



Employer Apprenticeship Tool Kit



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Welcome to our Employer tool kit filled with all the information you are going to need to help you successfully train, develop and mentor your apprentice.

They say team work makes the dream work and the same is true for training an apprentice. Your apprentice is allocated a work-based trainer to ensure the knowledge, skills and behaviours required to meet their apprenticeship is met, your apprentice may also have the support by additional tutors and trainers depending on the delivery programme you have agreed to. Apprenticeships are completely employer lead and your input into their training is vital. Apprenticeships are made up of a number of elements including on and off the job training, functional skills (as appropriate) and personal development support; only with robust mentoring from yourselves can an apprentice succeed.

The following information will not only explain how you can train your apprentice, but it also includes a whole tool kit to help support and nurture your apprentice to become a well-rounded individual and more importantly a vital part of your workforce.

Getting Started

Apprentices can be new to a job, often less experienced within a sector, in many cases new apprentices apply for an apprenticeship vacancy and follow a recruitment process. However, some apprentices are already employed within an organisation and are looking to develop new knowledge, skills and behaviours due to a change in career or promotion. Apprenticeships are for all ages and a robust initial assessment and discussion will take place for either route to ensure an apprenticeship is the appropriate programme for the individual.

For those new to a job role, starting a new job is always an overwhelming experience and perhaps more so for an apprentice. This might be their very first experience of working life, so it is a really good idea to plan an **induction** on their first day so they can soak in their new environment, meet their new colleagues and get a solid understanding of what you expect from them. Introducing them to your staff handbook or having a chat with them about your policies and procedures or even just discussing the company work ethic will help the apprentice feel safe, supported and know what to expect during their time with you.

Allocating a designated **mentor** within the workplace is extremely vital to the apprentice too, if it cannot be yourself. This mentor should be very much involved in the apprentice's progression and training on the job, active in their feedback to the apprentice and the work-based trainer, as well as supporting the learner in their personal development tasks and topics.

And the final and most vital thing to get started is they must have a **contract of employment**. This will give them clear guidelines of their job description, their pay, working hours, benefits as well as disciplinary procedures and anything else that can protect both yourself and the apprentice.

For those already employed by yourselves before commencing the apprenticeship allocating a mentor is key, as well as monitoring their progress within regular 121 and appraisals.

For all apprentices it is good practice to have regular reviews with your apprentices work based trainer as well as with your account manager. Progress reviews will be an integral part of your

apprentice's programme, you or your designated mentor will be asked to be involved to ensure your feedback is fed into your apprentices individual learning plan.

All your apprentice's programme details and agreed delivery timeline will be detailed within the commitment statement you and your apprentice has signed. The commitment statement between yourself, your apprentice and us also details your responsibilities, our responsibilities and those of your apprentice. This is to allow all areas of the team work to be outlined from the outset to ensure the perfect foundation for success.

Training Tool Kit

Apprenticeships are not just great way to build talent and sustainably grow your business, but it is a very rewarding experience to see a learner grow before your very eyes – in knowledge, skills, work ethic and confidence.

As mentioned previously, training an apprentice is a team effort and the business or designated member need to be prepared to train and support the learner throughout the whole process. Not only does this benefit the learner but it will benefit the business and the rest of the work force as well.

Work Based Trainer

A work based trainer is your industry expert and they will be with you and your apprentice every step of the way. Your work based trainer is key and they will ensure you and your apprentice understand the programme content, monitor the progress of your apprentice, ensure regular reviews are in place, visit on your premises to conduct training and assessment and ensure knowledge skills and behaviours required to meet criteria to achieve end-point-assessment are met. They may be supported by other staff members if your apprentice attends college or requires additional functional skills support (Maths, English and ICT) or your work based trainer may support the full programme (this could be at your site or ours depending on our agreement).

Work based trainers are also here to help with:

- Tracking, training and monitoring the 20% off the job requirements
- Offer E-Portfolio support, assessment, marking and tracking
- Advise on the type of evidence that can be submitted
- Assist in identifying competency and new skills opportunities
- Give feedback on progress to you and your apprentice
- Continuous support and advice
- Support for end point assessment

On The Job Training

On the job training is conducted within the workplace and provides the apprentice with the essential skills required to fulfil their job role. As their employer, you will need to support the apprentice in their job role by providing tasks/activities as per their job description which generates “naturally occurring evidence” and meets the apprenticeship programme requirements, gaining the knowledge skills and behaviours required within their job role, enhancing their training and understanding of your organisation and the sector you work within. The on the job is vitally important to ensure both successful achievement of their apprenticeship and the greatest opportunity to succeed within their career.

20% Off The Job Ideas

Off the job training must be a minimum of 20% of the apprentice’s contracted working hours (paid hours excluding overtime) over the planned duration of the apprenticeship. Off the job training can be in the apprentice’s normal place of work or at an external location such as college.

That said, the 20% rule doesn't have to mean losing your apprentice for a certain amount of hours per week, rather it means they get time set aside every week to develop. If you make sure they spend that time wisely we think it'll bring your business real benefits in the long term.

Any time spent learning at college or in study/ trainer led sessions and workshops at college or at your premises are key to your apprentices 20% off the job.

However, in addition here are 20 things that count as 20% off the job learning for your apprentice that might surprise you:

1. Participating in online forums relevant to their role and your industry.
2. Individual study time — whether it's to complete coursework, assignments or review modules.
3. Being mentored e.g. by a more senior colleague doing a job your apprentice would one day like to do.
4. Delivering a mentoring session — something many of our more senior leadership and management apprentices often do.
5. Completing workplace reflection diaries. We find these are a great way to embed learning!
6. Work shadowing with a colleague/mentor — then writing a reflection and lessons learnt report.
7. Group Learning Conferences - these can be a great way for your apprentice to learn new skills and ways of working from their peers.
8. Research tasks e.g. to gain new knowledge of your industry.
9. Face-to-face tutor led delivery/coaching sessions.
10. Internal learning and development programmes related to their apprenticeship.
11. 1 1. Completion of e-learning — this is another great way we get ideas across to your apprentice in a way that fits around their job.
12. Completing project work for their apprenticeship.
13. Role-plays or simulations of workplace situations. we find these really help to embed new knowledge
14. Visits to other businesses, or different business units to see how these operate.

15. Attendance at competitions, provided it is work-relevant and helping their development of course!
16. Attendance at industry shows, particularly where they might be able to watch presentations or seminars
17. Workplace 121 performance reviews, conducted by their line manager.
18. Training session's e.g. manual handling or first aid.
19. Attending webinars on hot topics in your industry.
20. Your work based trainer will be able to offer assistance if you have any concerns about this or if you have any ideas to ensure your apprentices off the job requirement is met.

Functional Skills

Your apprentice may need to study for their functional skills. Depending on their prior attainment and the level of apprenticeship they are working towards. Functional skills can include maths, English and ICT, although not all apprenticeships include ICT. Apprentices study these core subjects at level 1 (initially for L2 apprentices) and level 2 (for L3 apprentices). For level 2 Apprentices who achieve level 1 we have a duty to support them to work towards level 2 and achieve.

Functional skills training and completion is mandatory to enable your apprentices to successfully achieve their apprenticeship. Functional skills training is not included in the 20% off the job unless it is ICT, but you must allow your apprentices the time required to attend training and complete sessions and exams in addition to their 20% off the job learning plan. How we deliver functional skills will have been agreed during our contract negotiation and confirmed within the commitment statement.

Behaviours and Attitudes

As a member of your team you will have certain expectations. Apprentices are employees with contracts of employment, therefore having key performance indicators and targets are expected alongside their apprenticeship programme, very much part of the on the job. To ensure we are supporting your message we will need your help to monitor and develop an apprentices understanding of:

- o Calm and orderly behaviour
- o Clear expectations
- o Attendance and punctuality at work and college or learning sessions
- o Positive attitude to learning
- o Feeling safe at work as well as at college and during learning sessions

Personal Development Tool Kit:

Aside from the practical training, we as a training provider want to enrich our learners as much as possible to be better citizens, contribute to their local community and keep well, physically, mentally and emotionally.

Your apprentices will be influenced and affected by numerous factors, such as at home, within their community and at work. It is therefore important we provide the tools for apprentices to build confidence and understand and engage with society, providing opportunities for them to develop and grow personally as well as professionally.

Personal development that we need your support to develop includes:

- Development of character including:
 - o resilience
 - o confidence
 - o independence
 - o motivation
 - o positive conduct
 - o integrity
 - o work well with others
- Help them to know how to keep physically and mentally healthy
- Preparing learners for future success in their next steps and career development
- Develop an age appropriate understanding of healthy relationships
- Preparing learners for life in modern Britain by:
 - o Equipping them to be respectful, responsible, active citizens who contribute positively to society.
 - o Develop their understanding of fundamental British Values
 - o Develop their understanding and appreciation of diversity
 - o Promoting and understanding equality and inclusion
 - o Celebrate what we have in common and promoting respect for the different protected characteristics as defined by law.

As the apprentice's employer and mentor, we need your support to encourage and develop these attributes. During progress reviews personal development will be discussed and appropriate support will be developed, this may include discussion, e-learning and use of case studies.

Enrichment and Community Action Plan:

Embedded in their apprenticeship training, the learner will be required to complete a project where they will either volunteer, fundraise, attend a workshop or offer their skills for free to a good cause. Exposing learners to the importance of helping and being a part of their community will help enrich their learning experience, help them to grow in confidence as well as equipping them with the tools and experience to become an active citizen.

As a business you may already have a charity close to your heart, or you may already be working towards a more sustainable and ethical business practice and we want you to share the importance of these practices with your apprentice so they understand why you do this.

For some businesses this is unknown territory, and if you've never involved your business with a charity or a good cause it might be easier to start the conversation than you think. Find a cause that

means a lot to you, your staff or the nature of your business and think how you can make a positive impact. Can your team raise money for a local charity, can you offer free services to vulnerable people, can you find a more ethical way to run your business? Activities like this can boost your brand awareness to the local community, can boost employee morale and loyalty and have an overall positive impact on your business.

If you're still unsure, contact your allocated Business Development Consultant or Work Based Trainer for more information on how you can involve your apprentices in a community project.

We have put the following information together as part of the toolkit to support you in developing your apprentice's personal development.

Health and Mental Wellbeing

Research is proving that good mental health practise in the workplace helps improve productivity, staff loyalty and retention, reduces unauthorised absences and sickness and makes the business more desirable to new talent. Being aware of your apprentice's mental wellbeing and physical health is extremely important as well as recognising if it is them that are having a negative effect on other staff or customer's mental health. Offering a safe working environment is of high importance for all and many companies have policies and procedures to protect staff's health and mental wellbeing. These can include policies and procedures on:

- Safeguarding and spotting the signs of abuse
- Harassment and bullying
- Equality and inclusion including protected characteristics
- Employment rights
- Mobile or loan working, shift or night working.

Mental health caused by issues in their personal life can also impact the apprentice's performance in the work place and part of our strategy is to help support you support them. Challenges specific to the demographic of our learners include:

- Equality, Diversity and Inclusion
- Cyber Bullying
- Domestic Abuse
- Extremism
- County Line gang involvement

If you have any concerns about your apprentice's wellbeing and safety in or outside of the business, Grimsby Institute and TEC Partnership have a safeguarding team that can help; or contact your assigned work based trainer in the first instance. If you would like more information on how you can help someone with their mental wellbeing or point them in the right direction for advice and help then please see the links below:

<https://www.mecclink.co.uk/yorkshire-humber/>

<https://www.mentalhealthatwork.org.uk/>

<https://www.nhs.uk/oneyou/every-mind-matters/helping-others/>

Safeguarding

If you would like advice and guidance regarding your Apprentice...
Please contact your designated Work Based Trainer, or a member of the Workforce Skills Team on
01472 311222 extension 1333

If you have a safeguarding concern...
The safeguarding duty phone is:
07920 860241

Government Legislation places a duty on all organisations involved with children and young people to promote safeguarding. The Grimsby Institute recognises that it has an important role to play in promoting the welfare and safeguarding of children, young people and vulnerable adults who are part of our community. The Group has a statutory and moral duty to support all learners and we want all our learners to feel safe and enjoy their time studying with us.

The Children Act 1989, Children Act 2004 (s11) and the Education Act 2002 (s175) set out the legal obligations everyone in education has in relation to safeguarding and promoting the welfare of children and young people and vulnerable adults. All group staff, volunteers and contractors must comply with the procedures set out in this document.

The Grimsby Institute Safeguarding Policy and Guidance applies to all of our learners and in particular learners who are children (under the age of 18) or vulnerable adults. The key objectives of the policy and guidance are to:

- Promote a safe environment for all our learners to learn and achieve
- Actively promote the welfare of learners
- Identify any learners who may be experiencing abuse or harm in college, at home or in relationships and take appropriate action to ensure their safety (Child and Adult Protection).

All college staff and volunteers have a duty of care to ensure that any learners who may be experiencing abuse or harm in college, at home or in relationships has been referred to a member of staff with designated safeguarding responsibilities.

Equality, Diversity and Inclusion:

As a company you know how important it is to have a healthy equality, diversity and inclusion culture for customers, staff and the community. Helping apprentices understand the importance of inclusion is not just excellent practise for a healthy business, but it also helps them understand the importance of this culture in every area of their life.

The Grimsby Institute and wider TEC Partnership is committed to actively promoting:

- Equality
- Celebrating Diversity
- Working towards eliminating any form of discrimination.

We operate and promote a policy of equal opportunities throughout the whole of the work based learning and apprenticeship process. This is reflected in our recruitment practices where we welcome applications from all persons regardless of gender, religion, faiths or beliefs (or none), age, disability, ability, ethnicity, race, sexuality, gender assignment, pregnancy and maternity, marriage

and civil partnership. We trust that your commitment to ensuring equality of opportunity will be the same as ours.

(Under 18's plus vulnerable adults)

The Grimsby Institute Group has a legal duty (Children Act 1989 and 2004 and Education Act 2002) to ensure the safety of all learners from significant harm, to work in partnership with the Local Safeguarding Children's Board and to follow up a disclosure. The Institute and its Associated Providers has a safeguarding officer who will work with relevant people to refer any learner who discloses to an employer, tutor or member of staff. All staff are DBS checked and trained to level 1 in Safeguarding.

Fundamental British Values

Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Others are five key pillars of Modern Britain and the values we can share and adopt to help build a better future in Great Britain. See the infographic below for further details about each value.

British Values

DEMOCRACY

A system of government by the whole population or all the eligible members of a state, typically through elected representatives.



THE RULE OF LAW

The principle that all people and institutions are subject and accountable to law that is fairly applied and enforced.



INDIVIDUAL LIBERTY

The free exercise of rights generally seen as outside Government control. It is the protection of your rights and the rights of others.



MUTUAL RESPECT AND TOLERANCE OF OTHERS

Mutual respect is understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others.

We should respect an individual's differences which may be any of the following:

- RACE
- CULTURE
- NATIONAL ORIGIN
- REGION
- GENDER
- SEXUAL ORIENTATION
- AGE
- MARITAL STATUS
- POLITICS
- RELIGION
- ETHNICITY
- DISABILITY
- SOCIAL-ECONOMIC DIFFERENCES
- FAMILY STRUCTURE
- HEALTH
- VALUES



Prevent Strategy

The aim of the Prevent Strategy is "to reduce the risk to the UK and its interests overseas from terrorism so that people can go about their lives freely and with confidence."

The Prevent Strategy:

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

Prevent covers all forms of terrorism and extremism and some aspects of non-violent extremism.

Prevent uses a range of measures to challenge extremism including:

- Supporting people who are at risk of being drawn into terrorist or extremist activity.
- Working with and supporting community groups and social enterprise projects who provide services and support to vulnerable people.
- Working with faith groups and institutions to assist them in providing support and guidance to people who may be vulnerable.
- Supporting local schools, local industry and partner agencies through engagement, advice and training.

If you feel you need support to challenge or report any of the themes covered by the Prevent strategy, please contact us or speak to your work based trainer or member of the team.

For more information and guidance please follow this link:

<https://educateagainsthate.com/>

County Lines:

Like the Prevent strategy, County Lines is a criminal exploitation activity that is affecting young and vulnerable people in our local community and something the government is heavily focussed on tackling. County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs.

The reality of County Lines is that any young person can be groomed by gangs to perform their criminal activities and it is something that everyone working with young people should be aware about. These gangs could even be already within your company without your knowledge and it is extremely difficult to detect their involvement. However, there are behaviours that we would urge you to look out for to help protect your apprentice and other employees in your business:

- New and expensive purchases (e.g. designer clothes, jewellery, phones, cars etc)
- Change in learner's mood and/or demeanour
- Unexplained injuries

- Substance misuse and/or drug paraphernalia
- Arriving and leaving work in different cars/taxis driven by unknown adults
- Missing work or disappearing for different lengths of time (days/weeks)

If you feel you need support to challenge or report any of the themes covered by this County Lines section, please contact us or speak to your work based trainer or member of the team.

For more information and guidance, please follow this link:

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

Cyber Bullying

Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, Snapchat and other chat rooms can be great fun and a positive experience. But what do you do when things go wrong?

Cyber bullying is rife on the internet and most young people will experience it or see it at some time. In our recent national bullying survey, 56% of young people said they have seen others be bullied online and 42% have felt unsafe online. Cyber bullying can happen 24 hours a day, 7 days a week and it can go viral very fast.

For more information and advice, please follow the link below:

<https://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/>

Apprentices and apprenticeships are key to economic growth, reducing skills gaps and developing individuals for promotion or career change. To enable us to have the most impact during your apprentice's programme, we need your help, the above information is just a starting point, if you want more information or training please speak to a member of our team.

Thank you for taking the time to read this toolkit. We look forward to working with you to support and develop your apprentices.