

A tool kit for employing apprentices 2020

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Foreword

Apprenticeships are an increasingly vital part of many organisations recruitment and retention strategies. However, there is a great deal of anxiety and misunderstanding around the employment and support of apprentices. This guide exists to demonstrate the value of apprenticeships, show what employers need to do to support apprentices and ease the process of employing an apprentice.

Who is this guide for?

This guide is open to everyone but is aimed primarily at organisations that are looking to employ apprentices. It has been made as practical as possible, and includes template documents that can be downloaded.

What if you need more information?

If you need more information you can E-mail us at leedsth-tr.wyhexcellencecentre@nhs.net or check out our website at <https://wyhec.wyhpартnership.co.uk>. Alternatively you can read information from the Education and Skills Funding Agency (ESFA) (<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>) or the National Apprenticeship Service (<https://www.gov.uk/apply-apprenticeship>.)

We must also thank Leeds Teaching Hospitals NHS Trust for kindly allowing us to replicate some of their documentation in later parts of this guide. These templates can be shared to support other organisations to employ apprentices.

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What is an apprenticeship?

The term 'apprenticeship' is one that has entered the common parlance and is used to describe a great variety of different activities and job roles. The Government simply defines apprenticeships as "[combining] practical training in a job with study." There are however several additional features that make an apprenticeship, and these are outlined below.

They must be done by an employee who is learning from an accredited training provider delivering an accredited apprenticeship standard.
They must be done by someone who is 16 or over, not in full time education and spends at least 50% of their working hours in England.
They must be done by someone whose employer has agreed to support them with a minimum of 20% of their time in off the job training.
They must be done by someone who is gaining 'significant' new learning by doing the apprenticeship.
They must run for a minimum of 12 months.

What are the different types of apprenticeship:

There are two broad types of apprenticeship, standards and frameworks. The essential difference is that frameworks are qualification based, whilst standards are focussed around preparing apprentices to take on a job role. This toolkit deals only with standards as frameworks are being phased out, with the intention of stopping new starters from joining framework apprenticeships from August 2020. The Government describes apprenticeship standards as documents that "show what an apprentice will be doing and the skills required of them, by job role." For example, the Healthcare Support Worker Level 2 apprenticeship standard sets out:



- **The Occupational Profile**
- **The responsibilities and duties of the role**
- **The level of the qualification**
- **The behaviours expected of an apprentice being assessed against the standard**
- **The skills that an apprentice healthcare support worker should have acquired at the end of the apprenticeship.**

All apprentices are trained to fulfil the requirements of a particular standard with the aim being that, by the time of the final assessment of the apprentices progress, they will have developed the skills and behaviours outlined in whichever standard they are being judged against. Therefore it is vital that the organisation chooses the right standard for their purposes.

What is an apprenticeship? continued

What are the different levels of apprenticeship standard?

Each apprenticeship standard is assigned a level. Despite there being over 700 different apprenticeship standards at time of writing there are only 6 different levels of apprenticeship qualification and these fall into 4 broad categories. Each category of qualification will be useful for different staff depending on their experience, job role and abilities.

Intermediate (level 2)– Usually aimed at those just starting in the field or who have less than 5 GCSEs
Advanced (level 3)– Usually aimed at those who have 5 GCSEs or above.
Higher (level 4, 5)– Equivalent to a foundation degree, usually aimed at those who already have 2 or more A-Levels
Degree (level 6 and 7) – Equivalent to a full bachelor’s degree or master’s degree.

It should be noted that new apprenticeship standards are being developed all the time, and the Government holds a central list of these standards. A full list of all available standards can be found on the Institute for Apprenticeships website (<https://www.instituteforapprenticeships.org/apprenticeship-standards/>) Employers should be aware though that all standards need a provider to deliver, and should consider provider availability before picking an apprenticeship standard.

Apprenticeship funding explained



One of the most important changes to apprenticeship funding over the last five years has been the introduction of the apprenticeship levy. A lot has been written about the levy and apprenticeship funding rules, the table below summarises a few of the key points regarding the rules that employers should know.

The levy was introduced in April 2017 and is effectively a tax on organisations with annual salary costs of over £3 million.
All businesses that meet this criteria have to place the equivalent of 0.5% of their salary costs per month into a virtual bank account (known as a Digital Apprenticeship Service Account or DAS) though they are given an allowance of £15,000.
This money can only be accessed to pay for apprenticeship training.
If the money in the levy pot is not sufficient to pay for the apprenticeship training then organisations will be expected to pay what they can out of existing levy funds and then pay 5% of the remaining cost of the apprenticeship, with the government paying 95%.
Twenty four months after money is paid into the account, money that is not used in that period is returned to the Government
Across the country organisations have not been spending their apprenticeship levy, and this has led to the money in the DAS accounts being transferred back to the Government.
Organisations that do not pay the levy can use their own funds to pay for apprenticeships with the Government providing 95% of the cost of the training, and the organisation contributing the remaining 5%.
In cases where organisations do not wish to spend 5% of their funding they can contact a levy paying organisation and request that they transfer levy funds in order to pay for the apprenticeship.
These rules change regularly and employers must frequently check out the latest Government advice at https://www.gov.uk/guidance/apprenticeship-funding-rules in order to be kept up to date.

Why should you employ apprentices?



Apprenticeships are increasingly being seen as a valuable element of organisations recruitment and retention strategies. There are many reasons for why organisations should employ apprentices and this toolkit will outline four crucial areas.

Money saving:

This point is especially pertinent to all organisations that pay the apprenticeship levy. An organisation looking to employ an apprentice can, rather than letting this money go back in the hands of central Government, employ an apprentice and pay for the training with the money that they have already been required to pay via the apprenticeship levy tax. This means that the organisation gets to control how their levy is spent locally, rather than having it absorbed into the Treasury pot.

Up skilling of staff:

Apprenticeship training programmes are open to both new and existing staff, meaning they can be used to up skill the current workforce. To use an example of this, a team member could be recruited into an apprentice team leader role and enrol onto the level 3 team leader apprenticeship. The benefit of this is that the staff member will receive high quality Ofsted assessed training whilst working in the role, meaning that they will gain the knowledge and skills to perform the job at a high level.

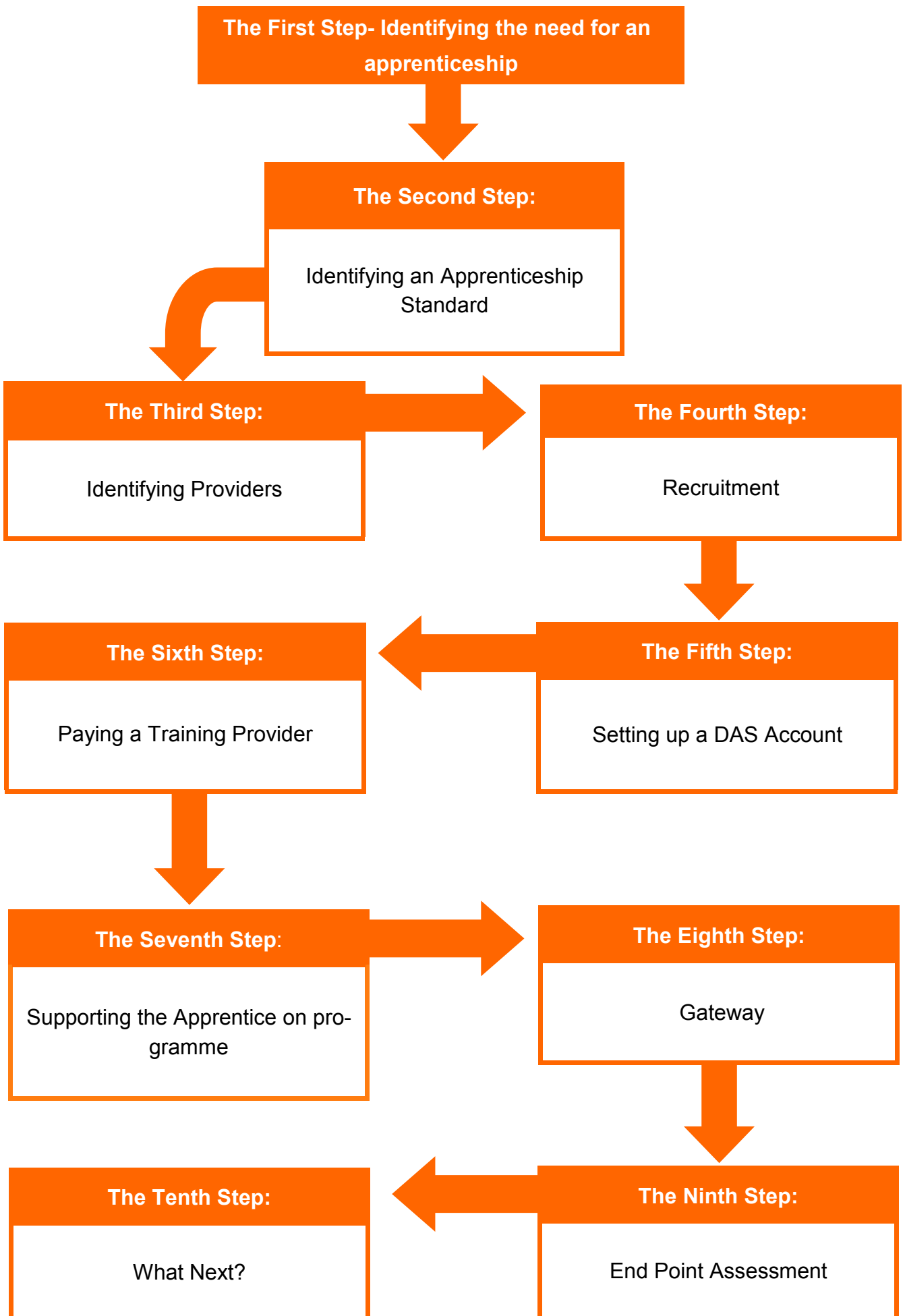
Retention of staff:

Apprenticeships help staff to develop new skills and advance their careers, which can help to retain staff. Research from HR Review magazine in 2019 (<https://www.hrreview.co.uk/hr-news/over-half-uk-employees-would-leave-job-for-lack-of-training/114985>) shows that 36% of staff surveyed had previously left a job because of these lack of opportunities to grow and advance, therefore demonstrating the importance of offering learning opportunities to keep the current workforce engaged.

Cost effective and efficient way of introducing new staff (including younger workers):

Health and social care needs to attract young people to keep organisations and services running. Younger workers often cite a desire for development and career advancement as two of the elements that most attract them to a role ([Deloitte, 2018 https://www2.deloitte.com/content/dam/Deloitte/at/Documents/human-capital/at-deloitte-millennial-survey-2018.pdf](https://www2.deloitte.com/content/dam/Deloitte/at/Documents/human-capital/at-deloitte-millennial-survey-2018.pdf)). By their very nature apprenticeships, as training and development programmes, will appeal to these individuals. Furthermore, apprenticeships offer employers an opportunity to utilise training salaries whilst new apprentices are gaining their skills. Salaries can then increase once the knowledge and skills gained are demonstrated, making apprenticeship routes cost effective and accessible for both employers and employees.

The road map to employing an apprentice:



The first step- Identifying the need for an apprenticeship:

1



Apprenticeships present an opportunity to forward thinking businesses and organisations. The fact that all standard based apprenticeship programmes involve at least 12 months of training for a specific role means that there are several ways an organisation can look to utilise apprenticeships.

Covering retirement:

As an example of this an organisation might be aware that a receptionist plans to retire in the next 12 months. In this situation an organisation might wait for the staff member to retire and then employ some-one, creating a delay whilst they wait to recruit and then train the new member of staff.

Alternatively an employer could instead recruit a Customer Service apprentice prior to the receptionist retiring. This employee could receive training from a specialist training provider for 12 months whilst working in the organisation, meaning that they can easily step into the role of the receptionist when they retire. In short the employer would gain a highly trained member of staff with little negative impact on services. Although there may be a short term salary overlap this could be balanced by lower recruitment costs and no interruption to service delivery.

Skill gaps:

Organisations undertake a skills audit to assess where they have skill gaps. Skills audits work by comparing the skills needed to deliver an organisations services against the skills currently held in the organisation. A draft guide of how to do this is available in appendix five. These audits can also be used to assess what skills your organisation will require in the future against capacity to deliver. After recognising the skills gaps an organisation can seek to fill them through the use of apprenticeships.

Hard to recruit roles:

If an organisation is attempting to recruit to roles that are traditionally hard to fill or where demand outweighs current supply (e.g. Nurses) they could look to use apprenticeships to fill these gaps. This entails hiring apprentices within these roles instead of fully trained members of staff. The staff member can then train whilst working, and in doing so pick up new skills that they can use to benefit the organisation. At the end of their training they can take on the role as a fully trained staff member- thus addressing the workforce gap.

Business growth areas:

An organisation can also look ahead at what their growth areas will be in the future. For instance, increasing levels of obesity in the UK could mean that organisations in the health and care sector need to look at developing roles that seek to help members of the public to lose weight through exercise e.t.c. This would represent a growth area for the organisation and an apprentice could be hired and then trained to fulfil this role.

Identifying the opportunity to employ an apprentice:

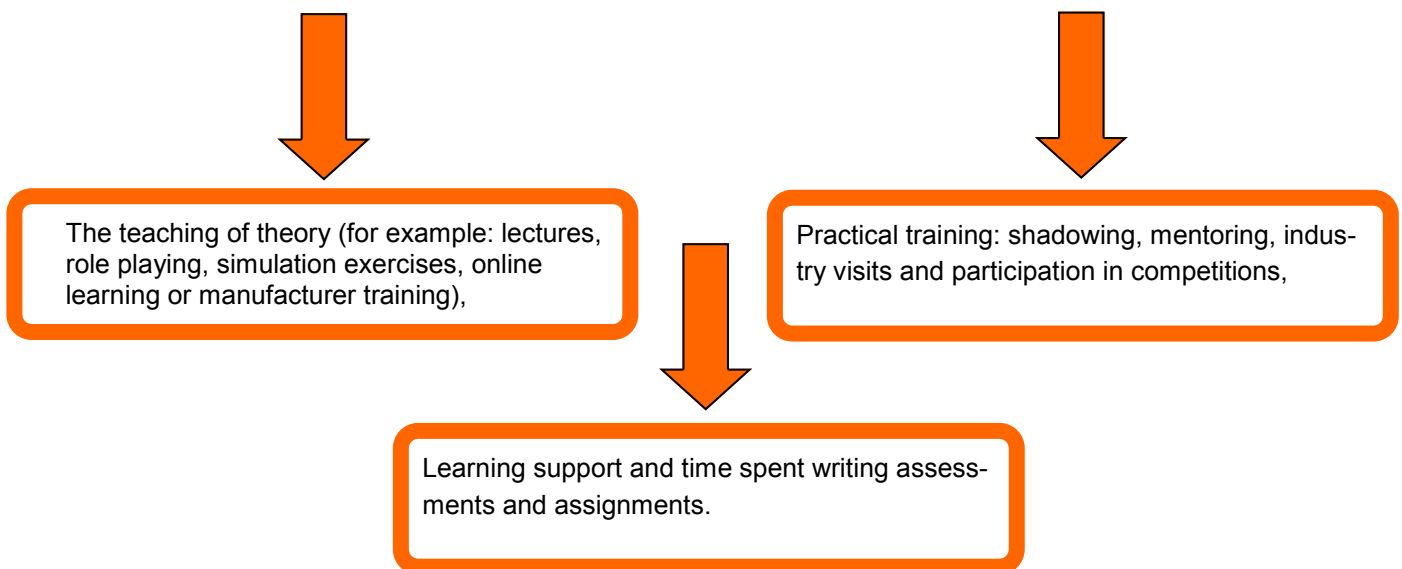
Apprenticeships present opportunities for any employer but there are also several crucial bits of infrastructure that need to be in place to allow an organisation the opportunity to offer an apprenticeship. If an employer cannot put this infrastructure in place then they should not seek to employ an apprentice.

Ability to support 20% off the job:

The Education Skills and Funding Agency (ESFA) defines off the job training as “training which is received by the apprentice, during the apprentice’s normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime.”

In essence this means that, if an apprentice works a 40 hour week, they are legally entitled to spend 8 hours of that in off the job training.

This can cover a wide range of activities including:



The essential difference between off the job training and on the job training is that the former refers to training that enables the apprentice to become proficient in their apprenticeship, whilst the other is focussed around their job role.

The ESFA provides a useful practical example of the distinction:

“An apprentice baker, following the advanced baker standard, might need to understand the equipment, machinery and process limitations within their organisation and also how to maintain and repair the machinery which they use. The maintenance and repair of the machinery is not listed within the advanced baker standard, it is a requirement of the employer (i.e. it is training that is exclusively (solely) needed to perform the job). Therefore maintenance and repair is not off-the-job training and should not be included in the off-the-job training calculation.”

Identifying the opportunity to employ an apprentice continued

What does this mean practically?

In practical terms there are several ways of managing this requirement. One way is that the apprentice spends 20% of their week in off the job training. Another could be that the 20% requirement is taken as a block. This could mean that every 5 weeks the apprentice spends 1 week of that in designated off the job training time.

With such a variety of options it is always important for the provider and employer to agree the delivery model for this requirement prior to the commencement of the apprenticeship. There is no right way of doing it, only ways that work for your organisation.

How can this work for your organisation:

The 20% requirement potentially means that apprentices are away from their core duties for a substantial amount of time, putting pressure on the service. However, this can be managed in a variety of ways. One approach has been that employers and apprentices come to a local arrangement that the apprentice will accept a brief pay cut whilst completing the apprenticeship, in recognition of the fact that they are receiving high quality training for free. This then enables the organisation to pay for backfill.

Who delivers off the job training?

Off the job training will be mostly delivered by two sources- the training provider and the employer. It is vital that both parties agree with each other on how best to deliver the training for the apprentice. Best practice would be that both parties agree a learning plan for the apprentice (an example is provided in appendix 3.) This plan will specify the skills and knowledge that the apprentice needs to accrue, and how they will do so. It also needs to be recorded as evidence by the training provider.

Payment of apprentices:

Apprentices are employees and are entitled to a wage like all members of staff. However, apprentices wages can differ from other members of staff whilst they are on the apprenticeship.

Apprentices who are 18 or under (or in the first year of their apprenticeship) are entitled to the apprenticeship minimum wage. As of April 2019 this stands at £3.90 an hour. Organisations can choose to pay over this rate but they cannot pay any less than it.

Apprentices who are aged 19 or over and have completed the first year of their apprenticeship are entitled to be paid the national minimum wage for their age.

Please note that, much like the minimum wage, the national minimum apprenticeship wage can change. Employers should therefore review Government advice on apprenticeship wages rates periodically.

Due to the fact that the apprenticeship wage is very low employers often choose to pay over this wage. Several employers have set up schemes by which progression within the apprenticeship is rewarded with an increase in salary. For instance, an 18 year old completing a 1 year apprenticeship could be paid at £3.90 an hour for the first 6 months of their apprenticeship and then, as a reward for successfully completing the first 6 months, £5 an hour for the rest of the apprenticeship. These schemes are not compulsory but can both serve as an incentive to apprentices to progress and also allow the employer to save on wages whilst the apprentice trains.

:

The second step– Identifying an apprenticeship standard

2



The apprenticeship standard that an employer chooses is one of the most crucial decisions taken in the entire process. The right standard will help ensure that the apprenticeship matches the needs of the organisation and sets the apprenticeship off on the right path from the very start. The wrong standard can mean the opposite.

How to find an apprenticeship standard:

Finding standards is very easy. Anyone can search all available standards by looking on the Institute for Apprenticeships and Technical Education website (<https://www.instituteforapprenticeships.org/apprenticeship-standards/>).

On this website you can filter results by standards already approved for delivery, level of qualification and industry.

How to pick the right standard for your organisation:

There are several ways that an employer can pick the right standard, and this outlines only one of them.

1- Identify the job role:

Page 9 of this guide covered useful ways for an organisation to identify which job roles they may want to employ an apprentice in, and this is a good starting point.

2- Narrow down the options:

An employer can then search the available standards and narrow down the results by the level of qualification, or the industry that the apprentice will be working in. Generally speaking lower level jobs will require lower level qualifications. Through reviewing the names of the available standards the employer can further narrow down the options.

3- Comparing the standard to the job role:

From this point the employer can create a list of potential apprenticeship standards that they might be interested in. They can then compare the standard to the job description they had in mind, paying particular attention to the apprentices skills outlined in the standard. Please note that the apprentice must be employed and have a job description, so this is crucial. If an employer reviews the standard and finds that the skills outlined are not those that would be useful for doing the job role in their organisation (or finds any other part of the standard unsatisfactory) it would not be advisable for them to offer an apprenticeship in this area as they would be training a member of staff to do a job that the employer does not want them to do.

The third step– Identifying providers

3



The next step in the journey is to identify a training provider. This is the education organisation that will partner with you to deliver the apprenticeship and will be responsible for a large part of the training the apprentice receives.

Finding a provider:

Providers can be found freely online, by word of mouth or through discussions with organisations who have employed apprentices previously. Providers can also be found on the 'Find Apprenticeship Training' website (<https://findapprenticeshiptraining.apprenticeships.education.gov.uk/>). The below shows two main methods for utilising online searches for providers.

Method 1

Search for the provider when the employer doesn't know which apprenticeship standard they want to offer:

This method is best used when an organisation knows that they want to employ an apprenticeship, or are interested in doing so, but do not know which apprenticeship to offer. An organisation can search for a provider by key word, job role or location on the Government Find Apprenticeship Training website (<https://www.apprenticeships.gov.uk/employer/find-apprenticeship-training>).

Method 2

Find a provider when the employer doesn't know which apprenticeship standard they want to offer:

In cases where the employer already knows what standard they want to offer they can use the Government website to find providers accredited to deliver that standard.

The third step– Identifying providers

Provider success rates:

There are several markers of quality against which training providers are often judged. These are below and, unless specified, should be easily found on the Institute for Apprenticeships website:

Provider reputation:

Achievement rate- The percentage of apprentices that complete the standard with that provider.
Employer satisfaction rating- The percentage of employers that have used that provider and record themselves as happy or satisfied with them.
Learner satisfaction rate- The percentage of apprentices that have used that provider and record themselves as happy or satisfied with them.
Ofsted rating- Providers are reviewed by OFSTED, and their inspection reports are available on OFSTEDs website * (https://reports.beta.ofsted.gov.uk/).
Notice of concern- Providers that the ESFA are concerned about are kept on a central list. This list can be checked (https://www.gov.uk/government/publications/esfa-current-notices-of-concern).

An organisation in your local area may well have used a certain provider before, and can provide an employer with soft intelligence as to their capabilities.

Entry requirements:

Different training providers will set different minimum entry requirements that need to be met before they will consider adding an apprentice to a training cohort. These could include the apprentice passing an interview with the provider or meeting minimum standards in English and Maths. Many providers for higher level apprenticeships will request that, as a minimum, apprentices have a level 2 functional skills qualification in English and Maths (the equivalent of a grade C or above at GCSE). You can find out more about the Functional Skills Qualifications at <https://epa.tguk.org/does-my-apprentice-need-functional-skills-qualifications>.

Culture fit:

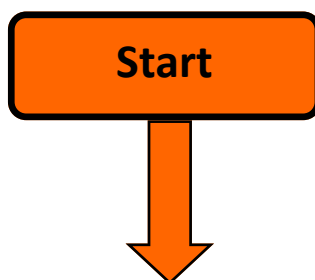
The employing organisation will need to be able to work closely with the training provider, and so a close culture fit is crucial. Fundamentally it is the employing organisation that chooses which training provider, and so they have the option of choosing which provider they think they could work most easily with.

The Fourth Step- Recruitment

4



After deciding what provider you want to use and talking to the provider the next step is to recruit the apprentice. Below is a step by step guide on how to do this. The key element to note is that many of the processes that the employer organisation will follow are the same as the processes they would follow in any recruitment of new staff. Please note that if you are already employing the apprentice in some capacity then step 2 can be missed.



1: Write the job specification and job description

This should already have been written to help select which apprenticeship standard and training provider are required. The job description should be closely aligned with the apprenticeship standard as this will help make sure the employer is selecting someone who is fully aware of what they will be undertaking as part of the apprenticeship.

It is important that the minimum requirements for the role and the training provider match because, if the provider requirements are not met, the apprentice will not be accepted onto the course.



2: Advertise the vacancy (unless it shall be taken by an internal candidate).

With the above in place the vacancy can be advertised. For apprenticeships there is an option to advertise on the Governments website (<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch?searchMode=Category>) in addition to whichever way the organisation normally advertises vacancies. The job advert should emphasise that it is an apprenticeship post.



3: Picking the right person.

Most recruitment involves two stages; shortlisting and interview. Some employers also choose to use other methods, such as an assessment centre. Regardless of the method used however it is important to note that candidates for apprenticeships are by their very nature currently untrained for the role and so traditional recruitment techniques (such as assessing prior experience at doing aspects of the job) may not be as effective.

Alternatively an organisation could instead focus on assessing the values, skills and behaviours of the apprentice, and comparing these to the values, skills and behaviours required for the role. Focussing on these areas will enable candidates to demonstrate whether they can do the role, but will not punish them for a lack of job-specific experience.

The Fourth Step: Recruitment

4: Getting the right documents:

There are several key documents that must be produced as part of the apprenticeship, and these are listed below.

The contract of employment:

Apprentices have the same employment rights as all other staff, including annual leave, paid sick leave e.t.c. This extends to having the right to a contract of employment.

The apprenticeship agreement:

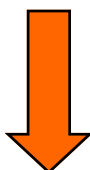
The apprenticeship agreement should be signed by the employer and the apprentice. The employer can write their own agreement or use the ESFA template (appendix two) but as a minimum it must include:

- How long you'll employ them for
- The training you'll give them
- Their working conditions
- The qualifications they are working towards

The commitment standard:

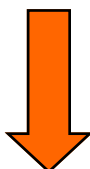
The commitment statement (appendix six) will often be designed by the training provider and must include:

- The planned content and schedule for training
- What is expected and offered by the employer, the training organisation and the apprentice
- How to resolve queries or complaints



5: Starting

The employing organisation can try to arrange the apprentice start date to coincide with the date of their induction with the training provider.



Finish

The Fifth Step– Setting up a DAS Account

5



You will need a DAS (Digital Apprenticeship Service) account to manage your apprenticeship funds. It will also enable you to pay a training provider and send or receive donated levy to fund an apprenticeship. Additional information on what a DAS account is and how to set it up can be found at <https://www.gov.uk/guidance/manage-apprenticeship-funds>.

In order to set up a DAS account you will need to have your PAYE number and accounts officer reference number, or you can also use your Government Gateway ID. If you are using your Government Gateway ID, you will need to log in to your Government Gateway and link this account to your PAYE number.

Start

Go to the Gov.uk website: <https://www.gov.uk/>



Search for 'Register and use the apprenticeship service as an employer' and click on the link.



Click on the button 'Set up your account' and press start.



Follow the instructions and input an email address you have access to, and a password that you will remember. A confirmation email will be sent to this address.



Check for your confirmation email and input the code within the confirmation E-mail onto DAS. Then sign back into your account.



Select that you wish to Input your PAYE details and Accounts Office reference number, or your Government Gateway ID. This will link the DAS account to your organisation.

The Fifth Step– Setting up a DAS Account



The organisations details will then come up. Check the box to confirm the organisation details are correct.



Sign the apprenticeship agreement (This is a form to say you will employ an apprentice in accordance to the law).



You will then receive your six digit DAS account ID. This will mean you are now registered on the DAS system.



Finish

The Sixth Step– Paying a Training Provider

6



Training providers must be paid for their services and the steps taken to pay providers are very similar between different payment methods and they are shown below.

Paying with levy transfer:

1. Identify and agree that another organisation will transfer levy money to your organisation.
2. Ask them to make a link to your organisation. They do this by opening their DAS account, clicking on 'finance,' 'manage transfers' and 'connect with employer.' They then need to input the levy receiving employers DAS account ID.
3. The receiving organisation then needs to accept the request. This is done by clicking on the 'tasks' section of the DAS account, reviewing the connection request and then clicking to confirm it.
4. Next click on the apprentices section of the account on the title bar.
5. Select the 'add apprentices' button and then click that you wish to use transferred funds to pay for the apprenticeship.
6. Input the UK provider reference number of the training provider you wish to use. This information is available online (<https://www.ukrlp.co.uk/>) or can be obtained from the provider directly.
7. Confirm that the provider selected is correct.
8. Either input the apprentices details or request that the provider do this.
9. When the details have been added confirm these details. This is done by clicking on 'tasks' and then reviewing the details and confirming.
10. Ask the levy transferring employer to also confirm the details on their DAS account using the same method.

The Sixth Step– Paying a Training Provider

Payment with levy funds:

1. Click on the apprentices section of the account
2. Select the add apprentices button.
3. Input the UK provider reference number of the training provider you wish to use. This information is available online (<https://www.ukrlp.co.uk/>) or can be obtained from the provider directly.
4. Confirm that the provider selected is correct.
5. Either input the apprentices details or request that the provider does this.
6. When the details have been added confirm these details. This is done by clicking on 'tasks' and then reviewing the details and confirming.



The Seventh Step– Supporting the Apprentice on programme:

7



Over the course of the apprenticeship programme it is vital that the apprentice is supported by both the employing organisation and the training provider to enable them to complete the course. This section details some of the support that an employing organisation should expect an apprentice to receive during their course.

A mentor:

Apprenticeships can often be challenging. They require staff to balance work with academic study, the latter of which can be particularly rigorous for staff who may not have much recent experience of studying. With this in mind apprentices should have support from a named workplace mentor. The role of the mentor varies from employer to employer but the core tenants are that they should be able and willing to support apprentice development across several areas, including within their job and with regards to their wellbeing.

Anyone could potentially act as a mentor to an apprentice but the below criteria will often define a good mentor:

- They should know your organisation and workplace
- They shouldn't be the apprentices line manager or part of their management team
- They should understand the role the apprentice is doing and be able to offer advice
- Have highly developed levels of emotional intelligence to be able to talk sensitively about issues regarding health and wellbeing
- They should be accessible to the apprentice
- They should have an interest in developing the capability of other team members.

It is best practice for organisations to support this role by offering protected time for mentor and apprentices to meet, even if it's only a couple of hours a month.

The role of the mentor does not have to be time consuming but it is one that can be invaluable to the apprentice.

Initial assessment:

A training provider will often undertake an initial assessment of the apprentices skills and abilities. This assessment may look at a few different elements, including the apprentices English and Maths skills, ability to write assignments and practical job-related areas. The employer of the apprentice should be aware that this assessment needs to be carried out, and should feel comfortable in challenging the training provider if it is not carried out.

Individual learning plan:

It is considered best practice that the training provider develops an individual learning plan for the apprentices they are training. This plan could include a description of the methods used to assess the apprentices progress, a record of the learning activities which will be undertaken to support the apprentice and provide a roadmap of the different stages of the apprenticeship. Again it is useful for the employer is both aware of this document and can challenge the provider if they feel that this plan will not meet their apprentices needs.

The Seventh Step– Supporting the apprentice on programme:

Blended learning:

Many apprenticeships are delivered through what is known as 'blended learning'. An apprenticeship will, by its very nature, include the teaching and assessment of theoretical knowledge (through lectures, essays e.t.c.) and practical knowledge (through training sessions, observations e.t.c.). The 'Individual Learning Plan' will often give an indication of the blended learning that the apprentice will undertake.

Employers should be aware that some of the learning (in particular the practical skills) will be delivered in the workplace by themselves. This need not be arduous, and can be as simple as showing the apprentice how a particular process works. As stated earlier the employer and the provider should clearly communicate to one another how each will help the apprentice to develop and complete the course.

Ability to be flexible:

A further element for employers to consider is that apprentices are working to an apprenticeship standard, not just an organisation specific job description. Whilst there will be crossover between the standard and the job description the apprentice skills and behaviours will be assessed against the standard alone. This means that any organisation looking to host an apprentice should be flexible and focus on helping the apprentice to fulfil the requirements of the occupational standard, rather than just the organisation specific job description.

Progress checking, monitoring and review:

All the partners involved in the apprenticeship, the employer, apprentice and training provider, have a responsibility for ensuring that the apprenticeship is successful. All parties should have a shared view of how well the apprentice is doing and what is needed to ensure successful completion. One of the key elements that facilitates this is the constant review of their progress.

The employer has the most interaction with the apprentice and so will often take the lead in many aspects of these reviews. The duties of the employer in practice include:

- Being ready and willing to give feedback on the apprentices work performance, as the training provider should do regarding their academic performance. This feedback will help the apprentice chart where their strengths and weaknesses lie so that they can address these weaknesses prior to their assessment.
- Being aware that apprentices will often need to pull together a record of their achievements and the skills gained on the course, and support this where required.
- Being clear with the apprentice that they must take responsibility for their own learning, and holding the apprentice to account.
- Ensuring, along with the apprentice and the training provider, that all three parties are aware of the progress of the apprenticeship and any issues that have been discovered.
- Manage the apprentice as they would any employee in relation to sickness, absence and conduct e.t.c.

The Seventh Step– Supporting the apprentice on programme:

Managing any apprentices that leave or take a break in learning:

If an apprentice should choose to leave the programme before completing the apprenticeship, then the employer has a few responsibilities. The apprentice can continue their training at any organisation they move to so the employer should provide records of the apprentices work to the new employer where possible. They should also inform the training provider.

If the apprentice wishes to stop their training entirely or take a break in learning then the payments from the employer to the training provider should cease. The employer can use their DAS account to do this.

Ensuring that your organisation can fund the apprenticeship:

The employer also has a responsibility to ensure that they can fund the apprenticeship. The DAS account will inform levy paying employers of the funds that they have available to help manage this. Any organisation that is transferring their levy to another employer has this same responsibility, regardless of that fact that they are not personally employing the apprentice. For full information on funding responsibilities employers should review the funding rules guidelines which are produced annually by the ESFA and are available here <https://www.gov.uk/guidance/apprenticeship-funding-rules>

Through following these simple, practical steps the employer can ensure that they are doing all they can be reasonably expected to make the apprenticeship a success.

The Eighth Step– Gateway

8



What is it?

The Institute for Apprenticeships defines the Gateway as “the requirements that need to be met in order for the employer to put forward their apprentice for [End Point Assessment].” This stage is reached when the apprentice nears the end of their apprenticeship and starts whenever the employer, provider and apprentice make a joint decision that the apprentice has nearly learnt all that they need to pass the final End Point Assessment (EPA).

How does an apprentice progress past it?

The apprentice can only leave the Gateway stage when they have achieved all the mandatory aspects of their programme. These mandatory aspects should have been made clear between the employer, training provider and apprentice at the start of the apprenticeship. They can include:

- Minimum English and Mathematics requirements
- Mandatory qualifications detailed in the standard
- Employer confirmation that the apprentice is working at or above the level required in the standard.

How best to prepare an apprentice for this stage

There is no one right way to prepare an apprentice for Gateway but there are a few simple measures that an employer can take to make sure that the staff member is prepared.

The most crucial of these is to make sure that they are having open and honest conversations with the apprentice about their progress, and making plans with the apprentice and training provider to address worrying issues. This should be done throughout the apprenticeship but it is vitally important at the Gateway stage, as this will be the last chance to address any gaps before the apprentice takes their assessment.

A further measure is to make sure that the apprentice is aware of the mandatory qualifications they require at the start of the course. This will enable them to devote adequate time and effort to working towards these qualifications.

The final simple measure relates to the apprentices accountability. Ultimately the apprentice is responsible for their own learning and so it can be useful to engage with the apprentice and receive assurance that they are prepared for the Gateway stage, understand what it entails and are able to fulfil the necessary requirements.

The Ninth Step– End Point Assessment

9



What is it?

The EPA is defined by the Institute for Apprenticeships as an “independent assessment at the end of [the apprentices] training to confirm that [the apprentice has] achieved occupational competence.” The nature of this final assessment differs between apprenticeships but often includes elements such as exams, work-based scenarios and interviews. The End Point Assessment Organisation (EPAO) is chosen by the employer but the organisation chosen will normally be one that the training provider has recommended.

How best to prepare the apprentice for this stage:

The EPA is the final step in the apprentices journey, and so everything that they have done so far should have supported them to get to this stage. Best practice would be for the employer to review the requirements of the EPA from the start of the apprenticeship, with an eye to making sure that all necessary elements are covered.

However, given the fact that this is a final assessment of the apprentices abilities it is necessary to consider whether any further support or encouragement is needed. Some potential ideas are listed below, though it is important to note that many of these would be considered discretionary measures that the employer does not have to take, but it may be advantageous to the apprentice if they do so.



EXAMPLE

Additional time off for studying (or allowing the apprentice to take annual leave to study)

Additional protected time with their mentor for wellbeing purposes and to discuss the assessments.

Consistently high levels of feedback on work performance so as to ensure the apprentice is aware of their gaps.

Consider adapting the type of work done in response to needs of EPA assessment. I.e. if the EPA assessment requires giving a presentation allow the apprentice an opportunity to develop presentation skills.

Whether the above are possible or not will depend on the employing organisations capacity, but all are useful ideas.

The Tenth Step– What Next?

10



What now:

If the apprentice has successfully passed the EPA then they have successfully completed the apprenticeship! If they have not then they will often have the option to resit the EPA although it is important to note that the cost of the standard will normally include the cost of only one EPA assessment, and any resits that are required will often incur an additional cost not covered by apprenticeship levy funds. If the apprentice fails the EPA repeatedly then it is likely that they will not pass the apprenticeship, and the employer should consider disciplinary measures or dismissal in line with their own processes and procedures.

If the apprenticeship has ended successfully there are a few things that an employer can still do

Give Feedback:

Over the course of the apprenticeship you will have worked very closely with both training provider and apprentice. If you as an employer can give feedback to the provider and the apprentice it can enable both to adapt and improve in the future.

The employer may receive a request from the apprenticeship service to give formal feedback on the provider and indicate how satisfied you are with their service. This information will feed into the employer satisfaction rating of the provider and so help direct employers in the months to come towards the best training providers.

Look at recruiting another apprentice:

With more apprenticeship standards coming online all the time there's rarely been a better moment to employ an apprentice. It is no exaggeration to say that an apprentice could work in pretty much every part of an organisation, from receptionist to CEO. With this in mind it can pay to keep an eye out for what apprenticeships are available and to see if they suit your organisation.



Useful Documents

Appendix 1– Example apprenticeship standard of Healthcare Support Worker:

Healthcare Support Worker

Overview of the role

Providing high-quality and compassionate health and social care for a wide range of people.

Reference Number: ST0216

Details of standard

Occupational profile

Healthcare support workers (HCSWs) work as part of a team providing high quality and compassionate care to individuals(1). You will carry out well-defined routine clinical duties(2) like monitoring an individual's conditions (by checking things like blood pressure, temperature or weight), checking on their overall progress, comfort and wellbeing.

Depending on where you work, you may also help them to eat, drink, wash, dress or go to the toilet. You will prepare individuals for healthcare activities carried out by other members of the healthcare team, looking after them before, during and/or after those activities in line with their care plan. You will also carry out non-clinical duties and, depending on where you work, this could include things like keeping records, making beds, tidying up your work area, returning or cleaning the equipment used during a clinical activity. You will be able to address straightforward problems in your day to day work, reporting concerns and changes to the appropriate person in a timely manner . HCSWs work in a range of healthcare settings(3) and your team may include workers from both health and social care. You will report to a registered healthcare practitioner who will directly or indirectly supervise your work.

Responsibilities and duty of the role

You will be able to work effectively as part of a team. You will always act within the limits of your competence, knowing who to ask for help and support if you are not sure. You will work within agreed ways of working, following the relevant standards, policies and protocols used in your workplace including the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England. During the first part of this apprenticeship you will be supported to achieve the Care Certificate(4) which forms part of your

induction and covers the fundamental skills needed to provide quality care.

Additional information

There are no entry requirements to the apprenticeship but employers may run their own selection process. Apprentices without Level 1 English and Maths will need to achieve this level and take the test for Level 2 English and Maths prior to completion of their Apprenticeship.

Level

Level 2

Duration

12 to 18 months

Review Date

After 3 years

Appendix 1– Example apprenticeship standard of Healthcare Support Worker (from the Institute for Apprenticeships):

Values

You will be caring and compassionate; honest; conscientious and committed

Behaviours

You will treat people with dignity, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences; show respect and empathy for those you work with; have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show discretion; show resilience and self-awareness.

Skill	You will be able to:	You will know and understand:
1. Communication	<ul style="list-style-type: none"> • communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential • handle information (record, report and store information) related to individuals in line with local and national policies 	<ul style="list-style-type: none"> • why it is important to communicate effectively at work; how to communicate with individuals that have specific language needs or wishes; ways to make yourself understood; how to reduce problems with communication; • legislation, policies and local ways of working (5) about handling information; how to keep information confidential; why it is important to record and store patient information securely and what to do if you think information is not secure
2. Health intervention	<ul style="list-style-type: none"> • support individuals with long term conditions, frailty and end of life(6) care • identify and respond to signs of pain or discomfort • promote physical health and wellbeing of individuals • assist with an individuals' overall comfort and wellbeing • support individuals with activities of daily living(7) • recognise deteriorations in health, long term conditions, physiological measurements, skin integrity and report appropriately • report any changes in physical health needs as appropriate 	<ul style="list-style-type: none"> • how to do routine clinical tasks (eg check blood pressure, temperature, weight etc) delegated from a registered nurse or other healthcare professional • the signs and symptoms of a person who is experiencing pain or discomfort • how to promote a person's physical health and wellbeing • how to support a person's comfort and wellbeing • the importance of hydration, nutrition and food safety • what the activities of daily living are and which ones you are expected to support in your role • the signs of a person whose health and wellbeing is deteriorating; and how to report changes and deterioration

Appendix 1– Example apprenticeship standard of Healthcare Support Worker:

Skill	You will be able to:	You will know and understand:
2.1 Person centred care and support	<ul style="list-style-type: none"> • demonstrate what it means in practice to provide person centered care and support • promote mental health and well-being • recognise limitations in mental capacity and respond appropriately 	<ul style="list-style-type: none"> • what it means to give ‘person centred care and support’; why it is important to get consent, even when it is difficult; why it is important to get people actively involved in their own care; why it is important to give people choices about their care; and why treating people as valuable and unique individuals makes a big difference in how they feel • the main forms of mental ill health and their impact on people’s lives; and how to promote mental health and wellbeing • the possible signs of limitations in mental capacity and what to do when you notice them
2.2 Dementia, cognitive issues, mental health	<ul style="list-style-type: none"> • recognise and respond to signs of poor mental health for example dementia, depression, anxiety or other cognitive issues • recognise and report any deterioration in an individual’s mental health 	<ul style="list-style-type: none"> • the possible signs of mental health, dementia and learning disability in people ; why depression, delirium and the normal ageing process may be mistaken for dementia; the importance of early diagnosis in relation to dementia and other cognitive issues • how to report changes or deterioration
2.3 Basic life support	<ul style="list-style-type: none"> • perform basic life support for individuals using appropriate resuscitation techniques and equipment 	<ul style="list-style-type: none"> • how to perform basic life support
2.4 Physiological measurements	<ul style="list-style-type: none"> • undertake a range of physiological measurements using the appropriate equipment including height, weight, temperature, pulse, breathing rate and blood pressure • take responsibility for, prioritise and reflect on your own actions and work • work as part of a team, seeking help and guidance when you are not sure 	<ul style="list-style-type: none"> • the range of physiological states that can be measured including body temperature, weight, height, blood pressure, pulse and breathing rate • the normal range of physiological measurements • your role and the responsibilities and duties of your job; why it is important to work in ways that have been agreed by your employer and to follow standards/codes of conduct;
3. Personal and people development	<ul style="list-style-type: none"> • maintain and further develop your own skills and knowledge through development activities; maintain evidence of your personal development and actively prepare for and participate in appraisal 	<ul style="list-style-type: none"> • working relationships and the importance of working well with other people; who or where to go for help and support about anything related to your work • the importance of personal development and how to reflect on your work ; how to create a personal development plan

Appendix 1– Example apprenticeship standard of Healthcare Support Worker:

4. Health, safety and security	<ul style="list-style-type: none">• maintain a safe and healthy working environment• take appropriate action in response to incidents or emergencies following local guidelines	<ul style="list-style-type: none">• legislation, policies and local ways of working which relate to health and safety at work; your responsibilities, and the responsibilities of others, relating to health and safety at work• what to do in situations that could cause harm to themselves and others; how to handle hazardous materials and substances; and what to do when there is an accident or sudden illness
4.1 Duty of Care	<ul style="list-style-type: none">• follow the principles for implementing a duty of care, always acting in the best interest of individuals to ensure they do not come to harm	<ul style="list-style-type: none">• the meaning of ‘duty of care’ and why it is important; what support is available when you come across a difficult situation or when someone makes a complaint
4.2 Safeguarding	<ul style="list-style-type: none">• follow the principles of safeguarding and protection	<ul style="list-style-type: none">• legislation, policies and local ways of working about ‘safeguarding’ and protection from abuse ; the signs of abuse and what to do if you suspect abuse; and how to reduce the chances of abuse as much as possible
4.3 Infection prevention and control	<ul style="list-style-type: none">• use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE)	<ul style="list-style-type: none">• legislation, policies and local ways of working that help to prevent infection; the meaning of ‘risk’ and ‘risk assessment’; the importance of good personal hygiene and hand washing ; how to select the right PPE (such as gloves, aprons and masks); how infections start and spread; the importance of cleaning, disinfecting and maintaining a clean workplace to reduce the risk and spread of infection; and the meaning of ‘antimicrobial resistance’
4.4 Moving and handling	<ul style="list-style-type: none">• move and position individuals, equipment and other items safely	<ul style="list-style-type: none">• why people and objects need to be moved safely; how to move and position people safely; how to move and handle equipment and other objects safely; agreed ways of working when moving people and know how to identify any risks
5. Equality and diversity	<ul style="list-style-type: none">• follow the principles of equality, diversity and inclusion	<ul style="list-style-type: none">• equality and diversity legislation, policies and local ways of working; why equality is important and how discrimination can happen at work

Appendix 1– Example apprenticeship standard of Healthcare Support Worker:

Skill	You will be able to:	You will know and understand:
4.1 Duty of Care	<ul style="list-style-type: none"> follow the principles for implementing a duty of care, always acting in the best interest of individuals to ensure they do not come to harm 	<ul style="list-style-type: none"> the meaning of 'duty of care' and why it is important; what support is available when you come across a difficult situation or when someone makes a complaint
4.2 Safeguarding	<ul style="list-style-type: none"> follow the principles of safeguarding and protection 	<ul style="list-style-type: none"> legislation, policies and local ways of working about 'safeguarding' and protection from abuse ; the signs of abuse and what to do if you suspect abuse; and how to reduce the chances of abuse as much as possible
4.3 Infection prevention and control	<ul style="list-style-type: none"> use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE) 	<ul style="list-style-type: none"> legislation, policies and local ways of working that help to prevent infection; the meaning of 'risk' and 'risk assessment'; the importance of good personal hygiene and hand washing ; how to select the right PPE (such as gloves, aprons and masks); how infections start and spread; the importance of cleaning, disinfecting and maintaining a clean workplace to reduce the risk and spread of infection; and the meaning of 'antimicrobial resistance'
4.4 Moving and handling	<ul style="list-style-type: none"> move and position individuals, equipment and other items safely 	<ul style="list-style-type: none"> why people and objects need to be moved safely; how to move and position people safely; how to move and handle equipment and other objects safely; agreed ways of working when moving people and know how to identify any risks
5. Equality and diversity	<ul style="list-style-type: none"> follow the principles of equality, diversity and inclusion 	<ul style="list-style-type: none"> equality and diversity legislation, policies and local ways of working; why equality is important

(1) Individuals - those requiring care and support, may include patients, service users or clients

(2) Duties - please note the list of duties is not exhaustive. Your duties will vary depending on where you work and your job description.

(3) Healthcare settings may include hospitals, community clinics or health centres, individuals' homes, nursing/care homes, hospices, mental health settings and GP surgeries. List is not exhaustive.

(4) Care Certificate: for more details see <http://www.skillsforhealth.org.uk/care-certificate>

(5) Legislation, policies and local ways of working may include Data Protection Act, Health & Social Care Act, Information Governance policy, Health and Safety legislation, agreed guidance on how to carry out tasks in your workplace, etc. List is not exhaustive.

(6) End of Life Care – the end of life care phase may last for weeks, months or years and does not just equate with dying. End of Life Care is defined as care that helps those with advanced, progressive, incurable illness to live as well as possible until they die. (End of Life Care Network)

(7) Activities of Daily Living include: maintaining a safe environment; communication; breathing; eating and drinking; elimination; washing and dressing; controlling temperature; mobilisation; working and playing; expressing sexuality; sleeping; death and dying. (Roper, Logan and Tierney model of nursing, 1998).

Appendix 2– Example Apprenticeship Agreement (from the ESFA)

APPRENTICESHIP AGREEMENT TEMPLATE

An apprenticeship agreement must be in place at the start of the apprenticeship.

The purpose of the apprenticeship agreement is to identify:

the skill, trade or occupation for which the apprentice is being trained;

the apprenticeship standard or framework connected to the apprenticeship;

the dates during which the apprenticeship is expected to take place; and

the amount of off the job training that the apprentice is to receive.

Before completing the template, please see the notes and references provided on the following two pages.

Apprenticeship Particulars:

Apprentice name:	
Skill, trade or occupation for which the apprentice is being trained:	
Relevant apprenticeship standard/framework and level:	
Place of work (employer):	

Start date of apprenticeship (see note 3):		End date of apprenticeship (see note 3):	
Start date of practical period (see note 4):		Estimated end date of practical period (see note 4):	
Duration of practical period (see note 4):		Planned amount of off-the-job training (hours) (see notes 9 and 10):	

Signatories:

Apprentice:		Date:
Employer:		Date:

Attached to this document should be a commitment statement. The commitment statement includes what the apprentice, employer and training provider can expect from each other. For example, it will specify the off-the-job training the apprentice will receive.

Appendix 2– Example Apprenticeship Agreement

APPRENTICESHIP AGREEMENT

Notes and references

1. The apprenticeship agreement

The apprenticeship agreement is a statutory requirement for the employment of an apprentice in connection with a recognised apprenticeship framework or approved apprenticeship standard. It forms part of the individual employment arrangements between the apprentice and the employer; it is a contract of service (i.e., a contract of employment) and not a contract of apprenticeship. If all the requirements of section 1 of the Employment Rights Act 1996 are complied with, the apprenticeship agreement can also serve as the written statement of particulars of employment. You are not required to use this template, but the requirements of the legislation as described below must be met when you form your apprenticeship agreement.

2. Why an apprenticeship agreement is required

The Apprenticeships, Skills, Children and Learning Act 2009 (ASCLA) introduced the requirement for an apprenticeship agreement to be in place when engaging an apprentice under a statutory apprenticeship. The requirements for an apprenticeship agreement in relation to a framework apprenticeship can be found in section 32 of ASCLA (as repealed and saved) and the Apprenticeships (Form of Apprenticeship Agreement) Regulations 2012. In relation to standards the requirements can be found in section A1 of ASCLA (as amended by the Enterprise Act 2016) and the Apprenticeships (Miscellaneous Provisions) Regulations 2017.

3. When the apprenticeship agreement must be in place

An apprenticeship agreement must be in place when an individual starts a statutory apprenticeship programme and should remain in place throughout the apprenticeship. The end date, for standards, is when the end-point assessment has been completed. The end date, for frameworks, is when the final relevant qualification has been completed.

4. The ‘practical period’

The practical period is the period for which an apprentice is expected to work and receive training under an approved English apprenticeship agreement. The practical period does not include the end-point assessment. For the purpose of meeting the Education and Skills Funding Agency funding requirements, the start date of the practical period must be the same as the start date on the commitment statement, the Individual Learner Record and the Apprenticeship Service account, if applicable.

5. In certain circumstances, an apprenticeship can be completed without an apprenticeship agreement being in place

To commence a statutory apprenticeship (when an individual starts their apprenticeship programme) it is a legal requirement that an apprenticeship agreement be in place. The two circumstances in which an apprentice can complete a statutory apprenticeship without an apprenticeship agreement are where (i) they are holding office as an apprentice police constable, or as an apprentice minister of a religious organisation; or (ii) where they have been made redundant with less than six months of their apprenticeship’s practical period left to run.

6. Who needs to sign the apprenticeship agreement?

The employer and the apprentice need to sign the agreement – it is an agreement between these two parties only. Training providers sign a separate commitment statement which outlines the planned content and schedule for training, what is expected of and offered by the employer, provider and the apprentice, and how to resolve queries or complaints.

7. What you need to do with the signed agreement

You (the employer) must keep the agreement for the duration of the apprenticeship and give a copy to the apprentice and the training provider.

Appendix 2– Example Apprenticeship Agreement

8. Information needed in an apprenticeship agreement

The apprenticeship agreement must comply with the requirements as provided in ASCLA.

For frameworks, it must:

- be a written statement of particulars given to the employee in compliance with section 1 of the Employment Rights Act;
- be governed by the law of England and Wales; and
- specify that it is entered into in connection with a qualifying apprenticeship framework.

For standards, it must:

- provide for the apprentice to work for the employer for reward in an occupation for which a standard has been published by the Institute for Apprenticeships;
- provide for the apprentice to receive training in order to assist the apprentice to achieve the standard in the work done under the agreement;
- specify the apprenticeship's practical period; and
- specify the amount of off-the-job training the apprentice is to receive.

9. Specifying the amount of off-the-job training

This is a requirement of the Apprenticeships (Miscellaneous Provisions) Regulations 2017. Off-the-job training is a critical requirement of apprenticeships and, in order to meet the Education and Skills Funding Agency's funding rules, this must be at least 20% of the apprentice's paid hours over the total duration of the apprenticeship (until gateway for standards). Off-the-job training can only be received by an apprentice during their normal working hours. Maths and English, up to and including level 2, does not count towards the minimum 20% off-the-job training requirement. The amount of off-the-job training should be agreed with the main provider. The provider must account for relevant prior learning the apprentice has received, and reduce the content and duration of off-the-job training as necessary to achieve occupational competence. All apprenticeships must be of minimum duration of 12 months and include at least 20% off-the-job training.

10. Off-the-job training definition

Off-the-job training is defined as training which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the standard or framework connected to the apprenticeship. It is not training received by the apprentice for the sole purpose of enabling the apprentice to perform the work to which the apprenticeship agreement relates. More information, including examples of off-the-job training, can be found on gov.uk.

11. The apprenticeship agreement does not mean a change to existing contracts or terms and conditions

Any apprenticeship entered into before 15 January 2018 (the date the Apprenticeships (Miscellaneous Provisions) Regulations 2017 came into force) will not be affected by the additional requirements that must be set out in an apprenticeship agreement. Any apprenticeship entered into after 15 January 2018 in connection with an apprenticeship standard must satisfy the requirements of the 2017 Regulations.

Appendix 3– Apprentice Individual Learning Plan (from the Institute for Apprenticeships)

APPRENTICE INDIVIDUAL LEARNING PLAN

This Apprentice Individual Learning Plan outlines a programme of learning agreed between [your organisation name], the employer and you the apprentice. The Plan is to be carried out under Work Based Learning arrangements and is underwritten by your Apprenticeship Agreement.

The Plan must be completed for all apprentices and relates to the apprenticeship learning programme. It supports your development and is maintained within [your organisation name] systems. It outlines the additional information that must be available for monitoring and review purposes and inspections.

PART 1			
Paper based apprentice	c	E-Portfolio apprentice	c
Intermediate Level 2 Apprenticeship	c	Advanced Level 3 Apprenticeship	c
Higher Level 4/5 Apprenticeship	c	Degree Level 6 Apprenticeship	c
Apprenticeship Frame-		Approval Date:	
Start Date:	Expected End Date:	Actual End Date:	
First Name(s):	Last Name:	DOB:	
Job Title :	Work Location & Postcode:		
Supervisor/Manager's Name:	Contact Number:		
Training Provider Details:			
Assessor/Tutor :			
Contact Telephone/Mobile No:			

Appendix 3– Apprentice Individual Learning Plan

PART 1			
QUALIFICATIONS – please provide certificate evidence			
Please list below any previous qualifications you have achieved. (Relevant to the apprenticeship)			
Qualifications	Grade/Level	Date Achieved	Certificate available
			Y/N
			Y/N
			Y/N
			Y/N
			Y/N
			Y/N
			Y/N
Have you achieved L1 or equivalent in English?			Y/N
Have you achieved L1 or equivalent in Maths?			Y/N
If yes you will need to work towards L2 in maths or\& English and sit the exam(s) even if your apprenticeship Framework or Standard does not require them.			

Declaration of Apprentice Eligibility	True	False
I am not in full time education and I was 16 years old or older on 31 st August		
I did not start my apprenticeship until after the last Friday in June when I became 16		
I am employed for a minimum of 30 hours per week. If no state how many		
I have a formal contract of employment and my apprenticeship framework\standard relates to my job		
I am a graduate but undertaking a role which requires significant new skills and knowledge to carry out my role		

Appendix 3– Apprentice Individual Learning Plan

I am not be enrolled on another apprenticeship, or another DfE funded FE/HE programme, at the same time as any new apprenticeship they start		
* I have the right to work in England		
*I am a citizen of a country within the European Economic Area (EEA) (including other countries determined within the EEA or those with bilateral agreements), or have the right of abode in the UK, and have been ordinarily resident in the EEA (including other countries determined within the EEA or those with bilateral agreements), for at least the previous three years on the first day of learning		
*I am a non-EEA citizen with permission from the UK government to live in the UK, (not for educational purposes) and have been ordinarily resident in the UK for at least the previous three years before the start of learning		

	True	False
Household Information (please tick all that apply)		
No member of the household in which I live (including myself) is employed		
None of these statements apply		
There are one or more dependent children (aged 0-17 years or 18-24 years if full time student or inactive) in the household		
The household that I live in includes only one adult (aged 18 or over)		
I confirm that I wish to withhold this information		

YOUR CURRENT JOB ROLE		
Do you have a current job description? (It must reference your apprenticeship)	YES c	NO c
Do you have a current contract of employment? (Review where possible)	YES c	NO c
What are your main duties and responsibilities on a day to day basis?		
How many hours do you work per week? (must be at least 30hrs*)		

Appendix 3– Apprentice Individual Learning Plan

How long have you worked for this organisation in the current role?	
Do you receive Supervision / Reviews / Appraisals	YES c NO c
Explain what other positions/responsibilities you have had within the organisation OR any previous work experience.	
WHAT WOULD YOU SAY ARE YOUR STRENGTHS AND AREAS FOR DEVELOPMENT?	
<i>Strengths: e.g.problem solving, communication, IT.</i>	<i>Areas for Development: e.g. meeting deadlines, prioritising, team working.</i>

PART 2				
INITIAL ASSESSMENT, INFORMATION, ADVICE & GUIDANCE				
BKSB Online c	Paper Based c	Results – what level	Date Taken	
Initial Assessment Literacy				
Initial Assessment Numeracy				
Evidence for Exemptions For Functional Skills Received?			Yes c	No c
Apprentices have to be registered for functional skills at Level 2 even if they do not require Level 2 for their framework or standard from May 1 st 2017 starts. However they will need to achieve L1 first if they have not achieved at this level prior to starting the apprenticeship.				
Do you require any additional learner support?			Yes c	No c
What support do you need (reading, writing, equipment adaptations etc)?				

Appendix 3– Apprentice Individual Learning Plan

Identified special assessment requirements (Shift pattern/part-time)			
Recommendations/Action:			
VOCATIONAL SKILLS ASSESSMENT/ SKILL SCAN			
Assessment Method Used	Results	Recommendations/Action	

INFORMATION, ADVICE & GUIDANCE & INITIAL INDUCTION		<i>(Please tick)</i>	
Tour of Campus facilities (where applicable)		Initial Assessments Inc. diagnostics – Literacy, Numeracy and Skill Scan	
Process in relation to qualification records folder		Access to assessment, and Equal opportunities understanding	
Apprenticeship requirement & process		Safeguarding and Prevent	
Benefits of achieving an apprenticeship explained		Apprentice appeals procedure explained and understood	
Familiarisation and discussion relating to Student Handbook and Student Charter		Health and Safety – Inc. requirements for certain occupations	
Assessment and Verification procedures		Support Arrangements	
Right and responsibilities of apprentice, assessor, internal verifier and external verifier		Employer Rights and Responsibilities booklet (ERR) and Personal Learning and Thinking Skills (where required)	

Appendix 3– Apprentice Individual Learning Plan

PART 3 ONLY TO BE COMPLETED IF DELIVERY IS PAPERBASED						
APPRENTICESHIP FRAMEWORK QUALIFICATIONS						
Main Course:			Level:			
Q Reference No:			Awarding Body:			
Unit num-	Unit Title		Target Achievement		Actual Achievement Date	
MANDATORY: Please attach a separate sheet detailing the selected mandatory and option units. Ensure you have followed the Awarding Organisation rules to achieve sufficient credits from required sections.						
Q	Refer-	Awarding	Tech Cer-	Target Date		Actual Achievement Date
Units						
Q	Refer- ence No.	Awarding Body	Function- al Skills	Level	Target Date	Actual Ach. Date
			English			
			Maths			
			ICT			
Employment Rights and Responsibilities						
Personal Learning and Thinking Skills						
APPRENTICESHIP STANDARDS – to be completed for all apprentices starting standards						
Name of End Point Assessment Organisation (if known)						
Registered for End Point Assessment:					Y	N
Delivery Model: day release/block release/monthly release/ work based away from work station						
Details:						
Duration Milestones		Skills		Knowledge		Behaviours
Name and Level of Qualification (where applicable):						
MANDATORY: Please attach a separate sheet detailing delivery plan for Skills knowledge and behaviours. Where a qualification is also required also attach the selected mandatory and option units. Ensure you have followed the Awarding Organisation rules to achieve sufficient credits from required sections.						
Planned “MOCK” End Point Assessment Date: (EPA)						
Actual “MOCK” End Point Assessment Date: (EPA)						
Content of EPA: Not all approved standards require the same assessment events (please tick)						
Multi choice test		Professional discussion		Show case event		Other
Business Project		Practical work place observation		Journal		
Other please describe:						
Note: Some standards allow 8weeks for apprentices to negotiate all EPA events undertaken by the independent apprenticeship Assessment Organisation (AAO).						

Appendix 3– Apprentice Individual Learning Plan

Part 4. OFF JOB TRAINING (standards only) – 20% is required during your apprenticeship not including english and maths or progress reviews or final EPA.

How to calculate approx. off job time to ensure is logged using e portfolio/registers/awarding body guided learning hours/journals/calendars/programme plans

Example: 30hrs x 52 wks. = 1560
 $1560 \times 0.2 = 312$ hrs. i.e. 6 hrs. per week

OFF JOB is - The teaching of theory (for example: lectures, role playing, simulation exercises, online learning or manufacturer training). Practical training: shadowing; mentoring; industry visits and attendance at competitions. Learning support and time spent writing assessments/ assignments.

Include details of off job training planned and/or attach the full programme outline

6. PROGRESS REVIEWS

Formal reviews of progress will take place every at least every 12 weeks between the Apprentice, Employer/Organisation and *[your organisation name]*

Proposed Review Date	Actual Review Date	Proposed Review Date	Actual Review Date

Appendix 3– Apprentice Individual Learning Plan

DECLARATION:

I hereby confirm that I have received the above Information Advice and Guidance and Initial Induction and have read, understood and agree with the contents of the AILP, including details of the framework \standard listed within the Apprenticeship Individual Learning Plan and/ or detailed within my e-portfolio.

Apprentice Name: Signature: Date:

Employer/Org. Name: Signature: Date:

PROVIDER DECLARATION:

I hereby confirm that I have carried out the above Information Advice and Guidance and Initial Induction with the above named learner.

Assessor Name: Signature: Date:

Data Protection: [your organisation name] may share this information with other organisations and government departments for administrative, statistical and research purposes and to monitor progress.

Please add any associated Programme plan documents to this ILP. The Action Plans and Progress Reviews update this ILP. Any change in circumstances must be communicated to [provide contact details] ASAP. EG. Change of address, new supervisor, change of apprentice contact details, new work location etc.

Appendix 4- Trainee Support Plan (taken from Leeds Teaching Hospitals Trust):

Trainee Action Plan - <i>(insert Trainee Name & Training Programme)</i>				
Area of Concern	Expected Standard	Support Required from Manager	Agreed Review Date	Progress at Review Date
			Manager's Signature: Trainee's Signature:	
			Manager's Signature: Trainee's Signature:	

Appendix 5– Example Skills Audit (adapted from Reach Volunteering)

To be completed by the owner of the skills audit.

Think about the activities that your organisation plans to undertake over the coming year.

Do you have any specific objectives that need to be met? What new skills are required? (For example, policy, marketing, legal, etc.)

Area of work	Skill(s) needed	Who has the skills to do this?

Appendix 5– Example Skills Audit

Individual employee skills audit

The following should be filled out by each employee to identify the skills they bring to the organisation.

Name

Level of expertise: 1 = highly experienced, 2 = proficient, 3 = some experience, 4 = no experience

Skills, expertise, knowledge qualifications	Level of Expertise				Comments
	1	2	3	4	
Administration					
Board/committee experience					
Campaigning					
Change management					
Charity/voluntary organisation governance					
Conflict resolutions					
Customer care					
Digital					
Enterprise/business development					
Facilitating meetings					
Finance					
Fundraising					
HR/Training					
Income generation					
Influencing					
IT/systems					
Leadership					
Legal					
Listening					
Marketing					
People management					
PR/communications					
Project management					
Property					
Relationship management					
Service user/beneficiary of the organisation					
Team development					
Voluntary sector experience					
Other (Specialist experience or qualification relevant to voluntary organisations e.g. medical, campaigning, advice, etc.)					

Appendix 5– Example Skills Audit

Identify skills needs

Reflect on the existing skills of your current board against the skills needed in order to achieve the objectives of the organisation.

What skills do you need in order to achieve the mid-term/long-term objectives of your organisation?

Skills needed	Do we have this skill at present? Yes/No

Next steps

This section is for you to list the actions that follow your evaluation.

What do you need to do next to ensure your organisation has all the skills required?

You may consider the following: Reviewing policy procedures, recruitment of apprentices, training/ further development of employees e.t.c.

Action	Date to be completed by

Appendix 6– Example Statement of Commitment (Adapted from Healthcare Apprenticeships– HASO)

Commitment Statement

This Commitment Statement is a signed agreement between the apprentice, the Main Provider (which in some circumstances may be the Trust) and the Trust. This will be completed as part of your induction to your apprenticeship in conjunction with Education and Workforce Development.

If you are aged under 18, a parent or guardian must also counter sign this Commitment Statement for you.

Part 1: Apprenticeship Programme Profile

Name and level of Apprenticeship Framework/Standard:

Start date:

End date:

Any key milestone dates and description of milestone:

End Point Assessment Organisation:

*Elements of the Programme fully funded by the SFA e.g. English and Maths

*Elements of the Programme being funded by non-levy or non Government – Employer co- investment:

Part 2: Planned content and schedule for eligible training

This must include identification of the different organisations being used for delivery (including functional skills).

[Enter here]

Part 3: The Trust's commitment to you:

The Trust is committed to supporting the delivery of high quality apprenticeships.

- The Trust will ensure you have the opportunity to:
 - o Receive appropriate on the job experiences to allow you to complete your apprenticeship
 - o Work under suitable supervision and have access to mentorship
 - o Undertake 20% of your training off the job and that it is undertaken during work time
 - o Follow your planned content and schedule for eligible training as set out in Part 2
- The Trust commits to pay you for the duration of your employment in line with your contract of employment.
- The Trust commits to working with you and the Main Provider to provide you with the best possible apprenticeship experience.

Appendix 6– Example Statement of Commitment

Part 4: The Main Provider commitment to you:

The Main Provider is committed to the delivery of high quality apprenticeships and will:

- Work with you and the Trust to provide you with the best possible apprenticeship experience.
- Ensure the delivery of the most up to date high quality apprenticeship programme tailored to your learning needs
- Provide access to the highest quality learning materials and tutor support
- [Enter Main Provider support and guidance available and how to access it]
- [Enter Additional commitments at the selected Main Providers request]
- Ensure any delivery subcontractors commit to all the above.

Part 5: Your commitment to your apprenticeship

You commit to:

- Complete any work set by your tutor within the planned timeframe to the best of your ability
- Ask for help and support when you need it
- Operate within the Trust’s Professional and Leadership Behaviours.

Part 6: Commitments of all parties

All parties commit to:

- Ensure the smooth running and day to day delivery of the apprenticeship
- Work together and strive for a high-quality apprenticeship experience for all parties.

Part 7: Resolving queries and complaints about your apprenticeship

If you have a query regarding your apprenticeship, please contact:

Contact Type	Contact Name	Telephone number	Email
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Main Provider:

Trust:

7a – Complaints

If you have a complaint regarding your apprenticeship education, either regarding on or off the job training please follow the Trust’s Apprenticeship complaint procedure, appended to this Commitment Statement.

The Main Provider of your off the job training also has a complaints procedure identified below:

[Enter selected Main Provider’s process for managing complaints or text of: *The Trust is your Main Provider in its capacity as an Employer Provider, please use the Trust’s Apprenticeship complaints procedure*]

7b – Apprenticeship Helpline

All parties can make use of the Apprenticeship Helpline if they have any queries, concerns or complaints. Contact information as below:

nationalhelpdesk@apprenticeships.gov.uk Telephone: 0800 015 0400 (8am to 10pm, 7 days a week)

Part 7 – Signing the commitment

Signing this Commitment Statement evidences each party’s commitment to its contents.

Appendix 6– Example Statement of Commitment

7a – Trust commitment

Print Name:

Designation:

Signature

Date:

7b – Main Provider commitment

Print Name:

Designation:

Signature

Date:

7c – Apprentice commitment

Print Name:

Designation:

Signature

Date:

7d – Parent/Guardian commitment (for Apprentices u18 only)

As the parent/guardian of the apprentice I am supportive of the apprentice signing this Commitment Statement:

Print Name:

Relationship to apprentice:

Signature:

Date: