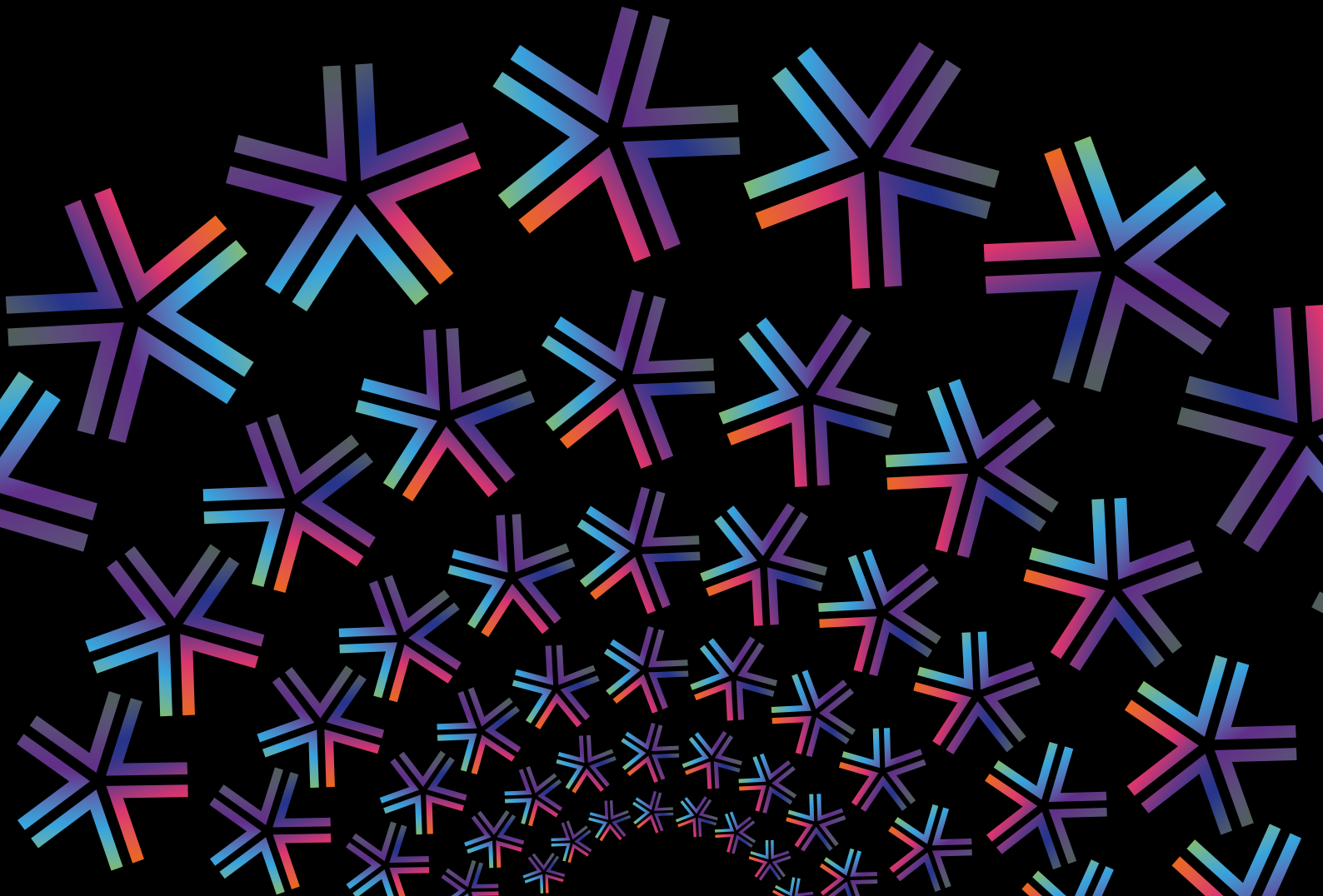


EMPLOYER HANDBOOK

for Apprenticeships



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Chichester College Group (CCG)

Thank you for choosing us as your Apprenticeship training provider. Our dedicated apprenticeship team will work hard to support you and your apprentice to ensure they achieve their maximum potential and provide businesses with the skills the need to thrive.

We train and educate over 35,000 learners across Sussex and beyond each year, offering a range of courses and services to support businesses.

We recognise taking on an apprentice requires significant time and investment so we have identified some practical ways to support your apprentice to achieve:

- > Offering mentorship programmes
- > Providing a safe and supportive workplace and work environment
- > Ensuring regular progress updates and active engagement from line manager and Chichester College Group
- > Giving actionable feedback to apprentices in training provider and line manager check-ins
- > Ensuring equal access for apprentices to training provider resources
- > Protecting off-the-job training time so the apprentice does not have to sacrifice it to pick up work activities
- > Clearly communicating progression opportunities after they've finished their apprenticeship




Paul Rolfe

Associate Principal Employers & Stakeholders
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Supporting you

We will support you and your apprentice throughout their Apprenticeship programme from initial recruitment to completion. This will mean you will come into contact with four key teams in college:

1

Sales Consultants

This team supports you with initial advice and guidance as well as the recruitment process of your apprentices. Their role is to advise you on how you can advertise and recruit for your Apprenticeship vacancy, to match candidates to your apprenticeship vacancies and forward on applications or CVs, to arrange the interviews and to organise the start of your successful candidates. They will also support you in the process to secure your funding and sign-up the apprentice using the correct paperwork.

2

Tutors and Assessor Trainers

This team is responsible for training the apprentices and assessing their prior qualifications. They will contact you to arrange a visit and discuss their role. They will deliver the day-release training in college, unless otherwise agreed on a different site, and be involved in assessing the components of the Apprenticeship by assessment visits to the workplace. All visits will be agreed with you in advance. It is very important that you as the employer attend these visits.

3

Apprenticeship Coaches

Their role is to provide wrap around pastoral support enabling apprentices to achieve their potential and remove barriers to learning. Apprenticeship Coaches check apprentices are attending College and work. They will provide signposting to ensure they are making good progress in their learning. They can assist with issues around attendance at work but apprentices should also be subject to your internal processes just like any other employee. The contact details for these teams can be found in the 'start letter' which you will be sent once you have offered a candidate an apprenticeship.

4

Additional Learning Support

The College is committed to supporting individuals with disabilities and learning difficulties. The Group benefits from a dedicated ALS team to work with its apprentices providing appropriate support as necessary. The support team will work in liaison with the Sales Consultants, Apprenticeship Coach and Tutors to ensure additional support provided contributes to helping the individual develop the skills needed to be successful in work



What is an apprenticeship?

An Apprenticeship is a job with training that enables individuals to gain qualifications and essential skills whilst working. It is a fantastic option for those seeking to bridge the gap between full time education and the world of employment.

- > It is essentially a 'real job' with training and will see an apprentice work alongside experienced staff in the workplace to gain hands-on experience and the skills needed for their chosen career.
- > Although the minimum duration of any Apprenticeship is 30 hours per week, a certain amount of this must include 'off-the-job training' (OTJT) which can be defined as learning undertaken outside of the normal day to day working environment but within working hours.
- > Apprenticeships will normally last anywhere between 12-36 months but higher level or technical Apprenticeships could take longer.
- > This is designed to give apprentices the relevant skills, knowledge and behaviours to complement their practical experience and help them work towards their Apprenticeship standard requirements, fully preparing them for End Point Assessment (EPA) alongside any nationally recognised qualifications such as NVQ Certificates or Diplomas which may be embedded within the offer.
- > An apprentice may also be given the opportunity to study Functional Skills in English, Maths and ICT alongside their Apprenticeship.

Apprenticeships are currently available at three levels with many offering the opportunity for progression:



What are my responsibilities as an employer?

Below are some of the responsibilities that you will be expected to fulfil with regards to hiring an apprentice. These responsibilities may include, but are not limited to:

- > Paying your apprentice an agreed wage (must at least meet the National Apprenticeship minimum wage)
- > Providing employment and the necessary training for the duration of the apprenticeship
- > Allowing personalised off-the-job training to take place
- > Releasing the learner to attend training sessions as required
- > Providing a safe workplace
- > Ensure apprentices learn new knowledge, skills and behaviours to enable them to thrive in their chosen industry and future work to equal opportunities
- > Showing commitment to equal opportunities
- > Providing a written contract of employment and induction programme
- > Providing a suitable member of staff to undertake the role of a mentor, tutor or witness to the learners competence
- > Attending progress reviews
- > Releasing the learner to attend the Functional Skills as required
- > Allowing the learner to attend meetings with their Trainer
- > To be a positive advocate for your industry and apprenticeships



Should you need further explanation of any of the above points, please call our Apprenticeship team on 01243 812948 or email apprenticeships@chigroup.ac.uk



Role of a coach

During the apprentice's time on an Apprenticeship, they will have access to a dedicated Apprenticeship Coach.

The Apprenticeship Coach will offer them support and guidance throughout their course where needed and is responsible for monitoring their attendance, achievement, progress and welfare. If you or the apprentice have any concerns at all about the quality of the Apprenticeship programme or support provided to your apprentice in the workplace, please do let the Apprenticeship Coach know so that the College can liaise with you both to establish a solution.

The Apprenticeship Coach can also support your apprentice with:



Strategies to meet targets and deadlines



Organisation of the apprentice's time



Priorities of targets set



Developing their work ethic



Please contact the Apprenticeship Coach or Trainer if there are any changes to the terms of apprenticeship. For example:

- > Apprentice is relocated to a different office within your company
- > Company premises relocate address
- > The apprentice is off sick for more than 2 weeks
- > The apprentice resigns from their employment with you



Off-the-job training

An apprentice needs to undertake 'off-the-job training' as a mandatory requirement of an Apprenticeship, as set out in the Apprenticeship funding rules.

What is 'off-the-job training'?

Off-the-job training is defined as learning which is undertaken outside of the normal day to day working environment and leads towards the achievement of the Apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as their normal working duties.

The minimum duration an Apprenticeship is 30 hours per week or more including any off-the-job training. If the apprentice works less than 30 hours you must extend the minimum duration proportionally to take this into account.

What 'off-the-job training' could include?

- > It MUST be directly relevant to the Apprenticeship Standard
- > Teaching or theory lectures
- > Simulated exercises/Role play
- > Online learning eg webinars/ blended learning (online and physical)
- > Manufacturer training eg new equipment or technologies
- > Practical training
- > Work Shadowing/ Receiving mentoring
- > Industry visits/visiting other companies/suppliers/departments
- > Attendance at competitions
- > Time spent by the apprentice writing assessments/assignments

What does not constitute as 'off-the-job training'?

- > Enrolment/Induction
- > Diagnostic assessment or prior assessment
- > English and Maths (up to level 2) – this is funded separately
- > Progress reviews or on programme assessment needed for the Apprenticeship Standard
- > Training that takes place outside paid working hours



Wellbeing

Here are ten simple steps that you can take to create learning and working environments that support apprentice wellbeing:

1 Recognition

Making sure that you listen to the views of apprentice teams or co-workers and celebrate or share praise about the apprentice's achievements and performance.

2 Community

Encouraging the apprentice to be part of communities that are important to them and giving them time and resources to grow.

3 Empowerment

Giving the apprentice independence but also support to explore and grow their own ideas.

4 Valued Input

Making sure the apprentice is involved or exposed to decision making – and giving them recognition for good ideas.

6 Relevant Support

Making sure there is robust and comprehensive support available to address factors that may impact on an apprentice's work and training. Apprentices may experience things at home, at work, or with their wider circle of family and friends that affect their ability to work and learn at different times during their training.

5 Time

Making time to talk to the apprentice about wellbeing in a supportive and safe manner – and being available to them if they need to talk. Being patient and appreciating that each apprentice is learning at their own pace.

7 Genuine Interest

Having quality engagement with the apprentice, their team and training provider on their progress. Showing enthusiasm that they will succeed in their apprenticeship.

8 One-to-one Meetings

Creating a safe, honest and supportive relationship between the line manager and the apprentice. This could be in the form of structured monthly meetings or informal check-ins during the working week.

9 External Support Networks

Signposting additional support, such as free counselling, advice or apps to help with wellbeing. These may be things offered by the training provider, employer or other organisations.

10 Awareness

Giving talks to all staff on the importance of wellbeing. Having mental health first aiders within the organisation. Most importantly, making time to ask questions to see if the apprentice is okay.



Safeguarding

Chichester College Group is committed to safeguarding and promoting the welfare of young people and vulnerable adults.

What are the signs of abuse?

- > Being withdrawn or reluctant to communicate
- > Sudden change in behaviour
- > Low self-esteem
- > Bruising and/or injury in unexpected places, for example ears or soles of feet or mismatch of injury to story
- > Attention-seeking behaviour with strangers
- > Looking unclean or wearing clothing inappropriate for the weather
- > Hunger
- > Young people demonstrating overly sexualised behaviour
- > Persistent absence

If you have any concerns about your apprentice's wellbeing or safety, then you should inform their trainer or contact the Apprenticeship Coach. Alternatively, you or the apprentice can call the Safeguarding Helpline.

Prevent

Prevent is one of the four elements of CONTEST, the Government's counter-terrorism strategy.

As a college we have a responsibility to protect young people from extremist and violent views the same way we protect them from other risk taking behaviour. We also have a responsibility to promote our fundamental British Values to facilitate free debate, the values of:

- > Tolerance
- > Individual liberty
- > The rule of law
- > Democracy
- > Mutual respect

These are the characteristics of British citizenship. Importantly, we provide a safe place for apprentices to discuss these issues so they better understand how to protect themselves.

Safeguarding Contact Details

> Brinsbury College	staysafebrinsbury@chichester.ac.uk	01243 786321 ext 5555
> Brighton MET College	safeguardingmet@gbmc.ac.uk	07739 615265
> Chichester College	staysafe@chichester.ac.uk	01243 786321 ext 5555
> Crawley College	safe@crawley.ac.uk	01293 442275
> Haywards Heath College	staysafehaywards@chichester.ac.uk	01444 711900 ext 3900
> Northbrook College	safeguardingmet@gbmc.ac.uk	07739 615265
> Worthing College	staysafe@worthing.ac.uk	01903 275755 ext 400

Attendance

For apprentices with class sessions, we have very high expectations regarding attendance.

We expect that apprentices will attend all lessons both face-to-face or online if required. If they are absent from classes for any reason, their Apprenticeship Coach will want to check that this was genuinely unavoidable and they will be required to provide supporting evidence either in the form of a phone call or a note from their employer.



If you have any concerns about your apprentice please contact us immediately. Our expert teams can support you and the apprentice.

Health & Safety

All employers should take all the necessary steps to ensure the health, safety and welfare of all persons participating in training is of the same standard as the company is required to do in relation to its employees under current Health and Safety legislation.

Basic health and safety documentation and safety arrangements should be in place and monitored. These include Employers Liability Insurance, accident book, first aid facilities, fire precautions and where appropriate risk assessment and safety policies.

Our responsibility

- > Provide a safe and healthy working environment for apprentices at all times during off-the-job training
- > Check apprentices' understanding of health and safety risk awareness
- > Provide health and safety training for apprentices to raise their awareness of hazards in the workplace
- > Investigate any accidents involving apprentices within the workplace and agree preventative action
- > Using competent staff to verify that you can provide a healthy, safe and supportive learning environment by conducting a health and safety appraisal

Your responsibility (employer)

- > Ensure the health, safety and welfare of apprentices and bring your policy statement to their attention
- > Comply with health and safety legislation
- > Provide initial and ongoing health and safety training in the workplace for apprentices
- > Assess the risks to which apprentices are exposed at work and apply the general principles of prevention
- > Report any accidents involving the apprentice immediately to the Trainer and allow investigation of the circumstances

Apprentice's responsibility

- > Follow all safety procedures, policies and systems to maintain a positive safety culture
- > Act in a safe and reasonable manner at all times
- > If unsure of any safety procedure, seek advice from supervisor/manager
- > Ensure all accidents, incidents and near misses are reported to their line manager
- > Follow the correct safety procedure in each task performed to ensure safe practices are adhered to

Diversity Policy

CCG is committed to equality of opportunity for its staff, apprentices and all members of the community. We value difference and diversity. We respect all our people for their individuality, abilities and aspirations.

We will treat individuals with respect and be fair to them irrespective of age, culture, disability, ethnicity, gender, marital status, nationality, religion, sexuality, status and any other distinction. We are committed to the elimination of direct and indirect discrimination and will take appropriate action to implement this diversity policy. We ask that all employers and apprentices support the college policy by undertaking the same commitment as the college in actively promoting equality of opportunity for all within their organisation.

Our responsibility

- > Promote equal opportunities throughout the work-based training process
- > Have a written equal opportunities policy which staff, apprentices and employers understand and are committed to
- > Advise you on equal opportunities issues and legislation
- > Explain to apprentices how they should treat other people
- > Manufacturer training eg new equipment or technologies
- > Make sure that apprentices know what to do if they feel they are being unfairly treated in the workplace
- > Act on any complaints received from apprentice

Your responsibility (employer)

- > Comply with equal opportunities legislation
- > Demonstrate your commitment to equality of opportunity in the workplace through a clearly publicised statement
- > Ensure that apprentices are treated fairly and equally
- > Make sure that apprentices are not bullied, harassed or made to feel unwelcome in the workplace
- > Explain to apprentices what to do if they have a complaint about the way they are treated

Apprentices responsibility

- > Co-operate with employer to ensure opportunities and non-discrimination
- > Treat all colleagues in a fair and non-discriminatory way
- > Not harass or intimidate other employees
- > Inform management if they feel that any form of discrimination has taken place whether they or another employee is the victim
- > Explain to apprentices what to do if they have a complaint about the way they are treated



On programme

Progress Reviews

The Assessor/Trainer will arrange to visit you and your apprentice in the workplace to complete a progress review. This is a valuable opportunity for all parties to measure progress made against the Skills, Knowledge and Behaviours and this is captured on record by the completion of a Skills Scan on their student portal. This three-way partnership ensures that the apprentice receives the best possible training experience, as well as ensuring the right training opportunities are provided within the workplace to allow them to further develop.

Gateway

Once the apprentices has been on programme at least a year and a week, if progress against their Skills, Knowledge and Behaviours are all achieved, if their Functional Skills Maths, English (and ICT if required) are also all achieved, if their off-the-Job training percentage is achieved and they have completed all aspects of their End Point Assessment preparation – then we can consider if they are ready to pass through the 'gateway' to their End Point Assessment (EPA). This is discussed fully and agreed at a progress review meeting.

At a progress review there will be an opportunity to check the following:

- > Their distance travelled against their starting points on the Apprenticeship
- > Their Functional Skills development within the workplace and against any required exam(s) (Maths, English and ICT)
- > Their Professional Learning Professional Development (off-the-job training)
- > Their progress in their job role
- > Their progress towards End Point Assessment

End Point Assessment

What their End Point Assessment (EPA) will consist of will depend what Apprenticeship Standard they are on. The Trainer will fully support them in preparing for their End Point Assessment. This usually takes approximately 3 months to fully complete. These are graded assessments, so it is important they work hard to achieve Distinctions.

Full details of all Apprenticeship Standards and Assessment Plans can be found on this Government Website:

institute-for-apprenticeships.org/apprenticeship-standards



IMPORTANT

It is critical that employers attend all progress reviews. During this meeting SMART targets will be set, and full feedback provided. We find that by having Employers/line Managers fully engaged in every stage of the Apprenticeship journey, that the apprentice gains an enhanced experience of skills development.



Sample induction checklist

In our experience, the early stages of an Apprenticeship will have a significant impact on its success. On the opposite page, there are some simple tips we can pass on, and which we hope you find useful.

Adjusting to the workplace

Particularly with younger apprentices, this may be their first experience of the workplace. All they have known up to this point may be school. We can all remember our first day at work and how adjusting to the culture and demands can be daunting. Adjusting to the workplace may take a short while. Expect a period of adjustment, expect some mistakes, and expect to need to remind them occasionally of the requirements of employment. If you need advice from college we are here to help.

- ☐ Prepare in advance for their arrival, having some form of structured induction into the role. This will improve the situation for all involved.
- ☐ Make them feel part of your team. Have a small starter pack ready which could include, ID badges, IT login, uniform or safety clothing, staff handbook etc.
- ☐ Show them where the facilities are, toilets, canteen etc and what the normal arrangements for breaks and lunch are.
- ☐ Identify and let them know who their manager will be and who to talk to if they have any questions.
- ☐ Cover the Health & Safety essentials, see checklist.
- ☐ Explain the procedures for contacting you if they are absent due to illness.
- ☐ Explain the process of booking holidays and what their holiday entitlement is.
- ☐ Explain to them any standards of dress/behaviour and how to introduce themselves if they need to answer a phone or speak to customers/clients.
- ☐ Give them an overview of the organisation at a simple level, which teams do what.
- ☐ Explain the expectations in terms of attendance and timekeeping and how this will be monitored.
- ☐ Explain how and when they will be paid and who to approach if there are any issues.
- ☐ Explain who to contact if they have any issues with other staff.
- ☐ Start with simple duties and tasks which are not crucial if they make mistakes.
- ☐ Provide some variation in their duties over the early periods so they learn a range of skills and retain interest and motivation.
- ☐ Give them feedback. They need it perhaps more regularly than you would have thought; focus on positives as well as areas for improvement.
- ☐ Praise them if they do well, it really has a positive impact on confidence and their capacity to take on more.
- ☐ Ask them how they feel things are going and if they have any questions.

CHANGING LIVES THROUGH LEARNING

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Metropolitan
College

 Brinsbury
College

 Chichester
College

 Crawley
College

 Haywards
Heath
College

 Northbrook
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 Worthing
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