A PRACTICAL GUIDE TO APPRENTICE ASSESSMENT AND REVIEW

March 2018

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<table>
<thead>
<tr>
<th>Agenda</th>
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<tr>
<td>Rules</td>
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<td>Evidence</td>
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<td>Initial Assessment</td>
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<tr>
<td>• Employer</td>
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<td>• Apprentice</td>
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<td>Tri-Partite &amp; ‘on programme’ Reviews’</td>
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<td>The Commitment Statement</td>
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<td>Resourcing</td>
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<td>• staffing and management requirements</td>
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<td>Emerging good practice &amp; common issues</td>
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</tbody>
</table>
RULES, OBLIGATIONS & EVIDENCE
Assessment Lifecycle

Before the start

1. Employer Eligibility
2. Employer TNA & Objectives

During

3. Apprentice Eligibility & Key Elements Assessment

4. Apprenticeship INA against degree and Standard

Tri-Partite Reviews

Pre-EPA

Gateway Reviews
Rules..?

• You are responsible for checking individual eligibility at the start of their programme
• You must only include eligible activities for funding
• You must carry out a thorough review of additional learning needs and review progress and continuing needs, record all outcomes in the evidence pack and keep evidence of the assessment
• ESFA will review and monitor whether the training you provide represents good value for money
• The main provider has overall responsibility for the training and on-programme assessment conducted by themselves & their delivery subcontractors
• You must have robust procedures in place to ensure you do not inadvertently fund extremist organisations through the subcontracting of apprenticeship training and/or on-programme assessment
How Assessments support the Evidence Pack.....

• English and Maths
  – Assessment of gaps (usually via BSKB) 100

• Prior Learning 211.17 AND Substantive New Skills 2.11.26
  – ‘Details of qualifications including modules/units under taken compared to content of the apprenticeship, demonstrating how they are materially different ‘ 211.17.2

• Price
  – ‘You must reduce the price and content where the individual has prior learning necessary to achieve the apprenticeship’ 156.1 )

• Skills Gap analysis 211.17.3
  – ‘Demonstrating the new skills needed by the individual and how the apprenticeship [content and experience] will address these’

• Support needs 2.11.20
  – ‘including an assessment and how you will meet these needs’

• Relevant experience and achievements
  – ‘both inside and outside their apprenticeship’ 211.27

• Confirmation that ‘learning has taken place and ‘records are available’ 211.22

This is the content checklist ......
Support for the Programme & Evidence Pack

Additional confirmatory or indicative evidence:
That the apprenticeship is progressing
That issues and progress are identified and action taken
That key eligibility rules e.g. 20 % and ‘within the working week’ are being checked and their importance reinforced 211.2
That any change of circumstance is identified and addressed
To support declarations e.g. that 50% of work time is spent in England 211.10
That opportunities to stretch and engage the apprentices are discussed and planned
That employer and learner feedback on quality and satisfaction is reviewed
EMPLOYER AND APPRENTICE
INITIAL TRAINING NEEDS ANALYSIS
Employer TNA

Typically:

- Paper-based review
- Carried out before the contract is signed - in early meetings
- Often takes multiple meetings to finalise
- Not always included in commitment statement
- Some discussed in the tri-partite review
- Some reviewed annually or at the end of the apprenticeship
INDIVIDUAL INA

When do you conduct your INA

Typically:

- Usually a 2 stage process for eligibility then for content
- Paper-based review but many moving to online
- Significant proportion only just implementing this
- Not always included in commitment statement
Apprentice INA Lessons

• Typically people carry out an initial for eligibility and this is not led by the academic team
• Remember to also check for any early issues NB. prior learning levels - anything that affects price
• Content INA takes place often at induction led by academic team - but this is evidence for price
• Late enrolments make this challenging to complete on time
• Initial needs should confirm/ provide evidence you have checked and are satisfied:
  – Prior Learning
  – The apprenticeship is the be satisfied that this is the most appropriate learning programme and
  – That it is either a new job role or an existing job role, where the individual needs significant new knowledge and skills
  – Additional Learning Needs
  – English and Maths (often via BKS)
• This is evidence for price and both justification for a ‘full’ programme or for the level to time & price reduction
• Sometimes used to develop cohort action plan and /or to brief programme/course team
TRI-PARTITE / PROGRESS REVIEWS
Tri-Partite Reviews – Practice

**Frequency**
- Quarterly: 33%
- Termly: 53%
- Monthly: 5%
- 6 Weekly: 9%

**Lead**
- Academic Tutor: 24%
- Personal Tutor: 36%
- Apprenticeship Lead: 18%
- Combination: 15%
- Other: 7%
Tri-Partite Agendas

- Summary of progress highlights - views from all parties
- Review of evidence - on and off the job learning e.g. assignments and evidence statements etc
- Confirm / Identify evidence gaps to follow up
- Any emerging challenges to ongoing progression?
- Tracking the 20% - raising any issues in achieving this - more varied / changeable than expected
- Action Plan confirmation
- Focus of next Tri-partite and intervening months - emphasise the on the job experiences needed and off the job expectations and content

Learning Points

- Employer commitment is varied
- Important to check the quality of notes recorded - must highlight progress made and next steps planned
Tripartite Review Lessons

• Making the employer commitment to Tri-partite meeting clear
• Setting the timetable of dates (but not too far in advance)
• Having the line manager involved in an induction face to face session or meeting to reinforce importance
• Reinforcing responsibilities through commitment statement review at induction
• Skype works for some but not all sessions - doesn’t work for some apprentices or line managers
• Expect change of line managers and have a briefing ready
• Using a set agenda helps
• Spacing key aspects like collecting feedback, checking PREVENT, reviewing action plans across the year (not cramming too much in)
• Getting information on the 20% is difficult
• Checking that they have been completed (by apprenticeship team)
• Visibility of records/outcomes
• Needing an escalation point for any issues identified outside academic support
CONTENT FOR CHECKLISTS
How Assessments support the Evidence Pack.....

• English and Maths
  – Assessment of gaps (usually via BSKB) 100

• Prior Learning 211.17 AND Substantive New Skills 2.11.26
  – ‘Details of qualifications including modules/units under taken compared to content of the apprenticeship, demonstrating how they are materially different ‘ 211.17.2

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This is the content checklist .......
RESOURCING
Resourcing Considerations

• Business Development
  – Use the Training Needs Analysis to collect information on employer priorities
  – Confirm employer eligibility, and where possible, collect employer declarations and signatures
  – Preparing the Commitment Statement

• Apprenticeship Team / Admissions or Registry
  – Preparing documentation – employer contracts, preparing the Commitment Statement, checking
  – Checking apprenticeship and employer eligibility evidence

• Academic / Programme Teams
  – Conducting the Initial Needs Analysis with apprentices
  – Preparing, attending and recording Tri-Partite reviews

• Investment in online and digital capability for all of the above e.g
  – Online assessments
  – Templates for documents
  – Skype or other video capability for reviews
COMMITMENT STATEMENT

UVAC
UNIVERSITY VOCATIONAL AWARDS COUNCIL
UVAC commitment statement template

PURPOSE:

• A single guide for the apprentice & line manager
• For the tri-partite review
• For employer impact review
• Demonstrate compliance
• Applies to Levy and Non-Levy
• Covers all the requirements set out in the Funding Rules
• Working document – expectation of change
• Cannibalise as needed

USE:

• Update with EPAO etc if not ready at the start
• Use in tri-partite reviews:
  – progress against the 20%
  – Assess impact & achievements
  – Check responsibilities are being met
  – Reiterate ongoing support
  – Action Plan and to review queries and issues
  – Evaluation and impact review
Template Structure

SECTION 1 – core information
1.1. Signatories
1.2. The Apprenticeship covered by this Commitment Statement
1.3. Apprenticeship Review Schedule & Attendees
1.4. Further Support and Guidance

SECTION 2. Roles and Responsibilities

SECTION 3. Funding Summary

DOCUMENT CONTROL

SECTION 4. Apprenticeship Summary - See also Annex A
4.1. Employer Impact / Outcomes
4.2. Initial Assessment Outcomes
4.3. Additional Learning Support
4.4. English and Maths

ANNEX A - map
## Apprenticeship Commitment Statement

### SECTION 1 - core information

This Commitment Statement summarises the schedule, roles and responsibilities and funding that supports the successful completion of this apprenticeship. The information set out in this document forms part of the evidence pack required for every apprentice and must be signed and retained by the employer, the apprentice and the university named in section 1 below. This must be retained with, or in, the written agreement or contract for services between the employer and provider as the current and accurate statement about the content of this apprenticeship. The content of this document is also intended to form the basis of regular reviews between all three parties to track progress and review the ongoing support and commitment needed during the lifetime of the apprenticeship. Any changes to the apprenticeship, and therefore to this document, must be agreed and recorded in an updated commitment statement with signed copies distributed to all parties listed in section 1 below. The main training elements of the apprenticeship are contained at Annex 1.

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation</th>
<th>Phone</th>
<th>Email</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

This symbol indicates that the section or an element within it is required by the funding rules.

### 1.2. The Apprenticeship covered by this Commitment Statement

<table>
<thead>
<tr>
<th>The Apprenticeship</th>
<th>Level</th>
<th>Name</th>
<th>Start Date</th>
<th>Planned End Point Assessment Date</th>
<th>Planned End Date</th>
</tr>
</thead>
</table>

Commented [RR1]: Text here could be followed by a signatory declaration e.g. "By signing this Commitment Statement all parties are confirming that they have read and understood their obligations as set out in this Commitment Statement, and agree to work to these arrangements for the duration of the apprenticeship."

Commented [RR2]: The signatory section is here to improve visibility.

Commented [RR4]: Added to ensure that the apprentice’s day to day manager is aware of and understands their responsibilities even though this document may be signed corporately by the Head of Learning and Development etc.

Commented [RR5]: i.e. the person responsible for ensuring that the access to day to day experience in their job required for their apprenticeship.

Commented [RR6]: Apprenticeship title as in LARS.
## Apprenticeship Commitment Statement

### Key Processes & Policies

<table>
<thead>
<tr>
<th>Process</th>
<th>First Point of Contact</th>
<th>Reference Document or Policy</th>
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<tbody>
<tr>
<td>eligibility for funding or for processing your end-point assessment. Your personal information may be shared with other regulatory or professional bodies necessary for the delivery of your apprenticeship and your well-being but only where the law allows this sharing to take place, in compliance with the Data Protection Act 1998.</td>
<td>Name, role, Email &amp; Phone number</td>
<td><img src="image" alt="Commented RR11: Sample text - amend and replace as needed" /></td>
</tr>
<tr>
<td>You will be briefed about your and the University's responsibilities under our safeguarding and Prevent policy as part of your induction. must contact the &lt;&lt;role title - safeguarding / prevent lead&gt;&gt;</td>
<td><img src="image" alt="Commented RR12: Include key policies required by funding rules or other compliance, include the hyperlink to each policy document or handbook" /></td>
<td></td>
</tr>
<tr>
<td>If you have concerns or queries about your apprenticeship in the workplace you should discuss these with &lt;&lt;line manager or other role TBA with employer&gt;&gt;</td>
<td>All safeguarding concerns should be reported to: &lt;&lt; university role &gt;&gt;</td>
<td><img src="image" alt="Commented RR14: To note new General Data Protection Regulations come into force on 18 May 2018 - see here which also include changes to the right to be informed – see here" /></td>
</tr>
<tr>
<td>If you have concerns or queries about your apprenticeship delivered by the university you should discuss these with &lt;&lt;university role&gt;&gt;</td>
<td><img src="image" alt="Commented RR15: Funding Rules requirement" /></td>
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<tr>
<td>Apprenticeship concerns and enquiries can also be raised with the ESFA Apprenticeship helpline</td>
<td><img src="image" alt="Commented" /></td>
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</tr>
<tr>
<td>Unresolved issues or concerns should be escalated to: &lt;&lt;name, role phone, email&gt;&gt; at the university</td>
<td><img src="image" alt="Commented" /></td>
<td></td>
</tr>
<tr>
<td>The ESFA Apprenticeship helpline can be contacted on 0800 015 0400 or by email <a href="mailto:nationalhelpdesk@apprenticeships.gov.uk">nationalhelpdesk@apprenticeships.gov.uk</a></td>
<td><img src="image" alt="Commented" /></td>
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<tr>
<td>You may also escalate a complaint to the Skills Funding Agency's apprenticeship helpline.</td>
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</tbody>
</table>
2.1. The Apprentice agrees to:

- Work with their employer and (training provider role e.g. personal tutor/ mentor) to agree an individual learning plan (Individual Learning Plan/ other document), to achieve their apprenticeship.
- Manage their own learning, and with support from their employer and (insert training provider role e.g. Personal Tutor), work to meet the targets and timelines needed to complete the apprenticeship by the planned end date.
- Participate in reviews with the employer and (training provider role) to track progress and success in meeting apprenticeship milestones, and agree any changes needed to the learning plan to address performance or support enhanced learning opportunities.
- Manage and track attendance and participation to meet the off-the-job learning requirements for this apprenticeship programme.
- Inform the training provider and their employer if personal circumstances change that will affect completion of the apprenticeship or will change the planned end date.
- Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with their employer and (training provider role), working with both to implement any action needed.
- Raise any queries or complaints regarding the apprenticeship through the training provider process, and to the ESFA where needed as set out in section 1.
- Participate in course feedback and apprenticeship evaluation to support the continuous improvement of the programme for current and future apprentices.
- Take opportunities that arise to support other current and future apprentices to benefit from their apprenticeship.

The Employer, both the representative signatory to this agreement and the apprentice’s day to day manager agree to:

- Provide a working environment that meets current health and safety legislation to enable their apprentice to work and learn safely for the duration of the apprenticeship.
- Work with their employer and the training provider to agree an individual learning plan (Individual Learning Plan/ other document), and provide the apprentice with access to the knowledge, skills and experience, resources and opportunities needed to achieve this apprenticeship.
- Support the training provider to comply with funding rules and collate evidence to confirm apprenticeship and apprenticeship eligibility for funding.
- Support the apprentice to manage their own learning, by ensuring sufficient off-the-job time in their typical working day (or time in lieu) to meet the requirements of this apprenticeship.
- Enable the line manager and/ or workplace mentor to support and guide this apprentice to carry out their day to day role and to meet the targets and timelines needed to complete the apprenticeship by the planned end date.
- Participate in reviews with the apprentice and training provider, providing evidence and feedback on progress at work and success in meeting apprenticeship milestones, and agree any changes needed to the learning plan supporting the apprentice to address performance or access enhanced learning opportunities.
- Support the apprentice to track attendance and participation to meet the off-the-job learning requirements for this apprenticeship programme.
- Inform the training provider if there are organisational or apprenticeship circumstances changes that will affect completion of the apprenticeship or change the planned end date.

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- Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with the training provider and apprentice, working to implement any actions needed.
- Raise any queries or complaints regarding the apprenticeship through the training provider process, and to the ESFA where needed as set out in section 1.
- Participate in course feedback, impact assessment and evaluation to support the continuous improvement of the programme for apprentices and employers.
- Take opportunities to promote and publicise the successful completion of this apprenticeship and the benefits of the apprenticeship programme.

The training provider (and where relevant, manage any appointed subcontractors) to agree to:

- Provide a learning environment that meets current health and safety legislation to enable the apprentice to learn safely for the duration of the apprenticeship.
- Work with the apprentice and employer to comply with the apprenticeship funding rules, providing an evidence pack that confirms eligibility for funding.
- Work with the employer and their apprentice to agree an individual learning plan (Individual Learning Plan/ other document), and provide the apprentice with access to the knowledge, skills and experience, resources and opportunities needed to achieve this apprenticeship.
- Support the apprentice to manage their own learning, by ensuring sufficient resources, support, access to materials in their typical working day to meet the off-the-job learning requirements for this apprenticeship.
- Enable the line manager and/ or workplace mentor to support and guide this apprentice, to carry out their day to day role and to meet the targets and timelines needed to complete the apprenticeship by the planned end date by providing a clear summary of off-the-job work and on the job learning needs, contained at Annex A.
- Lead reviews with the apprentice and employer, providing evidence and feedback on progress to track success in meeting apprenticeship milestones, and agree any changes needed to the learning plan to support the apprentice to address performance or access enhanced learning opportunities.
- Track attendance and participation to meet the off-the-job learning requirements for this apprenticeship programme.
- Inform the employer if there are changes that will affect completion of the apprenticeship or change the planned end date.
- Proactively identify any issues or barriers to successful completion of this apprenticeship arising from training provider, employer or apprentice and raise these quickly with the employer or apprentice, working to implement any action needed.
- Manage any queries or complaints regarding the apprenticeship through the training provider process, supporting the apprentice or employer to escalate to the ESFA where needed as set out in section 1.
- Enable employer and apprentice participation in course feedback, impact assessment and evaluation to support the continuous improvement of the programme for apprentices and employers.
- Take opportunities to promote and publicise impact and success for employer, apprentice and the wider apprenticeship programme.
## Apprenticeship Commitment Statement

### Funding Summary

This Funding Summary lists out the financial contribution made by employers and government to fund this apprenticeship programme.

<table>
<thead>
<tr>
<th>Funding Summary</th>
<th>Levy Account</th>
<th>Employer/ESFA Co-funded</th>
<th>Employer Funded</th>
<th>ESFA Funded</th>
<th>University Funded</th>
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<tr>
<td>Protective Clothing</td>
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<td>Equipment</td>
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<td>Initial Skills Assessment</td>
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<td>Apprenticeship Training</td>
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<td>English</td>
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<td>Maths</td>
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<td>Additional Support</td>
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<td>Exam Registration</td>
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<td>End Point Assessment</td>
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<td>Exam or End Point Re-takes</td>
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<td>Certification</td>
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### Document Control

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<th>Document name</th>
<th>Changes since previous version</th>
<th>Date circulated to apprentice and employer</th>
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<td>UVAC-CS-guidance-V10917</td>
<td>Updated roles and responsibilities text in section 2</td>
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<td>Commitment Statement v 2 June 2017</td>
<td>HEI-commitmentstatement-v1a</td>
<td>Assessment Organisation details and costs added</td>
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<td></td>
<td>ddmmyyyy</td>
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</tbody>
</table>

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## Apprenticeship Commitment Statement

### SECTION 4. Apprenticeship Summary - See also Annex A

**Apprenticeship Training & Assessment Milestone Summary** – this sets out the indicative schedule for each key element in this apprenticeship, where these are and which organisation will be leading delivery of each stage. Dates may change in line with each apprentice’s progress in which. This also includes the outcomes of the initial assessments, any gaps in knowledge skills or experience or prior learning and confirms the need or otherwise for English & maths as part of the apprenticeship.

<table>
<thead>
<tr>
<th>4.1. Employer Impact / Outcomes</th>
<th>Measurement &amp; Target</th>
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<tr>
<th>4.2. Initial Assessment Outcomes</th>
<th>Impact / Action</th>
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<tr>
<td>Prior Learning Accredited / Learning Gaps</td>
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<td>Prior Learning Accredited / Learning Gaps</td>
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<tr>
<th>4.3. Additional Learning Support</th>
<th>Funding Source</th>
<th>Delivery Organisation</th>
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<tbody>
<tr>
<td></td>
<td>ESFA</td>
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<td>ESFA</td>
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<thead>
<tr>
<th>4.4. English and Maths</th>
<th>Level</th>
<th>Funding Source</th>
<th>Estimated Start Date</th>
<th>Estimated End Date</th>
<th>Delivery Organisation</th>
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<td>ESFA</td>
<td>mm/yyyy</td>
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<td>ESFA</td>
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</table>
# Annex A

## Apprenticeship Summary Schedule

<table>
<thead>
<tr>
<th>Off the Job Elements</th>
<th>Hours</th>
<th>Estimated Start Date</th>
<th>Delivery Organisation</th>
<th>On the Job Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>This learning equates to the 20% minimum of the job training required by all apprenticeships</td>
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<td>This summarises the broad timetable of on the job knowledge, skills experience that the apprentice will need during their apprenticeship to support each module or assignment</td>
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<tr>
<td>Module / Assignment Qualification / Exam /Review</td>
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<tr>
<td>Module / Assignment Qualification / Exam /Review</td>
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<td>Module / Assignment Qualification / Exam /Review</td>
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  *Email: example@email.com  *

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*UVAC  
UNIVERSITY VOCATIONAL AWARDS COUNCIL*
Questions & Further Information

UVAC GDPR Webcast

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Queries and Questions to: r.rhodes@bolton.ac.uk