

Apprenticeship Procedure

PROCEDURE REFERENCE NUMBER:	CPG71
VERSION NUMBER:	2.1
KEY CHANGES FROM PREVIOUS VERSION	Added Appendix 15
AUTHOR:	Workforce Development and Learning Department
CONSULTATION GROUPS:	Workforce Partnership and Organisational Development group. Clinical governance, Operational Senior Management Teams
IMPLEMENTATION DATE:	April 2018
AMENDMENT DATE(S):	March 2020; August 2020
LAST REVIEW DATE:	October 2020
NEXT REVIEW DATE:	October 2023
APPROVAL BY WORKFORCE TRANSFORMATION GROUP:	September 2020
RATIFICATION BY FINANCE AND PERFORMANCE COMMITTEE:	October 2020
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PROCEDURE SUMMARY
<p>These procedural guidelines and appendices, set out clear guidance for those undertaking, supervising or supporting apprentices within EPUT Trust services. Definitions of ‘young person’, ‘apprenticeship’, ‘apprentice’ and ‘Functional Skills’ are provided, and the main principles of the apprenticeship programme model are detailed.</p> <p>The procedural guidelines should ensure that all apprentices are treated fairly, and supervised appropriately, in order to maximise their chances of success within their apprenticeship programme. The guidelines and policy aim to ensure a supportive and meaningful learning experience is offered to all apprentices undertaking an apprenticeship programme within the organisation.</p>
<p>The Trust monitors the implementation of and compliance with this procedure in the following ways;</p>
<p>Reports to: Workforce and Organisation Development Meeting Multi-professional Education Committee Quality Committee Internal and External Audits and Inspections</p>

Services	Applicable	Comments
Trustwide	✓	
Essex MH&LD		
CHS		

**The Director responsible for monitoring and reviewing this procedure is
 Executive Director of People & Culture**

ESSEX PARTNERSHIP UNIVERSITY NHS FOUNDATION TRUST

APPRENTICESHIP PROCEDURE

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ESSEX PARTNERSHIP UNIVERSITY NHS FOUNDATION TRUST**APPRENTICESHIP PROCEDURE****Assurance Statement**

The purpose of these procedural guidelines is to embed apprenticeship programmes within the Trust. These programmes will be used to enhance the development of the workforce, ensuring they are equipped with the practical skills and qualifications to deliver high standards of care now, and in the future. The embedding of apprenticeships into the Trust will provide development opportunities for existing and new staff to the organisation, building on skills and competencies attained. They will contribute to the Trust workforce plans by providing a means of addressing workforce shortages through internal development pathways. This will reinforce the standards and core values of the Trust in line with the clinical and Corporate Governance Agenda

1.0 INTRODUCTION

- 1.1 The future supply of well-educated and trained staff is critical to the future of the organisation, and the sustainable delivery of the highest standards of care. To achieve this, we need to be able to attract and retain staff with the skills required to deliver front-line health care and the corporate support services that make up the organisation.
- 1.2 The Trust is committed to offering opportunities to both new and existing staff through apprenticeship schemes. These schemes provide the opportunity to improve workforce skills and competencies, and can potentially reduce spending on bank and agency staff.
- 1.3 An apprenticeship programme is a combination of paid work and study to gain a recognised qualification. Apprentices will work alongside qualified and experienced staff to gain confidence and the work skills required to be able to undertake a substantive role.
- 1.4 An apprenticeship is a method to train and develop new and existing staff. There are two main methods in which apprenticeships can be provided:
 1. Through the conversion of suitable vacant posts to an apprenticeship, for a fixed term contract to cover the apprenticeship period.
 2. Through offering an existing staff member the opportunity to develop a range of skills and competencies to enhance their practice by undertaking an apprenticeship programme.
- 1.5 The Trust aims to offer a range of apprenticeships across the spectrum of health care provisions and support services from level 2, through to the higher apprenticeship levels, up to level 7.

- 1.6 Apprenticeships are available to anyone from 16 years of age and over, who is resident in England, is not in full time education, and does not already have the skills and competencies provided on the programme to be undertaken.

2.0 IDENTIFICATION OF POSTS FOR APPRENTICESHIPS

- 2.1 All departmental managers will have, as part of their workforce plans, an annual target for apprenticeship positions within their service.
- 2.2 All managers must give priority consideration to an apprenticeship for any vacant post, which may be suitable to become an apprenticeship post.
- 2.3 Following the identification of a post that could be used for an apprenticeship, the manager will liaise with the recruitment team and Workforce Development and Learning Service.

3.0 RECRUITMENT AND SELECTION FOR APPRENTICESHIPS

- 3.1 All apprenticeship opportunities within the Trust will follow the recruitment and selection policies. Job descriptions and personal specifications will be written identifying the skills and abilities required for the role and advertised following Trust processes. All existing staff members offered an apprenticeship will remain on their existing terms and conditions unless there is a recruitment process in place for selection.
- 3.2 Where there are workforce needs for higher qualified staff in future, substantive staff could be considered for the opportunity of undertaking an apprenticeship. This would need to be considered as part of their personal development plan and discussed within their appraisal. The level of apprenticeship recommended, will need to be considered as part of the development pathway.
- 3.3 All apprenticeship opportunities must be notified to the recruitment team. The recruitment team will undertake to advertise the opportunity and will advise regarding the recruitment process.

4.0 TERMS AND CONDITIONS OF APPRENTICESHIP EMPLOYMENT

- 4.1 All new apprentices within the Trust will be issued with an apprenticeship contract of employment. This ensures their rights as an apprentice are protected, including their right to train. All apprentices must follow and adhere to the policies and procedures of the Trust as this will form part of their terms and conditions of employment.
- 4.2 All existing staff members offered an apprenticeship will remain on their existing terms and conditions unless they have taken up an apprenticeship post via a recruitment process.
- 4.3 All new apprentices will be paid at the apprenticeship levels set; these may be incremental for higher level apprenticeships. All other Agenda for Change conditions apply.

- 4.4 New apprenticeship post will be on an initial fixed term contract.
- 4.5 An apprentice will be offered a minimum of 30 hours work per week to complete the apprenticeship.
- 4.6 Time off for training, whether in-house or external, is part of the apprentice's contracted hours. It is expected that apprentices will need to complete some of their study requirements, such as assignment work, within their own time.
- 4.7 All apprentices are subject to the same induction, mandatory training and probation processes, as any other employee within the Trust.

5.0 APPRENTICESHIP AGREEMENTS / LEARNING CONTRACT

- 5.1 An apprenticeship agreement, or learning contract, sets out the agreement, role and responsibilities between the apprentice, employer and any other partner involved in the delivery of the apprenticeship (appendix 1). It identifies any areas of concern involved in relation to the learning, attendance, or completion of the apprenticeship. This could result in removal from the programme and could potentially impact on the contract of employment.
- 5.2 Apprenticeship agreements and learning contracts will be signed by all apprentices.
- 5.3 All apprentices, in the last 3 months of their apprenticeship, will have a formal meeting with their line manager to identify future job opportunities.
- 5.4 If the apprentice is required to attend study sessions to attain the academic element of the programme, it will be at the discretion of the area manager if the individual is required to return to the work base to complete the shift following release for study time.
- 5.5 The apprentice must be released to complete the study time allocated to the programme, enabling the completion of the theoretical and clinical components of the course.
- 5.6 Apprentices are subject to all statutory and mandatory training requirements for their role within the Trust.
- 5.7 All apprentices will be supported by the supervision and appraisal policy for their role. Where there are issues identified relating to capability and performance, this will be addressed via the Trust's policies and procedures for conduct and capability or probation.

6.0 WORKFORCE DEVELOPMENT AND LEARNING DEPARTMENT

- 6.1 Apprenticeships will be approved using the current study leave application process. Apprenticeships will not require extended study leave approval and will follow the process for short courses. This will be managed by the Workforce Development and Learning Department.
- 6.2 To maintain databases to show progression of Student undertaking their Apprenticeship
- 6.3 To provide full administration service for the Apprenticeship Programme and ensure Certificates are issued at the end of the course.
- 6.4 To administer and manage the drawing down of funds from the Levy for the Apprenticeship Programme
- 6.5 To ensure that all apprenticeship standards are met and all apprentices are supported with an assessor.
- 6.6 Quality monitoring and review will be in line with the Workforce development and Training Services Quality Strategy

7.0 PROCESS FOR JOINING APPRENTICESHIP COHORTS

- 7.1 Current substantive staff will need to complete a study leave e-form to apply for any apprenticeship programme supported by their line manager.
- 7.2 For higher apprenticeships this will need to be supported with evidence of level 2 Functional Skills, or equivalent qualifications in Maths and English.
- 7.3 Any application for higher apprenticeship programmes outside of the Trust will require an interview process with our Higher Education Providers.
- 7.4 For level 2 and 3 apprenticeships, following initial application, all apprentices will be required to undertake an initial assessment as part of the selection process.
- 7.5 Applicants will be required to achieve a minimum of Level 1 in both their Maths and English initial assessments, to be eligible to undertake the Level 2 Intermediate Apprenticeship.
- 7.6 Apprentices undertaking a Level 3 Advanced Apprenticeship will be required to complete Functional Skills in both Maths and English at Level 2.
- 7.7 Applicants wishing to complete a Level 3 Advanced Apprenticeship will only be exempt from completing Level 2 Functional Skills in Maths and English as a part of their programme, if they can evidence achievement of these qualifications, or equivalent (e.g. GCSE C grade or equivalent).
- 7.8 Following acceptance onto an apprenticeship programme, all successful applicants will be advised of the cohort start date.

- 7.9 Current staff members will ideally have already completed the Care Certificate within their working role, before beginning an apprenticeship, however, if they have not, it must be completed within the first 3 months of their programme, in accordance with the EPUT Apprenticeship Agreement.
- 7.10 All applicants for the Higher National Diploma programme will be required to attend an Assessment Day.

8.0 RESPONSIBILITIES

8.1 Human Resources

8.1.1 Will assist managers with the identification of suitable posts for conversion to an apprenticeship programme.

8.1.2 Provide guidance and support to managers with the development of job descriptions and personal specification for apprenticeship roles.

8.1.3 Inform Workforce Development and Learning when any new apprentices are employed or advertised within the organisation, to enable the central data base to be updated.

8.2 Senior Management / Managers

- Senior management will be responsible for strategic workforce planning, to determine the cost, number and nature of the apprentices that will be deployed within their areas.
- Identify with the Trust lead for apprenticeships, roles suitable for conversion to apprenticeships and the development of the job description.
- The recruitment of apprentices and their learning and development within the workplace.
- Providing the practical skills, support and experience for the level of the apprenticeship.
- Contributing to the sign-off process for the work-based experience component of the programme.
- Identification of suitable mentors / supervisors for the apprentices.
- Conducting the appropriate risk assessments for the apprentices within their areas.
- Provide supervision in line with the Trust policy.
- Informing the Human Resources Team and Workforce Development if there are issues in relation to conduct and capability or probation.
- Managing the apprentice in line with Trust policies and procedures.
- Informing the Trust apprenticeship administrator, if an apprentice is unable to complete an academic or practical component of the apprenticeship programme.
- Informing Human Resources of the progression/outcomes, nearing the successful completion of the apprenticeship programme.
- Identify options for future development of the apprentice, following completion of the initial programme.

- Identify suitable substantive posts for successful apprenticeship completers.
- Identify and support apprentices along the developmental pathway.
- To allow provision for assessors to observe apprentices within their work setting, and provide relevant opportunities to cover the assessment criteria.
- Managers will sign an EPUT Assessment Centre Apprenticeship Agreement (Appendix 1), which details the responsibilities of those involved in the delivery of the apprenticeship programme.
- Identifying substantive posts that could be utilised as opportunities to employ apprentices.
- Take responsibility for the day to day supervision and management of the apprentice within their regular work setting.
- Ensuring the apprentice is adequately supported within the workplace. This includes their induction, release for training and development in line with the programme, assigning work, objective setting and developing the apprentice's skills and experience as required.
- Contributing to the 'sign off' of the work based experience component of an apprentice's accreditation.
- Managing the apprentice in line with the Trust's employment policies and procedures.
- Alerting and discussing with the apprenticeship lead, if an apprentice is unable to complete any academic or work based components of the apprenticeship programme, or is not making the expected progress.
- Identify and support apprentices along the development pathway.

8.3 Apprentices

- New staff will be employed on a fixed term contract for the duration of their apprenticeship.
- Will be the subject of pre-employment checks.
- Apprentices will sign an EPUT Assessment Centre Apprenticeship Agreement (Appendix 1), which details the responsibilities of those involved in the delivery of the apprenticeship programme.
- To be punctual at all times and inform their appointed assessor of any issues impacting on their ability to complete agreed learning activities.
- Follow Trust policy in relation to uniform and dress code.
- Take responsibility for personal safety, follow instructions and risk assessments.
- Take direction from managers and senior staff.
- Follow sickness reporting processes.
- To adhere to Trust policies and procedures, and act in accordance with the Trust's values and visions.
- To complete all components of the programme being undertaken.
- Complete academic elements and practical skills elements within the allocated time frames, in line with the apprenticeship programme requirements.
- Attend all timetabled education sessions and work placements.
- Apprentices are expected to comply with all aspects of the job description, and comply with all contractual terms and conditions.

8.4 Assessors

- Ensure that all teaching materials are available and up to date
- To deliver all planned sessions
- To undertake observations in line with the standards set.
- Ensure that the apprentices deliver, plan and store their coursework appropriately
- To ensure that managers receive update on their apprentices on a monthly basis
- To ensure that if an apprentice is failing to achieve targets that the cause for concern process is followed to support them.
- Ensure that curriculum vitae, certificates of relevant qualifications e.g. TAQA or equivalent etc. and continued professional development records, are evidenced and updated when requested by internal verifiers.
- Ensure that apprentice portfolios, called for internal verification, are present at requested time.
- Review internal verifier feedback, sign feedback and implement identified actions, required to meet standards.

8.5 Internal Verifiers and Internal Quality Assurers

- Ensure that curriculum vitae, certificates of relevant qualifications e.g. TAQA or equivalent etc. and continued professional development records, are evidenced and updated when necessary.
- Provide notification to assessors, of internal assessment via the Internal Verifier Requirements Plan, which details dates of monthly internal verification and the documentation required.
- Complete regular internal quality checks of assessment decisions and processes used by EPUT assessors.
- Following the quality checks, internal verifiers will provide feedback to the EPUT assessors, with identified action points to implement.
- To review that identified action points have been achieved by the assessors within a reasonable timeframe.

8.6 External Quality Verification

- Ensure that curriculum vitae, certificates of relevant qualifications e.g. TAQA or equivalent etc. and continued professional development records, are evidenced and updated when necessary.
- Provide notification to assessors, of internal assessment via the Internal Verifier Requirements Plan, which details dates of monthly internal verification and the documentation required.
- Complete regular external quality checks of assessment decisions and processes used by EPUT assessors and internal verifiers.
- Following the quality checks, external verifiers will provide feedback to the EPUT assessors and internal verifiers, with identified action points to implement.
- To review that identified action points have been achieved by the assessors and internal verifiers within a reasonable timeframe.
- To risk rate the organisation delivering the apprenticeship programme.

9.0 INITIAL ASSESSMENT

- 9.1 Apprentice candidates are invited to attend an initial assessment of eligibility to meet entry requirements.
- 9.2 Functional skills in Mathematics and English will be assessed via Skills Builder (or the equivalent), which will indicate current attainment levels in these subjects. Results will determine the level of programme offered at that time.
- 9.3 An interview and skill scan will be completed, which will determine whether the candidate apprentice is currently in a suitable job role, which allows course elements to be met.
- 9.4 At this stage, apprentices will be informed of the need to commute to different geographical areas within the Trust, for attendance of mandatory elements of the programme and 'off the job' learning.

Care certificate completion will need to be evidenced.

10.0 SIGN-UP & INDUCTION

- 10.1 Apprentices will attend induction days, run by the assessors and Programme Lead. This day will include:
- Completion of all paperwork relevant to the apprenticeship programme
 - General health and safety, and risk assessments will be completed
 - Signposting to relevant EPUT policies and procedures
 - Outline of the programme requirements and elements
 - Learning styles questionnaire completed to establish preferred method of learning
 - Learning activities will be completed to aid learners throughout their qualification
 - Agreed ways of working will be established
- 10.2 The Apprentice will be given the EPUT Learner/ Student Handbook – relevant to their programme of learning. Each handbook is modified to specifically address the unique elements of each programme, but elements covered in all
- 10.3 Assessors will sign an EPUT Assessment Centre Apprenticeship Agreement (Appendix 1), which details the responsibilities of those involved in the delivery of the apprenticeship programme.
- 10.4 Learners/ students will be registered with the Awarding Body.

11.0 YOUNG PERSON ON AN APPRENTICESHIP PROGRAM

- 11.1 Consideration must be given to the young person's lack of training and experience.
- 11.2 The health and safety considerations for a young person are pivotal to the planning and will require consideration.
- 11.3 A risk assessment must be completed, considering all risks in relation to the tasks and duties that the young person will be required to undertake in their role.
- 11.4 Address the issues identified from the young person's risk assessment.
- 11.5 Where a significant risk has been identified, the young person should be prohibited from carrying out this activity.
- 11.6 The outcome of the risk assessment will determine what action, if any, is needed. In most cases the existing measures in place will be sufficient to protect everyone. If a significant risk remains, the young person will be excluded from that work environment.
- 11.7 The young person's risk assessment must be communicated to the young person and their parent/guardian, before the apprenticeship starts. Information relating to the risk assessment will be sent out to the young person prior to commencing the apprenticeship programme.
- 11.8 This risk assessment will be reviewed in line with the Trust policy.

12.0 WORKSHOP/ STUDY DAY PROVISION

- 12.1 Apprenticeship programmes will require attendance of obligatory workshops and study days.

Workshop content will reflect the skills and knowledge needed for specific units and standards of the apprenticeship.
- 12.2 Workshops/Study days will begin with allocated time for group supervision.
- 12.3 There will be time allocated within the programme to specifically address EPA preparation.
- 12.4 A wellbeing review of each apprentice will occur in alternate workshops/study days.
- 12.5 A range of different learning activities will be used within each workshop/study day, to help address the different learning styles within the cohort.
- 12.6 Professional discussions and questioning may also be used by the assessor, to assist the apprentice to cover programme required criteria.

- 12.7 Additional learning needs of individual students will be supported within the programme such as students who have English as a second language and those with additional study skills requirements.

13.0 OBSERVATIONS IN PRACTICE

- 13.1 Each criterion which requires observation, will need to be seen a minimum of twice, to meet the specification requirement of being 'consistently' practiced. These ideally need to occur within the apprentice's usual working environment. These assessments will be undertaken by Assessors/ Practice Assessors.
- 13.2 The Assessor will complete observation records with accurate and relevant content, and in a timely fashion.
- 13.3 The Assessor will inform the apprentice when observation criteria have not been met, and organise for further observation.
- 13.4 All observations will potentially be subject to internal and external verification.
- 13.5 Practice supervisors of HND apprentices will be required to undertake assessment of students in placement and support completion of the Practice Learning and Development documentation

14.0 MANAGEMENT OF PLACEMENTS

- 14.1 On a cohort by cohort basis, assessors will examine where apprentices within this cohort will be based with regard to their regular work setting. Working from this information, assessors will then recommend several block placements, which will occur within the apprenticeship.
- 14.2 Assessors will co-ordinate with managers of prospective placement settings and the administration team, to approve and implement the block placements.
- 14.3 Assessors will organise alternative placements if, due to unforeseen circumstances, a placement becomes unavailable.

15.0 END POINT ASSESSMENT PREPARATION

- 15.1 A portfolio of work to meet the End Point Assessment criteria will be co-ordinated by the assessor in partnership with the learner/student, by setting assignments and assessing the standard of the evidence produced.
- 15.2 The assessor will assist the apprentice to produce a further reflective portfolio, which will be submitted to, and examined by, the End Point Assessor.
- 15.3 Mock professional discussions will be completed with the apprentice during the course of the apprenticeship programme, in preparation for professional discussion element of the End Point Assessment.

- 15.4 Regular observations of the apprentice will familiarise them with the observation element of the End Point Assessment.

16.0 MANAGER FEEDBACK

- 16.1 Assessors will feedback learner progress to managers on a bimonthly basis, via completion of the Monthly Manager Feedback form.
- 16.2 Any areas of concern identified within the programme or Manager Feedback process will be monitored through continued communication. If the concern reaches a stage where it is deemed serious enough, the Cause for Concern process will be instigated.

17.0 APPRENTICESHIP AWARDS

- 17.1 All apprentices who successfully complete their apprenticeship programme will receive certificates from the awarding body, which will be presented to them.
- 17.2 Certificates for all elements of an apprenticeship programme will be collated, before any of the individual certificates are released to the apprentice. This is to ensure that the final apprenticeship certificate can be applied for with appropriate evidence present, for the request to be made.

18.0 EVIDENCE OF PROGRESSION & VARIOUS ASSESSMENT METHODOLOGIES

- 18.1 Apprentice progression will be evidenced by:
- An Assessment Plan completed at each meeting, detailing assignments and actions have been set by the assessor, and agreed by the apprentice. Dates for review of these agreed actions are also detailed on the assessment plan.(Level 3 Health and Social Care)
 - Unit Assessment & Verification Declarations completed by assessors, following an apprentice meeting all requirements for that specific individual unit.
 - Observations of the apprentice completed by the assessor, to assess an apprentices practice. Each criterion will need to be seen a minimum of twice, to meet the specification requirement of being 'consistently' practiced.
 - Assessment of written assignments produced by apprentices, completed by the assessor.
 - Workshop/ Study days sessions delivered by assessors, to all apprentices.
 - All student work being uploaded onto their E-Portfolio system whereby their progress on the apprenticeship programme can be monitored at all times. All programme resources will also be available on the E-Portfolio system.
 - Academic work uploaded onto the E-portfolio system being plagiarism checked within the system and a report produced

- Contact logs regarding any student/ learner contact including feedback being recorded on the E-Portfolio system.

18.2 Regular Apprentice Formal Progress Reviews will be completed with the student/learner to ensure that progress is being made, identify any issues or concerns, ensure safeguarding and equality are being achieved.

19.0 CAUSE FOR CONCERN/WITHDRAWAL OF STUDENTS FROM THE COURSE

- 19.1 If the assessor feels that there is an issue of concern regarding the apprentice, such as non-attendance of workshops, or missed assignment deadlines, they will instigate a cause for concern.
- 19.2 Once a cause for concern has been identified, the assessor will organise a meeting with the apprentice and their manager. At this meeting, a Cause for Concern Record (Appendix 7) will be completed, detailing the reason for concern in detail, and any feedback/justification the apprentice has to offer.
- 19.3 It will be agreed that an action plan will be put in place, and manager, apprentice and assessor will sign to confirm that they agree the information on the Cause for Concern record is accurate.
- 19.4 An action plan as part of the cause for concern process (Appendix 7) will be completed, which summarises the main issues raised on the Cause for Concern record, and identifies agreed targets to address the concern/s. At this stage, a review date for reviewing the targets will be agreed. The manager, apprentice and assessor, will all sign this Action Plan to agree its content.
- 19.5 The fact that an action plan has been completed and agreed is recorded on the cause for concern record.
- 19.6 An action plan review sheet (Appendix 7) will be completed on the date agreed on the action plan. Progress made toward targets will be discussed at a review meeting, and a decision will be reached, as to whether or not, the apprentice will be allowed to continue on the apprenticeship programme.
- 19.7 Any discussion regarding withdrawal of student/learner from programme will be done in conjunction with the manager, assessment board and student.
- 19.8 A flow chart of this process is provided within cause for concern documentation. (Appendix 7)

20.0 REQUESTS FOR LEAVE FROM APPRENTICESHIP LEARNING/TRAINING ACTIVITIES

- 20.1 If there is a situation where an Apprentice cannot avoid needing to take time off, which will result in non-attendance of an apprenticeship activity, such as a workshop, they must complete an Apprenticeship Leave Confirmation form (Appendix 18). This form will detail the reason for the request, the length of time and must be approved by the Apprentice's manager.
- 20.2 The completion of this form will evidence that the leave has been properly authorised, and deemed reasonable.
- 20.3 This form allows the assessor to track hours missed from activities, allowing them to organise replacement activities, to ensure full completion of the required 20% off the job training time.

21.0 OFF THE JOB TRAINING REQUIREMENT

- 21.1 The Apprenticeship programme requires that 20% of an apprentice's time is spent in 'off the job' training.
- 21.2 Apprentices will attend the stipulated workshops/study days within the programme
- 21.3 Apprentices will complete block placements during the course of their apprenticeship programme, where applicable.
- 21.4 Apprentices will spend a minimum of one hour per week, during their normal working hours, completing a reflective diary, account or activity. (Health and Social Care level 3)
- 21.5 Apprentices will also attend a number of training days, within their normal working hours, which will be additional to, and outside of, the mandatory required training. These will be classed as guided learning hours.
- 21.6 All hours which contribute to the 20% 'off the job' requirement must be logged and recorded as evidence.
- 21.7 All apprentices on HND programme are required to log all working, guided learning and self-directed learning hours as part of requirements of awarding body.
- 21.8 All apprentices on level 4/5 HND programme will complete a Practice Learning and Assessment Document throughout the programme.

22.0 FUNCTIONAL SKILLS

- 22.1 Functional Skills are a part of many apprenticeship programmes. If these skills have not been previously attained to the level required by the apprenticeship programme, then they will be completed as a part of the apprenticeship programme.
- 22.2 Health & Social Care related apprenticeships will usually require Maths and English Functional Skills, with subjects such as Business Administration often requiring ICT Functional Skills as well.
- 22.3 Functional skills will usually be delivered in a workshop model, with approximately 6 sessions followed by an examination.
- 22.4 Apprentices undertaking a Level 2 Intermediate Apprenticeship will be required to complete the associated functional skills to Level 1.
- 22.5 Apprentices undertaking a Level 3 Advanced Apprenticeship will be required to complete the associated functional skills to Level 2.
- 22.6 Apprentices undertaking a Level 4/5 Higher Apprenticeship will be required to have completed and passed the associated functional skills to Level 2 or equivalent.
- 22.7 Apprentice applicants wishing to complete Apprenticeship programmes, will only be exempt from completing functional skills as a part of their programme, if they can evidence prior achievement of these qualifications, or their equivalent.

23.0 MONITORING & REVIEW OF APPRENTICESHIPS

- 23.1 The Monitoring and review of apprentices is a continuous process that is achieved through processes outlined within the standard for the program. This is further monitored by the quality assurance review by internal / external verifiers, Programme Leads, assessors and Ofsted. These programs will also be subject to the Workforce Development and Learning Service quality strategy requirements.

END