



MANAGER HANDBOOK



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WELCOME

Welcome to the apprenticeship guide for managers.

This handbook has been developed for managers who have responsibility for staff undertaking an apprenticeship programme. We are committed to delivering outstanding apprenticeships and as part of that commitment, we have a passionate and dedicated team who will support you and your apprentice every step of the way.

This handbook provides useful information that you will need to know to meet your responsibilities and to give your apprentice the support they need to reach their potential. As an employer, you will play a vital role in the apprenticeship programme.



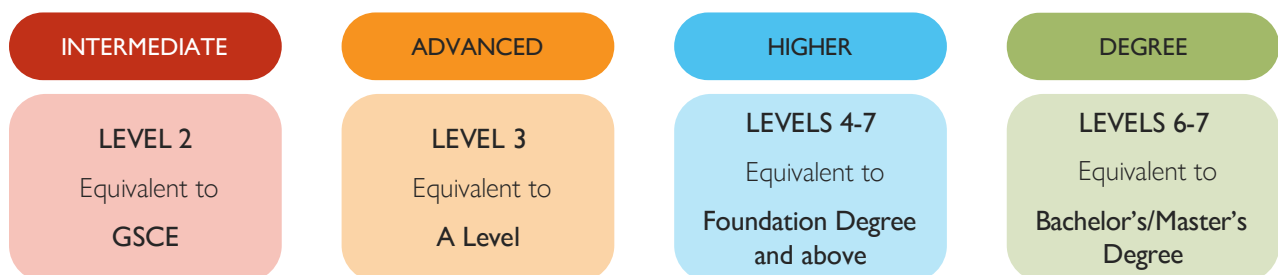
WHAT IS AN APPRENTICESHIP?

An apprenticeship is a paid job where an employee learns and gains valuable experiences relevant to their role in an organisation. Each apprenticeship is aligned to a standard which is referred to as an '**apprenticeship standard**'. Apprenticeship standards are designed by industry experts and outline the Knowledge, Skills, and Behaviours (KSBs) that must be demonstrated to successfully achieve the qualification.

During an apprenticeship, the apprentice can expect to spend an average of 6 hours of their working week undertaking learning and training that relates to the apprenticeship standard. This is called off-the-job (OTJ) training and will give the apprentice the opportunity to demonstrate how they can apply learning to their role.

Once all essential requirements have been met, the apprentice can progress towards End-Point Assessment (EPA). This is an independent assessment for the apprentice to demonstrate that they are competent in the KSBs outlined in the apprenticeship standard.

There are four types of apprenticeship in the UK:



The apprentice will gain a qualification at the end of the apprenticeship. Some apprenticeships may also include an additional qualification, such as a Diploma.

Apprenticeship Basics:

- Apprentices must be aged 16 or over, there is no upper age limit for apprenticeship training.
- Apprentices can be new or current employees.
- As the employer, you are responsible for paying your apprentice's wage and giving them their contract of employment. You must pay apprentices at least the apprentice wage rate.
- Apprentices hold the same statutory employment rights as every other employee in your organisation, including holiday entitlement, sick leave, and benefits.
- Apprenticeships must last for at least a year. They can last up to 5 years depending on the level the apprentice is studying.

- You must allow the apprentice time during their working week to study and train towards their apprenticeship. This cannot be undertaken in their own time.
 - If your apprentice is also studying for English or maths qualifications required by their apprenticeship, they are entitled to additional paid study time during their normal working hours.
 - Apprentices must be employed in a real job that gives them the opportunity to gain the knowledge and skills they need to work in a particular industry and to pass their EPA.
 - Apprentices should have a comprehensive Health & Safety induction, as well as any specific training relevant to your organisation and their job role.
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COMMITMENTS & RESPONSIBILITIES

The apprenticeship funding rules set out the commitments and responsibilities for apprenticeship delivery. Employers and line managers are essential for successful apprenticeships. Commitment from apprentices, line managers and the training provider is essential, but the rewards are vast.

Your commitment and responsibilities:

- Agree a Contract for Service that sets out the terms and conditions between the employer and training provider for the provision of apprenticeship training services.
- Complete a Health & Safety vetting for any site where the apprentice will be working, including the confirmation that appropriate liability insurance is in place.
- Ensure timely payment of the 5% co-investment (if applicable).
- Provide opportunities for the apprentice to develop KSB's through on the job training in the workplace.
- Ensure the apprentice has sufficient allocated time away from normal duties to enable them to undertake OTJ training and independent learning in working hours.
- Ensure the apprentice is given sufficient time to work towards the achievement of English and maths Functional Skills (if applicable).
- Work collaboratively with the apprentice and training provider to monitor and support development including contributing to Progress Reviews.
- Inform training provider if any matters, issues or changes in circumstance that could affect learning, development, and progression.
- Provide the apprentice with a safe, inclusive, and supportive working environment in accordance with legislation.
- Promote Equality, Diversity & Inclusion, Safeguarding & Prevent and British Values.
- Ensure the apprentice is working with experienced staff, is learning job-specific skills and gets allocated time during their working week for apprenticeship training.

The apprentice's commitments and responsibilities:

- Take appropriate responsibility for their own learning, development, progression.
- Be committed for the duration of the apprenticeship.
- Take part in planned OTJ training and set activities within the learning plan to develop Knowledge, Skills, and Behaviours (KSBs).
- Ensure any work completed is on time and to the required standard.
- Work collaboratively with the employer and training provider to review progress and development.
- Monitor and manage the OTJ training requirements and ensure this is documented and reviewed on a regular basis.
- Participate and contribute to reviews of progress and achievement.

- Inform employer and training provider of any changes in circumstances or if any concerns or issues arise that could affect learning, development, and progression.
- Work in an inclusive and supportive manner, with a positive approach towards Equality, Diversity & Inclusion, Safeguarding & Prevent and British Values.
- Comply with the policies and procedures of the employer and the training provider.

Our commitments and responsibilities:

- Work in partnership with your organisation to deliver an apprenticeship programme that meets your needs.
 - Advise you of government funding available for the apprenticeship programme and administer any incentive payments (where applicable).
 - Help you advertise any apprenticeship vacancies.
 - Conduct an initial assessment of apprentice starting point to support individual learning needs and create a clear plan for learning.
 - Provide additional learning support and/or reasonable adjustments for the apprentice if required.
 - Provide a dedicated professional tutor with relevant vocational expertise.
 - Deliver high-quality OTJ training focused on the job role and professional development.
 - Work collaboratively with apprentice and employer to support development.
 - Regularly review progress, provide feedback, discuss challenges and set targets.
 - Provide teaching and support to develop English, maths and digital skills.
 - Respond to any Health & Safety, Equality, Diversity & Inclusion and Safeguarding concerns.
 - Provide an inclusive and supportive learning environment where opinions are valued.
 - Embed and enhance understanding of Equality, Diversity & Inclusion, Safeguarding & Prevent and British Values throughout the apprenticeship.
 - Provide CIAG on options for further progression throughout the apprenticeship.
 - Work with you to select an appropriate independent End-Point Assessment Organisation (EPAO) for the apprenticeship.
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LINE MANAGER AND MENTOR ROLES & RESPONSIBILITIES

The Role of a Line Manager

The apprenticeship funding rules set out the commitments and responsibilities for apprenticeship delivery. Employers and line managers are essential for successful apprenticeships. Commitment from apprentices, line managers and the training provider is essential, but the rewards are vast.

The Line Manager's Role is to:

- Give feedback and discuss amendments to individual objectives if circumstances change.
- Provide opportunities within the workplace to apply learning.
- Facilitate access to additional training and/or development opportunities where possible.
- Manage under-performance and keep the training provider informed of any concerns or changes in circumstances.
- Meeting regularly to provide feedback, support and conduct own review of progress.
- Provide encouragement to drive their own learning targets and to seek regular feedback to self-assess their performance.
- Provide a clear outline of expectations.

The Role of a Mentor

Not all apprentices are assigned a workplace mentor however this is a powerful tool which can ensure your apprentice settles into their role quickly and thrives in the workplace.

A mentor is separate to a line manager and is someone who provides a support system for the apprentice. They act as a guide by listening, supporting, and encouraging the apprentice to manage their own learning, and to encourage the apprentice to develop their skills and maximise their potential.

The mentoring role is especially important for apprentices who are younger or entering the workplace for the first time. The mentor relationship provides additional support, guidance, and pastoral care, which is outside the more formal relationship with a line manager.

APPRENTICESHIP LEARNING JOURNEY



Onboarding and Enrolment:

Introducing the apprenticeship standard, checking an individual's eligibility, existing knowledge and skills and getting them set up on relevant systems.



Teaching and Learning

Developing Knowledge, Skills and Behaviours (KSBs) to be applied within the workplace.



Review of Progress

Monitoring progression and wider personal development, sharing successes and agreeing if any additional support is needed.



Gateway

Signals the end of the practical period of training and confirmation of the apprentice's readiness for End-Point Assessment (EPA).



End-Point Assessment (EPA)

Completion of a formal assessment to achieve the apprenticeship.

1: ONBOARDING & ENROLMENT

Prior to the start of the apprenticeship, apprentices will complete the onboarding process. This forms part of the overall application process and necessary steps including:

- Providing information about the apprenticeship.
- Introducing the apprentice to the Aptem eLearning platform.
- Collecting of personal information.
- Conducting checks of eligibility and the suitability of the apprenticeship programme.
- Conducting English and maths Initial Assessments to establish working levels.
- Evidencing any prior learning or achievements and discussing the impact and any adjustments needed.
- Conducting a Skills Radar to identify individual learning and support needs.
- Introducing company Policies and Procedures.

Eligibility

Once the onboarding process is complete, the information provided will be used to check suitability and eligibility. This will be discussed and documented in a tripartite review to confirm eligibility status, any experience and prior learning and agree any adjustments needed.

To be funded for an apprenticeship, there are restrictions on eligibility that all training providers must comply with, some of these include:

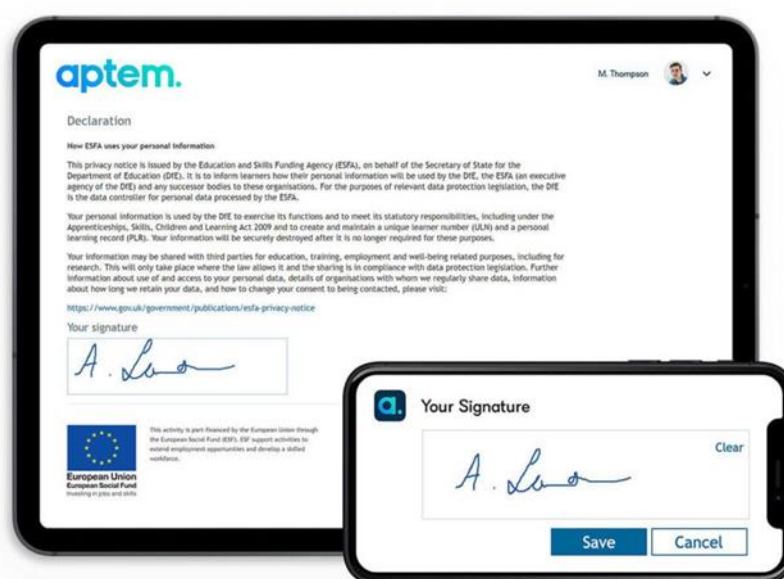
- The ability to complete the full apprenticeship programme within the time available in the contract of employment and/or visa (if applicable).
- Spending at least 50% of working hours in England over the duration of the apprenticeship.
- Having the right to work in England and eligible residency status.
- Not undertaking any learning that duplicates that which has been completed previously.

Once the apprenticeship place has been confirmed, onboarding information will be used to plan the programme of learning and create an Individual Learning Plan (ILP).

Apprentices will then be enrolled onto the programme and enter into the formal agreements. These agreements will confirm the start and planned end date, detail the plan of learning, and set out the expectations and responsibilities of each party.

It is important that you read and understand these compliance documents as they confirm the commitments and the terms and conditions of each party.

- **Apprenticeship Agreement:** This is a signed agreement between the employer and the apprentice which is confirmed before the start of the programme. This is a legal requirement and is used to confirm key details of the apprenticeship and the employment arrangements between employer and apprentice.
- **Written Agreement:** This is a signed agreement between employer and the training provider which is confirmed before the start of the programme. This document contains the details of the EPAO any subcontractors involved in the delivery of the programme and the areas of responsibility for each party with the relevant costs.
- **Training Plan:** This is a signed agreement between employer, apprentice and the training provider. It contains the responsibilities and commitments of each party and details of the apprenticeship programme length, planned schedule for training and reviews.
- **Individual Learning Record (ILR):** This is signed by the apprentice and the training provider as a record of the data collected through the onboarding and enrolment process. It is important that this data is kept up to date throughout the apprenticeship as it is used to access apprenticeship funding and to inform government statistics.



2: TEACHING & LEARNING

Teaching and learning is the range of activities that an apprentice undertakes to work towards the KSBs of the apprenticeship standard.

Off-the-Job (OTJ) Training

An apprentice is required to spend an average of 6 hours per working week (for full time contracts) completing OTJ training. This training must take place during their normal working hours (i.e., during paid working hours excluding any overtime).

OTJ training refers to any learning activities that are new, that support development of knowledge and performance skills in the workplace, are directly relevant to the apprenticeship and job role, and are undertaken 'away' from normal working duties.

As the employer you will need to ensure apprentices are provided with time to complete this requirement. We encourage all employers to support their apprentices to allocate time to work on their apprenticeship programme each week to build a regular routine and ensure that apprentices can stay on track. As the training provider, we will guide and support the apprentice and you to identify and record suitable activities.

Examples of OTJ training may include:

- Teaching theory (e.g., workshop sessions, lectures and online learning).
- Practical training (e.g., shadowing, mentoring and industry visits).
- Learning support time (e.g., coaching, researching and assignment development).

OTJ Training **does not include**:

- Progress Reviews.
- Training outside of paid working hours.
- Exams including revision and mock tests.
- Study required in connection with achieving separate English and maths qualifications.

English and Maths

English and maths are an integral part of apprenticeship standards. To proceed through Gateway to the EPA apprentices are required to provide evidence of attainment in English and maths in the form of an accepted qualification at the appropriate level for the apprenticeship. If apprentices have already achieved qualifications in English and/or maths at the required level, they may be exempt from completing Functional Skills qualification(s).

If your apprentice is studying for English and/or maths qualifications required by their apprenticeship, they are entitled to paid study time during their normal working hours. This is additional to the allocated time for OTJ Training.

ePortfolio

Teaching and learning is captured within Aptem, the ePortfolio system. Using an ePortfolio puts the apprentice in charge of their own learning and helps them to manage their own progress effectively.

As the employer you will also have access to the Aptem platform. Your Aptem account will give you access to the individual learner dashboard to provide you with an overview of progress and highlight actions that you are required to complete including contributing to reviews and signing compliance documents.

Knowledge Skills and Behaviours (KSBs)

In order to achieve the apprenticeship qualification, the apprentice will need demonstrate they are fully competent in the required KSBs within their job role. It is important an apprentice is given the right opportunities in the workplace and provided with suitable support, guidance, and encouragement to take ownership of their development.

3: REVIEW OF PROGRESS

Progress Reviews are an integral part of the learning cycle. They are scheduled at 10-to-12-week intervals (minimum 4 times per year) throughout the duration of the apprenticeship.

The apprentice, line manager and tutor take an active role in Progress Reviews.

Progress Reviews provide an opportunity to discuss and reflect on how the apprentice has demonstrated KSBs within their job role, recognise their strengths and achievements, reflect on feedback and review any challenges to identify areas for further development.

They should give provide a clear understanding of the progress made, identify any support needs, set new goals and agree plans for future learning.

It is also recommended that the employer conducts their own internal performance reviews to ensure apprentices are being provided with the right support and opportunities within the workplace. These could be formal appraisal or performance reviews or more regular informal catch ups and one-to-one meetings.



4: GATEWAY

Gateway takes place before an EPA can be scheduled. The employer and the tutor should jointly agree that the apprentice is ready for EPA. A Gateway Review will take place towards the end of the apprenticeship programme and marks the completion of the practical period of teaching and learning.

To reach Gateway the apprentice may need to complete additional requirements to prepare for final assessment. This could include the mandatory English and maths qualifications or embedded qualifications.

During the Gateway Review the employer and training provider will discuss the apprentices KSBs and confirm if the apprentice has met the minimum requirements of the apprenticeship standard to demonstrate they are ready to take the assessment.

The Gateway Review is also an opportunity for the apprentice to express their views about whether they feel ready to pass through Gateway and to voice any concerns they might have about sitting the EPA.

It is important that the apprentice does not pass through Gateway until they understand all the different assessment methods and feel confident that they are ready. All parties must consider the apprentice to be occupationally competent and ready to take the assessment.

As apprentices approach Gateway, the tutor will support in preparing for EPA.

5: END-POINT ASSESSMENT (EPA)

EPA is the final stage of an apprenticeship. It is an impartial assessment of whether the apprentice has developed the KSBs outlined in the apprenticeship standard.

Each apprenticeship standard has its own 'Assessment Plan' which details the criteria required to successfully achieve the apprenticeship and the grades that can be attained (e.g. Pass, Merit, Distinction).

EPA methods can include: practical assessments, project work, portfolios, interviews, written and/or multiple-choice test and presentations.

The EPAO will agree and confirm a date for the EPA to take place. The period in between the Gateway Review and the confirmed EPA date will be used to consolidate learning.

Once the apprentice has successfully passed their EPA and completed their apprenticeship they will receive their certificate of achievement.

Resits and Retakes

If the apprentice does not pass one or more assessment method at EPA, then they will be provided the opportunity to take a resit or retake.

Where a resit or retake has been recommended, the tutor will work with the apprentice to put together an action plan to support them to improve on the areas identified in the assessment feedback and will provide them with further training where required.

Apprentices can only retake or resit at the request of the EPAO from the results of the EPA. They cannot request a retake or resit to improve a grade if it has been passed.

Appeals and Malpractice

Our Appeals Procedure covers the process for raising appeals against an academic decision that has been made.

Malpractice is any activity or practice which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and the validity of certificates.

CHANGE OF CIRCUMSTANCES

A change in the apprentices' circumstances may affect their eligibility to continue with the apprenticeship. Any change in personal or employment circumstances must be reported to the training provider as soon as possible so we can provide the relevant guidance.

Examples of a change of circumstances include a change of employer, change of contract or working hours, leaving employment or redundancy.

If the change in circumstances results in the apprentice being absent from work for **more than 4 weeks** (e.g., maternal, paternal and adoption leave, shared parental leave, accident and or illness etc), we can agree a break from learning on condition that the apprentice fully intends to return to the programme and complete their apprenticeship from the agreed date of return.

Please inform the training provider of any changes in circumstance as soon as possible, so we can consider the best way to move forward and provide advice about continuing with the apprenticeship.



ROLES IN APPRENTICESHIP DELIVERY

Tutor/Coach/Assessor

The role of the tutor is to adapt the apprentices Learning Plan to suit their specific training needs. The tutor will plan and deliver the training programme and provide guidance, support and encouragement throughout the apprenticeship.

Employer/Line Manager

The employer is required to provide the apprentice with a contract of employment. The employer will provide the apprentice with opportunities in the workplace to help build skills at work. They will also provide input, support and encouragement throughout the apprenticeship programme. Apprentices may also be allocated a workplace mentor who can provide additional guidance and support within the workplace.

End-Point Assessment Organisation (EPAO)

An independent organisation must be involved in the EPA so that all apprentices are assessed consistently. The EPAO has the responsibility of reviewing, assessing, and grading the evidence in accordance with the relevant assessment plan.

Internal Quality Assurer (IQA)

IQAs are responsible for ensuring that assessments are conducted fairly and accurately. It is their role to determine that required standards are being met and are in-line with best practices.

External Quality Assurer (EQA)

EQAs work for the Awarding Organisation. It is their role to ensure that assessments and IQA decisions are fair, valid, consistent and meet the requirements of the qualification standards.

OFQUAL

Ofqual regulates qualifications, examinations, and assessments in England.

Ofsted

Ofsted are a government department who inspect the quality of apprenticeship training that is delivered by training providers to ensure it is high-quality and meets the needs of employers and apprentices. Ofsted inspectors speak to apprentices to hear their views on their training experience to help form judgements on training provision. Inspectors will focus on how well training is developing apprentices' skills for their role in the workplace.

Education and Skills Funding Agency (ESFA)

The ESFA is accountable for funding education and skills for children, young people, and adults.

POLICIES & PROCEDURES

We are committed to providing a high-quality training and learning experience and have a variety of policies and procedures in place to ensure any complaints are resolved in a thorough, professional and timely fashion.

Full copies of our policies and procedures can be obtained from the training provider.

- Equal Opportunities
- Safeguarding Policy
- Health and Safety Policy
- IT Acceptable Use Agreement
- Disciplinary Procedure
- Learner Appeals Procedure
- Grievance Procedure
- Complaints Procedure
- Careers Information, Advice and Guidance



EQUALITY, DIVERSITY & INCLUSION

Equality is about ensuring that everybody is treated fairly and has equality of opportunity regardless of individual characteristics. The apprentice's employer and training provider have responsibilities to ensure nobody is disadvantaged and to provide fair treatment and opportunity for all.

A diverse working environment will include people from a wide range of backgrounds, identities and mindsets. Diversity is recognising, respecting and celebrating our visible and invisible differences including values, attitudes, cultural perspectives, beliefs, skills, knowledge, and life experiences.

We are committed to fostering a fair and inclusive learning environment free from discrimination, harassment or victimisation where everyone feels valued, accepted, respected and safe. It is important that everyone has the opportunity and confidence to participate and thrive regardless of background or circumstance.

The **Equality Act 2010** brought together previous equality laws into one piece of legislation. The Act is a law that protects the rights of individuals and supports equal opportunity for all, promoting a fair and more equal society.

It is against the law to discriminate against someone based upon the following protected characteristics.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Read more at: equalityhumanrights.com/en/equality-act/protected-characteristics

BRITISH VALUES

British values reflect what it is to be a citizen in a modern and diverse Britain, they are the common values that all communities share. As a training provider, we have a responsibility to promote British Values, to ensure that all apprentices are prepared for life in Britain and become valuable and responsible members of society who treat others with respect and tolerance, regardless of their background.



- **Democracy:** Democracy is about making sure that everyone has their say in how a country runs. This is different to a dictatorship where one person gets to decide all the rules.
- **The Rule of Law:** The law ensures that there are consequences for bad behaviour and helps to end disagreements in a fair way. Importantly, the law applies equally to everyone.
- **Individual Liberty:** Individual liberty means you get to choose how you live your life. Nobody can stop you because of your gender, beliefs, background, or ethnicity.
- **Tolerance:** Tolerance means that we understand that everyone has a right to believe what they want, even though it might be different to our own beliefs.
- **Mutual Respect:** We don't all have to agree on everything, but we do have to respect other people's opinions. In return you can expect others to respect your views too - that's why we call it mutual respect.

SAFEGUARDING

Safeguarding is the term used to define the actions we take to promote the welfare of individuals and protect them from harm, abuse, and exploitation. We are committed to providing a safe, supportive, and inclusive learning environment for all. Every member of staff has a responsibility to help ensure our apprentices' safety and wellbeing.

A Safeguarding concern is:

Anything that may cause worry about another person or contributes to a person feeling uncomfortable or unsure about the safety or welfare of someone else or themselves (including indications of radicalisation and expressions of extremist views).

Abuse or harm may occur face-to-face or online and is not always obvious. In grooming, abusers befriend and then exploit others for the purposes of criminal, sexual or financial gain. The following list is not exhaustive and gives some examples, however there are many more which are not listed here.

- **Psychological or emotional abuse:** bullying, harassment, taunting, teasing, or making belittling remarks about you. This could also be via social media or text.
- **Financial or material abuse:** people stealing from you or bullying you into handing over your money and possessions.
- **Sexual abuse:** carrying out any sexual abuse such as harassment (unwanted and uninvited touching) Sexual violence such as being touched or being forced to touch the sexual parts of someone's body, being forced to watch or take part in a sexual act, making suggestive sexual remarks, using sexist language or acts such as up skirting.
- **Neglect:** failure to provide access to basic living needs such as shelter, food and water, clothing and medicine.
- **Discrimination:** people should not discriminate against you because of age, sexual orientation, sex, religion or belief, race, gender reassignment, marital or civil partnership, disability, pregnancy maternity, ethnic background.

As part of our duty of care to an apprentice it is important for them to understand the following:

- If they have a Safeguarding concern about themselves or someone else, it is important that they tell someone they trust or contact one of the organisations on the Safety & Wellbeing contact list in their Learner Handbook.

As an employer, you have a responsibility to ensure that your apprentice is safe and supported within their working environment and take reasonable action to minimise risks to your employees.

If a Safeguarding issue is identified, it should be acted upon without delay. As your training provider, our Safeguarding team are on hand to support with any concerns.

It is recommended that line managers familiarise themselves with the support tools available to ensure that apprentices can be directed to them as and when they may be needed.



PREVENT DUTY

Prevent is part of the government's anti-terrorism strategy and is intended to safeguard vulnerable people from being groomed, radicalised, and drawn into terrorism, extremism, or violent extremism. As part of the apprenticeship, we will introduce Prevent-related topics including who may be vulnerable to, or at risk of, radicalisation.

- **Radicalisation:** The action or process of causing someone to adopt radical positions on political or social issues.
- **Extremism:** The holding of extreme ideological, political, or religious views.
- **Violent Extremism:** Where a person or group uses fear, terror, or violence to try and achieve ideological, religious, or political goals.
- **Terrorism:** An action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

The Prevent Duty is not about discouraging political and/or religious views but rather it is about supporting with ways to express or act on those views appropriately.

Our role is to increase knowledge of potential risks faced in society and at work, and actions that can be taken to protect apprentices and others to minimise exposure to risk.

If you have any concerns about the welfare of an apprentice, you can contact your training providers Safeguarding Team for advice on all matters relating to the Prevent strategy or you can contact the ACT Early Support Line on 0800 011 3764 to share concerns with specially trained Prevent officers.

For more information and advice see: actearly.uk

MENTAL HEALTH AND WELLBEING

Employers have a duty to comply with all current and future UK legislation and statutory responsibilities. Supporting good mental health at work is now seen as a key aspect of an employer's health and safety duties. There is an expectation that an employer should take responsibility for an apprentice's welfare in the workplace and to also seek appropriate advice when they feel an apprentice may be at risk in their personal lives.

If your apprentice is struggling with mental health, such as anxiety, depression, or low mood, they can access the **Work Mental Health Support Service for Apprentices**.

The service is free and funded by the Department for Work and Pensions.

The service provides apprentices with access to mental health experts who provide:

- Emotional wellbeing support and advice.
- Advice on simple workplace adjustments.
- Successful coping strategies.
- A step-by-step support plan.



HEALTH & SAFETY

Everyone has the right to work and study in a place they feel safe and where risks to health and safety are properly controlled.

As an employer you have the primary responsibility for the health and safety of the apprentice in the workplace and should be managing any significant risks.

Employers should:

- Conduct Health & Safety checks and risk assessments to ensure apprentices are working in a healthy and safe environment.
- Ensure apprentices are suitably covered by your liability insurance.
- Comply with all relevant legislation (e.g., Health & Safety at Work Act 1974, Equality Act 2010).
- Promote good health and safety practices and raise awareness of risk.
- Investigate and record any injuries, accidents, or dangerous occurrences reported and implement preventative action if required.

KEEPING APPRENTICES SAFE ONLINE

The increasing use of the internet and digital technology has presented opportunities to enrich the learning environment for apprentices and also allowing them to expand horizons. However, people can access and engage with online content in many ways, so they need to have the skills to be able to use the internet safely and develop appropriate online behaviours.

It is paramount that people are aware of ways in which they can protect themselves online and ensure the security of their personal data. Dangers can include bullying and abuse, revenge porn, grooming, identity theft, and viruses.

An important part of an apprentice's development is becoming a critical thinker. Developing this critical mindset will also help apprentices to examine and appraise the validity and authenticity of information online.

The Employer's Role

- Ensure apprentices are made aware of your organisations policies on using the internet and technology in the workplace including an acceptable use policy.
- Understand the dangers apprentices may face using technology in the workplace and act to minimise risks by implementing Firewalls, restrictive access and monitoring usage.
- Communicate any concerns about safety online to the training provider.

DATA PROTECTION

The **Data Protection Act 2018** is the UK's implementation of the **General Data Protection Regulation (GDPR)**. We are required to collect and processes apprentice personal data as part of onboarding, enrolment and throughout the apprenticeship. We are committed to being transparent about how data is collected and used to comply with our data protection obligations.

The personal data we collect will only be stored whilst it is relevant and will not be disclosed with any other party without consent, unless required to do so by law.

Further information on how we will use data can be found in the Apprenticeship Agreement and the Education and Skills Funding Agency Privacy Notice.

Our Learner Privacy Notice and GDPR Data Protection Policy provide full details of the data collected and our commitment to data protection, individual rights, and obligations in relation to personal data.

Further information on how we use apprentices' data can be found in the Education and Skills Funding Agency Privacy Notice, which you can find here

www.bit.ly/ESFA-Privacy

or by scanning the code below.



GLOSSARY OF TERMINOLOGY

Below is a list of common terms and abbreviations used in relation to apprenticeships:

Active Learning

An apprentice must be involved in active learning throughout the apprenticeship, from the start date to the learning end date. Active learning must take place at least every calendar month.

Apprentice

An employee on the apprenticeship programme. Also sometimes referred to as the learner or student.

Apprenticeship

An apprenticeship is a job with training to industry standards in a recognised occupation. It involves a programme of on and off the job training towards EPA.

Apprenticeship Agreement

An agreement between the apprentice and the employer setting out the employment arrangements that apply to the apprenticeship. It must be signed at the start of the apprenticeship and updated if any changes are made.

Apprenticeship Standard

A nationally recognised training programme aligned to a specific job role. The criterion within the standard sets out the KSBs required to achieve the qualification.

Aptem

eLearning platform used to support apprentices with their learning journey from onboarding through to completion. Used to plan learning, upload evidence of teaching and learning, provide feedback, conduct reviews, and monitor progression throughout the apprenticeship.

Break in Learning

When an apprentice takes a break of at least 4 weeks from their apprenticeship but plans to return to it in the future. This could be linked to a break from work (e.g., illness, maternity leave, or parental leave) or the apprentice could still be working but has agreed with their employer and provider to take a break in their learning.

Department for Education (DfE)

Government department responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships, and wider skills in England.

Eligibility

Eligibility criteria must be met in order to access apprenticeship funding. Apprentice eligibility criteria includes age and the right to work in England.

End-Point Assessment (EPA)

An assessment undertaken by an apprentice at the end of training to test that they can perform in the occupation they have been trained in and can carry out job responsibilities, demonstrating the KSBs set out in the occupational standard.

End-Point Assessment Organisation (EPAO)

An organisation approved on the Register of End-Point Assessment Organisations to deliver EPA for a particular apprenticeship standard.

Education and Skills Funding Agency (ESFA)

The executive agency of the Government, sponsored by the Department for Education, the ESFA sets out the funding rules and policies relating to apprenticeships and their delivery.

Evidence

An example of work which evidences an apprentice's OTJ Training and competence of one or more KSBs.

Functional Skills

A qualification that allows individuals to demonstrate that they have achieved English, maths or ICT to a given level.

Gateway

Gateway takes place before an EPA can be scheduled.

Gateway Requirements

The requirements set out in the apprenticeship assessment plan that must be met by the apprentice prior to undertaking EPA of the Apprenticeship standard.

Independent Assessor

The person appointed by the EPAO to assess the apprentice during the EPA.

Individualised Learning Record (ILR)

An ILR, is an ongoing collection of data about a learner. Individualised learner records are maintained throughout an apprentice's learning journey. The data that is collected and then submitted in the ILR is used to access funding and to inform government statistics.

Institute for Apprenticeships and Technical Education (IfATE)

IfATE work alongside employers to develop, approve, review and revise apprenticeship standards.

Knowledge, Skills, and Behaviours (KSBs)

An apprenticeship standard is defined in terms of the Knowledge, Skills and Behaviours required to be competent in the relevant occupation, KSBs are what the apprentices will be assessed on during the EPA to determine if they have successfully achieved the apprenticeship. They are defined as follows:

- K** **Knowledge:** The information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic and transferrable.
- S** **Skills:** The practical application of knowledge needed to successfully undertake the duties. They are learnt through training and experience.
- B** **Behaviours:** Mindsets, attitudes or approaches needed for success. While these can be instinctive, they can also be learned. Behaviours tend to be very transferable.

Learning Plan

The Learning Plan within Aptem tracks progress against the programme and its components. The Learning Plan contains all the scheduled activities, meetings and reviews that need to be completed.

Line manager/mentor

The person inside the apprentice's organisation who is responsible for providing support and guidance with the application of knowledge and learning in the workplace. They are involved in reviewing progress to ensure apprentices are on track.

Onboarding Initial Assessments

Assessment completed prior to the start of an apprenticeship to establish an individual's current working level for English and maths and identify any learning and support needs. Initial Assessments also include the completion of a Skills Radar and are used to determine the starting point for an apprenticeship programme.

Off-the-Job (OTJ) Training

Training that is received during the apprentice's normal working hours for the purpose of developing the approved knowledge, skills and behaviours set out in the apprenticeship standard.

On-the-Job Training

Training received by the apprentice for the sole purpose of enabling them to perform the work for which they have been employed. This means training that does not specifically link to the KSBs set out in the apprenticeship. On-the-job training does not count towards apprentice's minimum off-the-job training requirements.

Portfolio

The collection of evidence that the apprentice has accrued and recorded to demonstrate their achievement of the required KSBs.

Practical Period

The period for which the employer and apprentice agree that the apprentice will work and receive training under their apprenticeship agreement. This does not include completion of the EPA.

Prior Learning Record (PLR)

This is a permanent online record of an individual's qualifications and achievements held by the ESFA. PLR records general and vocational qualifications such as QCF, A levels, GCSEs, BTEC, Diplomas and Functional Skills.

Prior Learning

Any education or experience the apprentice has that matches the KSBs in the standard. This could be work experience, prior education, training or qualifications, and any previous apprenticeships.

Professional Discussion

The discussion that takes place during EPA between the independent assessor and apprentice, to assess the apprentices understanding and knowledge and how they use this in practice, based on the portfolio of evidence collected by the apprentice.

Progress Review

A review of the apprentice's progress with involvement from the apprentice, employer, and training provider. This is a formal review and must take place at least every 12 weeks.

Recognition of Prior Learning (RPL)

RPL gives providers the opportunity to find an apprentice's starting point, so they can tailor the apprenticeship training to what they need.

Skills Radar

A tool used to evaluate and document any RPL to identify the apprentices starting point. The assessment should be validated as accurate by the individual's line manager/employer.

Training Plan

An agreement between the apprentice, the employer and the training provider detailing the planned content and schedule of learning.

Training Provider

An organisation on the Register of Apprenticeship Training Providers (RoATP) and appointed by an employer for the delivery of training and on-programme assessment, as part of an apprenticeship programme.

Tutor/Trainer

The person responsible for supporting the apprentice pastorally, and in developing their portfolio of evidence and preparing for EPA. Also sometimes referred to as coach or assessor.

Unique Learner Number (ULN)

A 10-digit number used to match an apprentice's achievement to their other government-held records of their learning. This is used to access Prior Learning Records (PLR).

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