Apprenticeships

What apprenticeships do we provide at the University of Bolton?

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

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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
- LLe-1.364Td[(D)-10.7(e)14(v)16.5(e)-4.8d2(y)-8()1.5(uf1h)-2.8(e)-3.9(r)-8(an)-2.9(d)-8(D)-10.

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

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What apprenticeships do we provide at the University of Bolton?

MENU

What is in an apprenticeship standard?

Discover what is involved…

Click to explore

What is in an apprenticeship standard?

MENU

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.

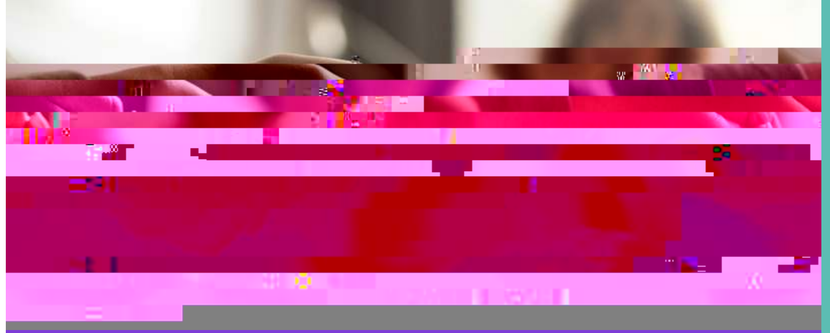
It is also acting upon situations where children and adults at risk may be caused harm.

Download our safeguarding policy here

1989 2017 2018 2004 2015 2012 2023 2006 2014

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 considered a child?

In relation to children, this is anyone under the age of 18 years old. Students at the

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 accidently 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 suggotsa ystudend or

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+ 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

How do I respond to an allegation? >

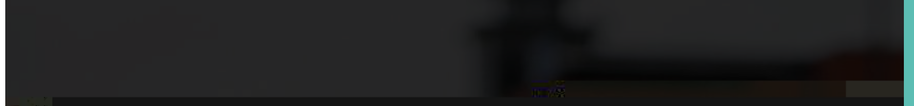
All safeguarding queries should be sent to safeguarding@bolton.ac.uk and not directly to individual staff in case they are on leave or absent.

Current list of Safeguarding Champions can be found at: The Student Policy Zone

PREVENT

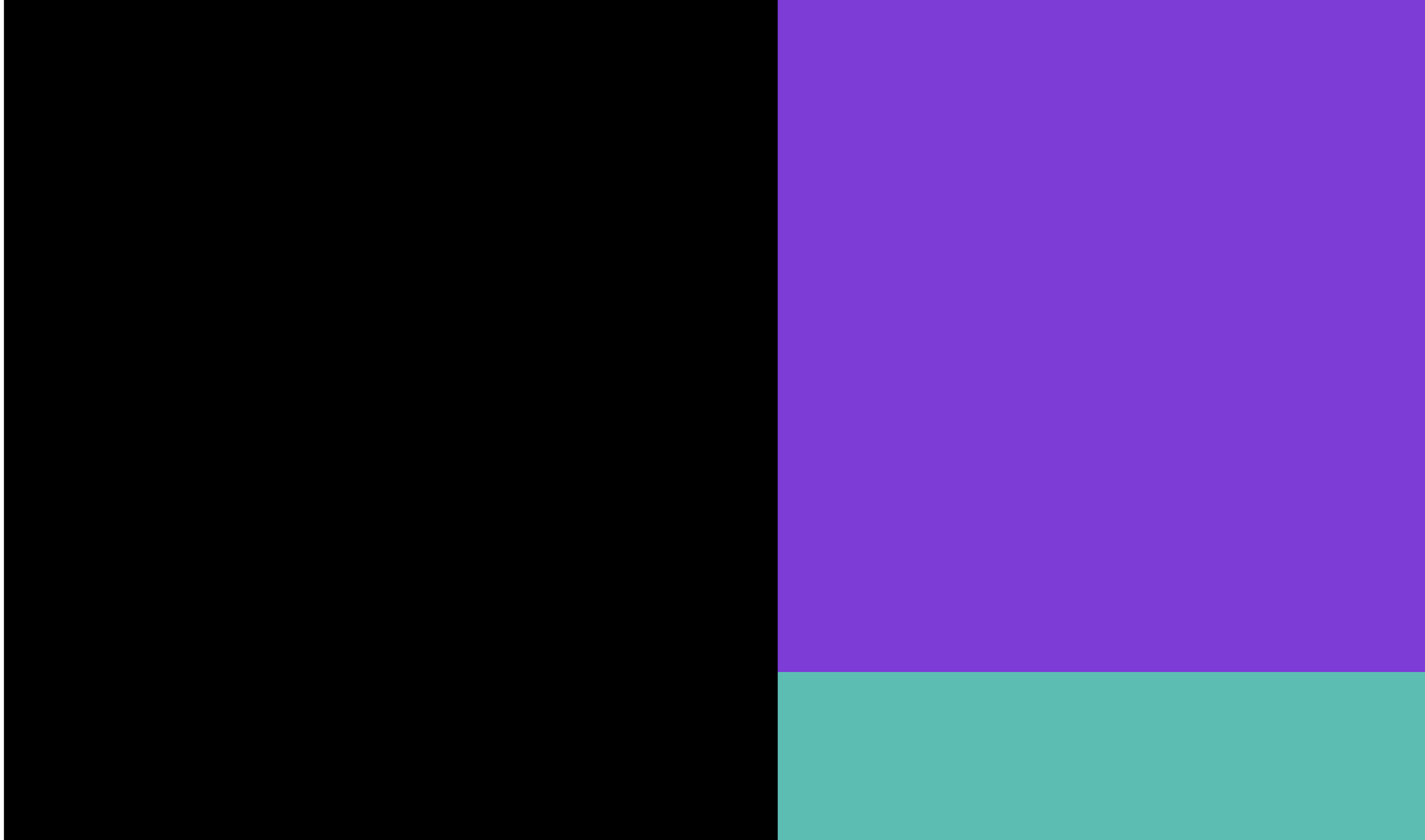
What is the PREVENT duty?

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



What is...

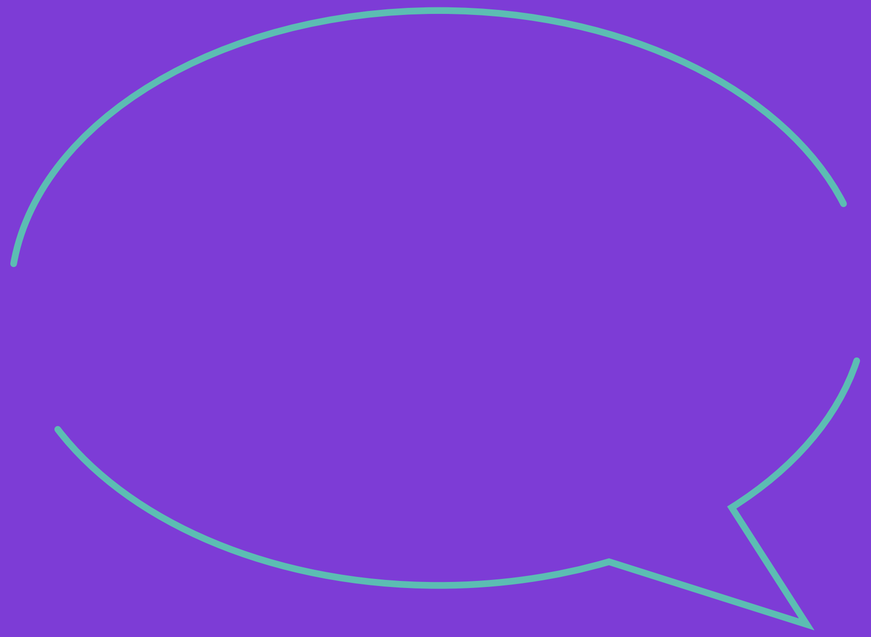
Radicalisation refers to the process by which a person is moved to support terrorism or extremist ideologies associated with that terrorist group. Using the analogy of an iceberg, it is the process below the surface that is difficult to spot.

(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 P

How can I spot someone being radicalised?



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 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.

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Consent does not 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

Sequencing curriculum

Sequencing curriculum is crucial in education for several reasons;

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.

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.

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.

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

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Effective questioning techniques

- Ask learners direct questions
-

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 qualifcations 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 refects 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 fulfl 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 qualifcation
+ 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 491 0.235 0.839 lS94.6(o)26(yJ( ) 2)0.8(e86 l4)4.7(h)5.1(a2.042 Tt)-2.9(ces)-8(t.1(n

Intent
Implementation
Impact

Quality of education

Intent

Implementation

Impact

When inspectors evaluate the impact of the education provided by the University, they will

Quality of education

Intent

Implementation

Impact

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

Personal development

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

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 suffcient or expected progress?

Example questions

IMPACT
Learners

Q/ Why are you on this programme?

Q/