defines extremism as vocal or active opposition to the four fundamental British values of:



The definition also includes calls for the death of members of the armed forces, whether that's in the UK or abroad.

### PREVENT is not...

- + Snooping on students
- + Interfering with academic freedom and freedom of speech
- + Ignoring legal responsibilities relating to equality and diversity or confidentiality and data protection
- + Undermining good relationships internally or externally
- + Preventing research and teaching on sensitive topics
- + Cancelling external speakers or event



# What is...



# What is...

...terrorism?



Terrorism is a violent act that:

- + Endangers a person's life
  - + Involves serious violence against a person
  - + Causes serious damage to property
  - + Creates a serious risk to the public's health and safety
  - + Interferes with or seriously disrupts an electronic system
- (Terrorism Act, 2006)

# What is...

Radicalisation refers to the process by which a person is moved to support terrorism or extremist ideologies associated with that terrorist group. Using the analogy of an iceberg, it is the process below the surface that is difficult to spot.

(Department for Education, 2021)

## Prevent radicalisation

It is important to identify and support individuals that are drawn into radicalisation and are at risk of recruitment into terrorism. This is at the core of the PREVENT Strategy and Duty. PREVENT, therefore, should be a safeguarding concern for all staff and students at the University.



# How can I spot someone being radicalised?

The University of Bolton recognise there is no single way to identify someone who is likely to be drawn into terrorism. However, some factors may include:

- + Peer pressure
- + Influence from others or via the internet
- + Bullying
- + Crime against them or their involvement in crime
- + Anti-social behaviour
- + Race/hate crime
- + Lack of self-esteem or identity
- + Personal and political grievance
- + Becoming detached or withdrawn
- + Isolation from friends and/or family
- + Speaking about carrying out a violent act
- + Get angry quickly
- + Use of the Internet for the wrong reasons
- + Sudden change of beliefs or views
- + Not open to listen to the views of others/have their views challenged



# British values

British values underpin what it is to be a citizen living and working in a modern, diverse society. They are beliefs that we as a nation hold in high regard. Let's take a look at the four fundamental British values in more detail and how they are promoted and reinforced at the University of Bolton.

## Democracy

Democracy means to be ruled by the people, so everyone meeting the eligibility criteria can vote on who they wish to run the country. It means we live within a culture built on freedom and equality, in which all members of society are aware of their individual rights and responsibilities. Democracy allows you to have and share your own opinions in a respectful manner and allows freedom of choice.





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## The rule of law

The rule of law ensures that we feel safe in the society we live in with rules that all citizens are legally obliged to live by. Law reflects the needs of society. Recognition of the consequences of acting unlawfully.





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## Individual liberty

Individual liberty allows individuals the freedom to be who they want to be. Individual liberty allows society to embrace diversity without discrimination. Individual liberties are underpinned and protected under law. All members of society are accountable for their actions or equally their inactions.





# British values

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## Mutual respect and tolerance

Mutual respect for and tolerance of those with different faiths and beliefs. As a diverse society, we should be tolerant of different faiths, beliefs and cultures that shape the country we live in. It is unacceptable to dismiss the opinions of others from different faiths or no faith – we should embrace diversity.





# British values

British values underpin what it is to be a citizen living and working in a modern, diverse society. They are beliefs that we as a nation hold in high regard. Let's take a look at the four fundamental British values in more detail and how they are promoted and reinforced at the University of Bolton.

## In summary

The fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain. The University of Bolton wish to ensure all our members understand the importance of these values and can apply them to create an environment free from discrimination and intolerance.





# Sexual consent

## Ask, every time!

As a University community, we consider the safety and well-being of our students and staff to be very important. We want to ensure as far as possible, that students are able to learn and achieve safely, free from abuse, harassment and harm.

The University of Bolton and the Bolton Students' Union are committed to raising awareness and understanding of the issues surrounding sexual consent, violence, assault and abuse.

The following guide provides information about sexual consent and where to go for support if you or someone you know has experienced sexual assault or rape.

## What is sexual consent?

Consent happens when all people involved in any kind of sexual activity agree to take part by choice. They also need to have the freedom and capacity to make that choice. Consent is necessary in all sexual activity.

The Sexual Offences Act 2003 says that someone consents to sexual activity if they:

- + Agree by choice and
- + Have both the freedom and capacity to make that choice

If someone says 'no' to any kind of sexual activity, they are not agreeing to it.

But, if someone doesn't say 'no' out loud, that doesn't automatically mean that they have agreed to it either.

## Freedom to make choices

Freedom means not being constrained in any way to agree to sex or sexual activities.

Being forced, pressured, bullied, manipulated, tricked or scared takes away our freedom and capacity to make choices in lots of different situations. In such a situation a person might say 'yes' to sex but do so out of fear.

## Capacity to make the choice

Having capacity means the person can make and communicate a decision, understand the consequences and know they have a choice. If they cannot do this, they cannot give consent.

Someone may not have sufficient capacity to give consent if they have been drinking or taking drugs. Someone does not have the capacity to consent if they are asleep or unconscious. By law, someone under the age of 16 does not have the capacity to consent to sex.

Some people who have specific learning and processing related disabilities may find communicating consent a more complex task and may not be able to physically display enthusiasm. Having conversations around how to communicate consent can help to make sure everyone involved is clear and comfortable.



## What consent looks like

Here are some examples of what consent does and doesn't look like in practice.

To note, this next section is not an exhaustive list of when consent is given or not, each scenario is different these are only examples of what consent may or may not look like.





## What consent looks like

Here are some examples of what consent does and doesn't look like in practice.

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### Consent could include...



- + Enthusiastically saying 'yes!'
- + Talking to the other person about what you do and don't want, and listening to them in return
- + Checking in with the other person – for example, asking 'is this okay?', 'do you want to slow down?' or 'do you want to stop?'
- + Respecting someone's choice if they say 'no'. And never trying to change their mind or put pressure on them to do something they seem unwilling or don't want to do

Consenting once doesn't mean the person is consenting at any point in the future. Someone agreeing to have sex or sexual activities one night doesn't mean they consent the following morning, day or in the future, people have a right to change their mind and consent should be sought on each occasion of sexual activity.

It also makes no difference if you're married to someone or in a relationship with them. You still need to get their consent. **Every. Single Time.**



## What consent looks like

Here are some examples of what consent does and doesn't look like in practice.

To note, this next section is not an exhaustive list of when consent is given or not, each scenario is different these are only examples of what consent may or may not look like.

### Consent does not look like...



- + Feeling like you have to agree to sex or other sexual activity because you're worried about the other person's reaction if you say 'no'
- + Someone having sex with you or touching you in a sexual manner when you're asleep, unconscious
- + Someone continuing with sexual activity despite your non-verbal cues that you don't want it to continue or you're not sure – for example, if you pull away, freeze or seem uncomfortable
- + Someone assuming that you want to have sex or take part in other sexual activity because of your actions or what you're wearing – for example, flirting, accepting a drink, wearing a short skirt
- + Someone assuming that you want to have sex or take part in other sexual activity with them because you've had sex or taken part in other sexual activity with them before
- + Someone assuming that you want to take part in one type of sexual activity because you wanted to take part in another
- + Someone removing a condom during sex after you only agreed to have sex with one (what is known as 'stealthing')

Please know, however, that these are just a few examples of what consent doesn't look like.



If you didn't want something to happen then you didn't give your consent.

You also didn't give your consent if you weren't capable of deciding whether or not you wanted it – for example, if you were a child or if you were drunk or under the influence of substances like some prescription medications, and/or other drugs.

And if there was no consent then it was sexual violence.

**If you're in a sexual encounter with someone and they ask you to stop and you don't stop, you're committing a sexual offence. It's as simple as that.**

# Facts

**Fact:** No one is ever to blame for being raped or sexually assaulted. Raping or sexually assaulting someone is always a crime and responsibility for that crime lies with the perpetrator or perpetrators.

**Fact:** There are gendered dynamics to sexual violence that mean women and girls are disproportionately affected, however, it's important to remember that anyone of any gender can experience sexual violence.

**Fact:** Sexual assaults and rapes can take place within marriages and relationships so it is a myth to say you cannot be sexually assaulted by your partner when you are in a relationship.

**Fact:** The vast majority of rapes and sexual assaults are committed by someone known and trusted by the victim.

**Fact:** Not saying 'no' is not the same as someone giving their consent. If someone seems unsure, stays quiet, moves away or doesn't respond, they are not agreeing to sexual activity.

**Fact:** Everyone responds differently to rape and other types of sexual violence, and there's no right or wrong way to be or to feel afterwards. It's common for people to feel numb after a traumatic event like rape or sexual assault. And some people don't feel the effects of trauma until a long-time after a traumatic event has happened.



# Getting help

If you have been the victim of rape or sexual assault, recently or in the past there is a range of support for you, whether or not you chose to make a report to the Police.

## **If there is an immediate risk:**

In an emergency call **999**. The Police are specially trained to help with sexual offences.

## **University Security:**

Our security team can provide support to any student when they are on-campus, 24 hours a day, 7 days a week. You can contact them for advice or to report a concern by telephone: **01204 903 666**.

## **University Support:**

**Students' Union, Chancellor's Mall**  
**01204 900 850**

**The Life Lounge, T2, Eagle Tower**  
**01204 903 566**

**Chaplaincy, Eagle Mall**  
**01204 903 415**

Support is available from the Life Lounge, Student Mental Health and Well-being Services, Students' Union and Chaplaincy. Staff will always try and support and signpost you no matter what their role. Decisions will not be made for you and those services listed below are non-judgemental and will respect confidentiality. Only in limited safeguarding cases will data be shared with external organisations and in such cases staff will where possible try and discuss this with you in the first instance.



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**External Support:**

**Greater Manchester Police**  
[www.gmp.police.uk](http://www.gmp.police.uk)

**999 (Emergency)**  
**or 101 (Non-Emergency)**

**St Mary's Sexual Assault Referral Centre (SARC)**

[www.stmaryscentre.org](http://www.stmaryscentre.org)  
**0161 276 65 15** (24-hour helpline)

If you have been raped or sexually assaulted, St Marys are there to help with the recovery from both physical and emotional effects of the assault. St Mary's offer high quality, comprehensive and coordinated forensic counselling and medical services to men and women across Greater Manchester who have experienced rape or sexual assault and this support is available even if you choose not to report an incident or crime to the Police.

**Greater Manchester Rape Crisis**

[www.manchesterrapecrisis.co.uk](http://www.manchesterrapecrisis.co.uk)  
**0161 273 45 91**

Greater Manchester Rape Crisis has worked in partnership with the Student's Union at The University of Manchester to develop a service to support women students (over the age of 18) across Greater Manchester who have experienced sexual violence. This may be childhood sexual abuse, rape as an adult, sexual assault, sexual harassment at work or on campus, and a range of other issues. Whenever it happened, whatever the circumstances, students can receive the support they need and deserve. Students who access the service must be enrolled at a college, university or on a training course in Greater Manchester.

Referrals to the service must be made by the person who has experienced the abuse by:  
[studentservice@mancherrapecrisis.co.uk](mailto:studentservice@mancherrapecrisis.co.uk)



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## If there is an immediate risk:

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## External Support:

### Samaritans

[www.samaritans.org](http://www.samaritans.org)

**116 123**

Support no matter what you are going through 24 hours a day 365 days a year.

### Victim Support

[www.victimsupport.org.uk](http://www.victimsupport.org.uk)

**0808 503 9054**

Free and confidential 24/7 support if you've been a victim of a crime (even if you haven't reported it to the police).

### Rape Crisis England

[rapecrisis.org.uk/about-us](http://rapecrisis.org.uk/about-us)

**0808 802 9999** (8am to midnight 365 days a year)

Charitable organisation working to end sexual violence and abuse, delivering specialist services to those affected by sexual violence.

### Survivors UK

[www.survivorsuk.org](http://www.survivorsuk.org)

National online helpline for men aged over 13 who have experienced sexual violence at any time in their lives.

### GALOP

[galop.org.uk](http://galop.org.uk)

**0800 999 5428**

Advice and support to LGBT+ people who have experienced sexual violence, domestic violence, hate crime, biphobia, homophobia and transphobia.



# Dignity at Study

The University's Policy on Harassment, Bullying, Discrimination, Victimisation and Sexual Misconduct.

The University of Bolton is committed to a policy of equality of opportunity and aims to ensure all students have the right to be treated with respect during their time at the University. The Organisational Development and Equality, Diversity and Inclusion Committee is the University's principal vehicle for consultation on equality and diversity matters with responsibility for ensuring that corporate equality objectives are set and met.

The University aims to deal with any concerns at an early stage promptly, impartially, effectively and with sensitivity. The University will not tolerate bullying, harassment, discrimination, victimisation and sexual misconduct of any kind. Any allegation of any unwanted behaviours will be investigated and appropriate action will be taken. The University will not tolerate victimisation of a person making allegations of unwanted behaviours in good faith, or supporting someone who has made such an allegation. Any form of unwanted behaviours that is proven may lead to the implementation of the University Student Non-Academic Conduct and Disciplinary Policy and Procedure. This policy and procedure applies to all students who are enrolled at the University of Bolton including partner organisations of the University. The policy applies to behaviour and conduct whether expressed orally, in writing or electronically, occurring on University premises or elsewhere, including social networking sites, blogs, websites or other media.

Students can report such unwanted behaviours to a Dignity at Study Policy Coordinator here:

[www.bolton.ac.uk/student-life/student-support/student-complaints-procedure/students-dignity-at-study-reporting-form](http://www.bolton.ac.uk/student-life/student-support/student-complaints-procedure/students-dignity-at-study-reporting-form)



# Sequencing curriculum

Sequencing curriculum is crucial in education for several reasons;

1

**Logical Progression:** It ensures a logical progression of learning, where each topic builds upon the previous one. This helps students understand complex concepts by starting with fundamental ones.

2

**Readiness:** Sequencing ensures that students are developmentally ready for the material. It aligns with their cognitive and emotional development, making it more likely for them to grasp and retain information.

3

**Scaffolding:** It allows for scaffolding, meaning lecturers can provide the necessary support and guidance as students move from simple to complex topics. This helps prevent overwhelming students.

4

**Reinforcement:** Sequencing provides opportunities for reinforcement of knowledge and skills. Concepts are revisited and practiced, which aids in long-term retention.

5

**Motivation:** A well-sequenced curriculum can maintain student motivation. As students see their progress and how each step connects to the next, they are more likely to stay engaged.

6

**Assessment:** Sequencing aids in assessment design. It's easier to evaluate students' understanding when you can follow a logical progression of learning and assess their grasp of key concepts at appropriate intervals.

7

**Customisation:** It allows for some flexibility to adapt to individual needs. Teachers can adjust the pace or provide additional support if some students are struggling or move faster through the material if others are excelling.

8

**Preparation for Future Learning:** A well-sequenced curriculum prepares students for future learning, providing a solid foundation for more advanced topics.

Optimises the learning process, helping students develop a deep understanding of the subject matter and setting them up for success in more advanced studies.



# Developing curriculum

## Sequencing in the classroom

- + Do learners remember crucial knowledge taught previously?
- + Do lecturers revisit previous content as if it is something new or do they embed what learners already know?
- + Is there evidence that lecturers carefully anticipate how new knowledge fits into a bigger picture or are lessons isolated incidents?
- + Do lecturers use assessment to identify specific gaps in learners' prior knowledge and check for fluency?





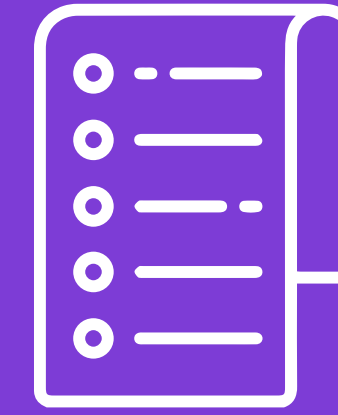
## Effective questioning techniques

- + Ask learners direct questions
- + Use targeted questions when walking around the classroom
- + Ask learners to discuss what they did previously
- + At break or at the end of the session before learners leave, ask them to provide one word they are taking away from the session



## Memory recall

- + Ask questions related to previous, current and future lesson content
- + Keep refreshing learners' memory by asking questions on the session content, e.g., what are the three I's? Keep repeating it throughout the session to ensure understanding
- + Quiz – Learners can set their own questions for each other
- + Use online tools such as: Mentimeter



## Scaffolding using questioning

- + Higher order thinking
- + Questions will be open-ended
- + How would you compare and contrast these two concepts/ideas?
- + Seek alternatives: Can you provide an alternative solution to this problem?
- + How does this link to your own practice?
- + Use evidence: What evidence supports your point of view or conclusion?
- + In what ways does this concept challenge your previous understanding or beliefs?



# Supporting students

## What is SEND, what to look out, how to support and how to make a referral?

Apprentices with SEND (Students with Special Educational Needs and Disabilities) captured on apprentices application, are checked as part of apprenticeship sign-up, there is a process in place to capture and manage this to ensure support is in place.

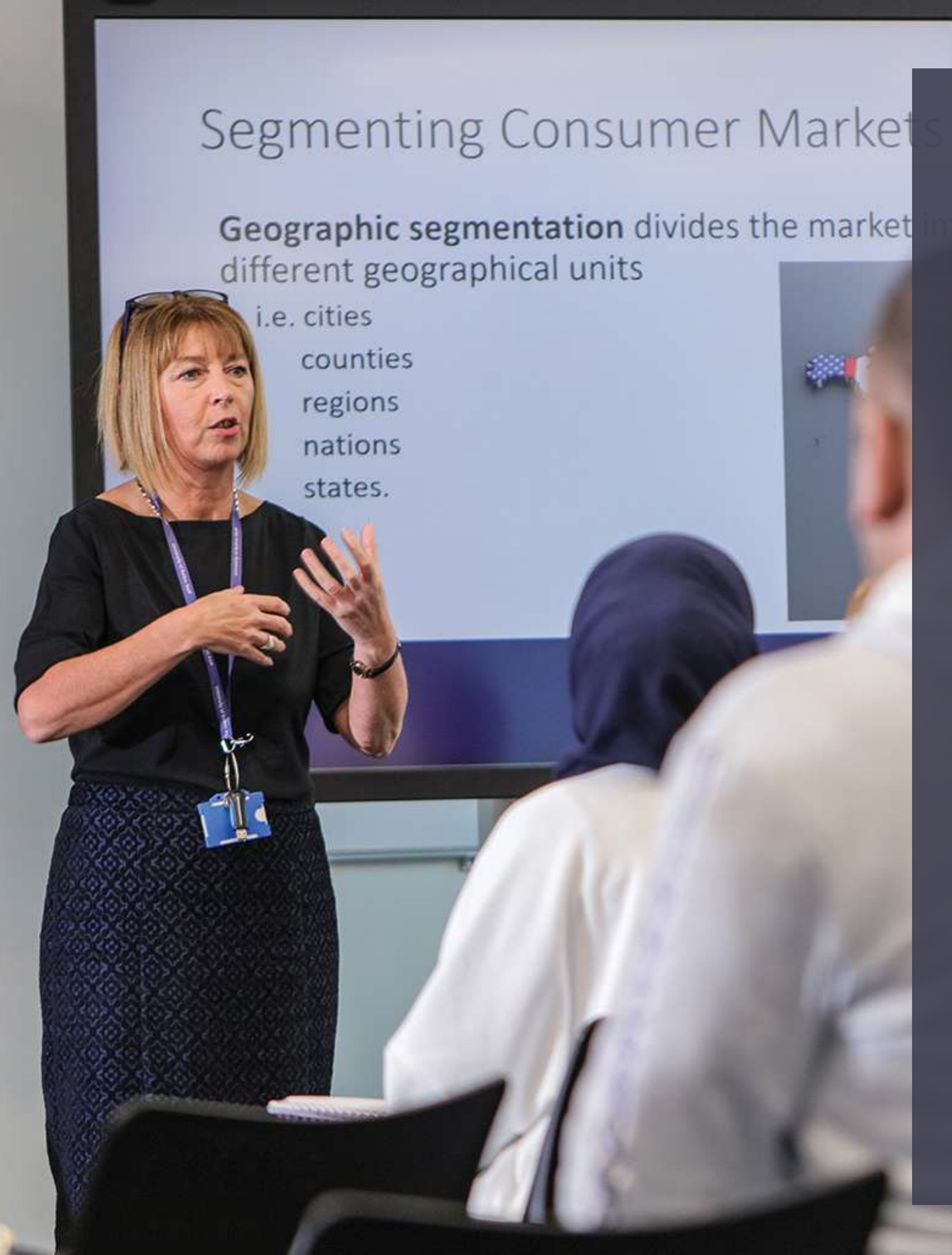
## What is English Language Education, what to look out for, how to support and make a referral?

All apprentices are assessed as part of the onboarding process, the results are passed to programme teams. Leap online modules are already in existence for supporting learners, with academic writing etc. On course learners develop their sector based English terminology as they progress through their programme. Staff are aware of the process and can if needed make referral to personal academic tutor (PAT) or student liaison officers.

## How do we promote excellent behaviour and attitudes in the classroom?

Embedded within curriculum delivery and staff setting associated expectations in line with Ofsted EIF 'Behaviour and Attitudes' also by attendance rates and achievements.





# Ofsted Education Inspection Framework

All staff involved in the delivery of apprenticeships need to be familiar with the contents of the Ofsted further education and skills handbook September 2023.

[www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook-for-september-2023](https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook-for-september-2023)

Overall Effectiveness

Quality of Education

Behaviour & Attitudes

Personal Development

Leadership & Management



# Apprenticeships

Inspectors will consider how well leaders and managers ensure that the apprenticeship curriculum meets the principles and requirements of an apprenticeship. Evidence will include the extent to which university staff engage with employers to:

- + Complete the apprenticeship training plan
- + Plan the initial assessment, training, assessments, review points and milestones throughout
- + Agree any additional qualifications to be included
- + Monitor and support apprentices, including those with SEND and those who have high needs, to progress quickly, gain new knowledge, skills and behaviours and achieve to their full potential
- + Inspectors will judge how well trainers, assessors, coaches and mentors communicate up-to-date vocational and technical subject knowledge that reflects expected industry practice and meets employers' needs
- + Inspectors will determine whether apprentices acquire that knowledge effectively so that they demonstrate the required skills and behaviours that enable them to complete their apprenticeships, contribute to their workplace and fulfil their career aims by progressing to their intended job roles or other sustained employment, promotion or, where appropriate, moving to a higher level of apprenticeship or qualification
- + Inspectors will also consider whether arrangements for safeguarding young people and vulnerable learners are appropriate and effective



# Quality of education





## Intent

The evaluation focuses on factors that contribute to learners receiving education and training that enables them to achieve highly. These factors are listed below.

- + Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage
- + It is clear what the curriculum is preparing learners for. It is also clear what learners will need to be able to know and do at the end of their learning or training programmes
- + Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need
- + The curriculum offers learners the knowledge and skills that reflect the needs of the local, regional and national context
- + The curriculum intent takes into account the needs of learners, employers, and the local, regional and national economy, as necessary. Curriculum planning takes account of delays and gaps that arise as a result of the pandemic
- + The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs



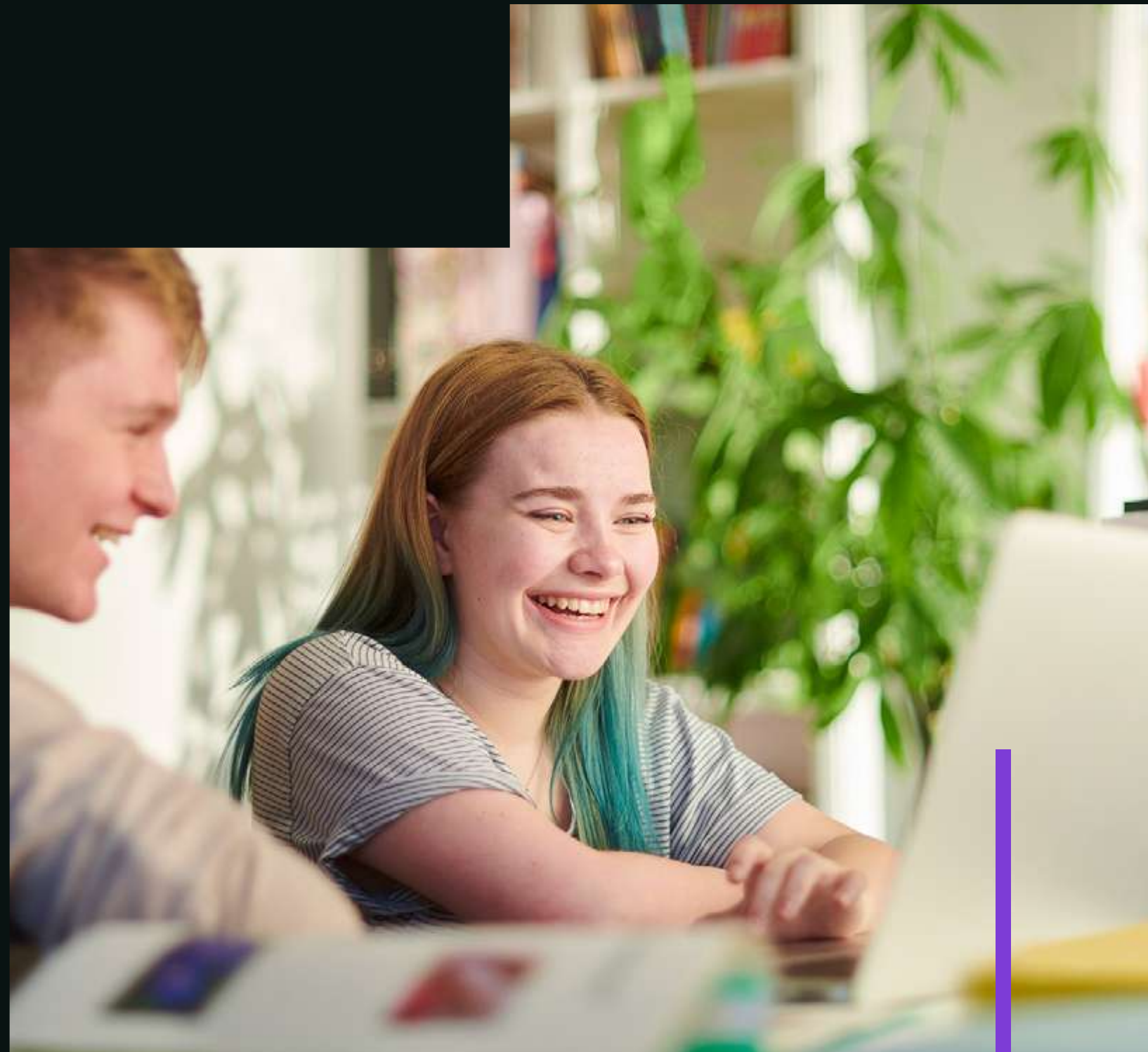


## Implementation

In evaluating the implementation of the curriculum, inspectors will focus on how the curriculum is taught at subject, class, lecture or workshop level. Ofsted will focus on the following factors.

- + Teachers having expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps so that learners are not disadvantaged by ineffective teaching
- + Teachers enable learners to understand key concepts, presenting information clearly and promoting discussion
- + Teachers check learners' understanding effectively, and identify and correct misunderstandings
- + Teachers ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently
- + Leaders and teachers have designed and they deliver the subject curriculum in a way that allows learners to transfer key knowledge to long-term memory. The curriculum is sequenced so that new knowledge and skills build on what learners know and can do and learners can work towards defined end-points
- + Teachers use assessment to check learners' understanding in order to inform teaching





## Impact

When inspectors evaluate the impact of the education provided by the University, they will focus on what apprentices have learned, and the skills they have gained and can apply. Inspectors will focus on the following factors.

- + A well-constructed, well-taught curriculum will lead to learners learning more and achieving good results. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests or assessments
- + Disadvantaged learners and learners with SEND acquire the knowledge and skills they need to succeed in life
- + End-point assessments and examinations are useful indicators of learners' outcomes, but they only represent a sample of what learners have learned. Inspectors will balance this with their first-hand assessment of learners' work
- + All learning builds towards an end-point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether learners are ready for their next steps
- + Inspectors will also consider whether learners are ready for the next stage and are going to appropriate, high-quality destinations





# Behaviours and attitudes

This judgement considers how leaders and staff create a safe, disciplined and positive environment within the University and the impact this has on the behaviour and attitudes of learners.

The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to learners' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- + A calm and orderly environment in the provider, classroom, workshop and workplace, as this is essential for learners to be able to learn
- + The setting of clear expectations for behaviour across all aspects of provider life, including at work
- + A strong focus on attendance at and punctuality to learning and work settings to minimise disruption, and so that learners gain valuable employability skills
- + Learner motivation and positive attitudes to learning are important predictors of attainment
- + A positive and respectful provider culture in which staff know and care about learners
- + An environment in which learners feel safe because staff and learners do not accept bullying, harassment, discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively





# Personal development

The curriculum should support learners to develop their knowledge and skills beyond the purely academic, technical or vocational. This judgement evaluates the University's intent to provide for the personal development of learners, and the quality of the way in which it does this.

- + Developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
  - + Developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
  - + Promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
  - + Promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
  - + Developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well
- with others. This gives learners the qualities they need to flourish in our society
- + Developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
  - + Developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
  - + Developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education
  - + Providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
  - + Supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully





# Leadership and management

Inspectors will look at the work of principals, chief executives, senior leaders, deans, heads of apprenticeships, subject leaders and others with leadership and management roles when reaching this judgement.

This judgement is about how leaders, managers and those responsible for governance ensure that the education and training delivered by the University has a positive impact on all learners, including those with SEND and those who have high needs. It focuses on the areas in which inspection evidence and research show that leaders and managers can have the strongest impact on the quality of education and training provided. Important factors include:

- + Leaders' high expectations of all learners and the extent to which these are embodied in day-to-day interactions with and support for learners
- + The extent to which leaders focus their attention on the education and training they provide, leading to better outcomes for learners and continued and sustainable improvement
- + Whether continuing professional development for teachers, trainers and other staff is aligned with the curriculum, and the extent to which this develops teachers' subject expertise and pedagogical knowledge over time, so that they deliver high-quality education and training
- + The extent to which leaders ensure that learners benefit from effective teaching and high expectations in classrooms, online, in workshops, at work or with sub-contractors
- + Whether leaders engage with learners, parents, their community and employers to plan and support the education and training that learners get and to meet the skills needs of the economy
- + The extent to which leaders consider the workload and well-being of their staff, while also developing and strengthening the quality of the workforce
- + The extent to which leaders' and managers' high ambitions are for all learners, including those who are difficult to engage
- + Whether leaders and those responsible for governance understand their respective roles and carry these out to enhance the effectiveness of the provider



# Example questions

## INTENT Curriculum Lead

- Q/ Can you please explain the rationale for offering this apprenticeship?
- Q/ How do you decide who can apply for this apprenticeship and on what basis are they offered a place?
- Q/ Onboarding – what is the process for onboarding learners?
- Q/ How are employers engaged with onboarding or initial enrolment/skill scan processes?
- Q/ How do you measure or assess your learners' starting points? And how do you set targets from those starting points? How do you continue to monitor progress?
- Q/ Initial assessments – what are your approaches to initial skill scans? And who is involved in this process?

- Q/ How is the curriculum informed by local, regional, or national needs for further/higher education and/or employment? How are employers or HEIs involved in the curriculum design and delivery?
- Q/ How do the curriculum team measure and monitor learner progress? What intervention is available for students who are at risk?
- Q/ How does this apprenticeship equip learners for future employment or further study?
- Q/ How do you monitor and manage Functional Skills progress – including those that are at risk of passing beyond end-date, and/or out of funding?
- Q/ How do you support apprentices with SEND/EAL?
- Q/ How do you support your learners to stay safe including in the workplace and online?
- Q/ How do you support their understanding of British Values and PREVENT?
- Q/ What strategies do you use to support staff, employers, and apprentices to understand the impact of workplace bullying and sexual harassment?
- Q/ How do you support the development of programme tutors' subject knowledge and expertise, and how do they maintain occupational competence, CPD, improving pedagogical practices?
- Q/ How do you ensure learners have impartial CEIAG, and at what stages/points on the programme does this occur?



# Example questions

## IMPLEMENTATION Curriculum Teacher/Lecturer

- Q/ Can you explain how you sequence your curriculum and what informs the planning process behind this?
- Q/ How do you monitor what learners know, and can do, at the start of their apprenticeship, and how do you measure progress towards EPA?
- Q/ How is your curriculum informed by local and regional stakeholder needs?

- Q/ What training do you have to ensure you can support learners with SPLD or SEND/EAL?
- Q/ What training or support have you had around workplace bullying or sexual harassment, and what would you do if this occurred?
- Q/ What do you do when learners are not making sufficient or expected progress?



# Example questions

## IMPACT Learners

- Q/ Why are you on this programme?
- Q/ What advice did you receive before/during the onboarding process?
- Q/ How do your tutors assess our initial starting points? How does this then inform your study/training on your apprenticeship? How often are your starting points and progress reviewed?

- Q/ How are you assessed while on the programme?
- Q/ How is your employer involved in the programme? What support do they get to ensure you are on track?
- Q/ What can you do/what do you know now that you did not know/could not do before you started your apprenticeship?
- Q/ How do you keep safe when you are learning – including online?
- Q/ What do you understand about PREVENT and British Values?
- Q/ What training or support have you had around workplace bullying or sexual harassment, and what would you do if this occurred?
- Q/ What are you intending to do when you finish your apprenticeship?
- Q/ What CEIAG have you had? How has this enabled you to prepare for your future roles/employment/training/education?