

EPUT Education Centre Apprenticeship Policy

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AUTHOR:	Education Facilitator Lead Quality Assurance Lead
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POLICY SUMMARY

This policy, its associated procedural guidelines and appendices, sets out clear guidance for those undertaking, supervising or supporting apprentices within EPUT Trust Education Centre. Definitions of ‘young person’, ‘apprenticeship’, ‘apprentice’ and ‘Functional Skills’ are provided, and the main principles of the apprenticeship programme model are detailed.

The policy should ensure that all apprentices are treated fairly, and supervised appropriately, in order to maximise their chances of success within their apprenticeship programme. The policy aims to ensure a supportive and meaningful learning experience is offered to all apprentices undertaking an apprenticeship programme within the organisation.

The Trust monitors the implementation of and compliance with this policy in the following ways;

Reports to:
EPUT Education Board
People Equality and Culture Committee
Internal and External Audits and Inspections- Ofsted /Awarding Bodies/ ESFA

Services	Applicable	Comments
Trustwide	✓	
Essex MH&LD		
CHS		

The Director responsible for monitoring and reviewing this policy is

ESSEX PARTNERSHIP UNIVERSITY NHS FOUNDATION TRUST

APPRENTICESHIP POLICY

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2023 Apprentice
Handbook (HND).docx

ESSEX PARTNERSHIP UNIVERSITY NHS FOUNDATION TRUST

APPRENTICESHIP POLICY

Assurance Statement

The EPUT Education Centre is committed to supporting learners from all backgrounds to achieve their highest potential. Our apprenticeship programme provision seeks to make positive and long lasting impact on skills and economic prosperity at local and regional level. Our Trust values of 'We Care We Learn We Empower' are embodied within our current and expanding apprenticeship provision in which we support apprentices to achieve their needs and aspirations through a programme of structured development aimed at promoting life-long learning. These programmes will be used to enhance the development and progression 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 prior knowledge and experience and developing new knowledge, skills and behaviours. They will contribute to the Trust workforce plans by providing a means of addressing local and regional workforce shortages through internal and external apprenticeship development pathways. This will reinforce the standards and core values of the Trust in line with external Quality Assurance Agencies (Ofsted, CQC) the Education and Skills Funding Agency and Institute for Apprenticeships (IFATE) and the Equality Act 2010

1.0 INTRODUCTION

1.1 Apprenticeships provide a vital part of the future workforce and are critical to the future success of the organisation. The apprenticeship pathways will enable the organisation to attract and retain talent in order to meet the growing demand for health care provision. The apprenticeship programmes will enable the opportunity for an individual to work within an organisation whilst gaining new knowledge, skills and behaviours.

1.2 Local, Regional and National Priorities

In developing an apprenticeships strategy, EPUT Education Centre has taken account of the following key national policies and local priorities:

- The UK Industrial Strategy (Industrial Strategy: Building a Britain Fit for the Future 2016)
- The UK Government White Paper "Levelling Up the United Kingdom" February 2022
- Interim NHS People Plan June 2019
- NHS Long Term Plan August 2019

- We Are the NHS Action for All of Us March 2021
 - Local Skills requirements, in particular those identified through our engagement with partner agencies across the region
- 1.3 This policy sets out how the Education Centre will work in partnership with the external partners and employers, to embed the apprenticeships into practice and ensure that the programmes and placements are standardised and compliant with national standards, legislation and best practice and ensure a widening of participation into Apprenticeship programmes.
- 1.3 Apprenticeship programmes are a combination of paid work and study. They are undertaken in order to enable the individual to gain a recognised qualification whilst working alongside experienced, qualified practitioners. This can be in non-clinical support roles or in frontline delivery of care to patients. Upon completion of the respective apprenticeship qualification, the organisation will have a trained individual ready to fulfil a substantive role. The development of the apprenticeship pathways will enable clear progression and career development across health care services.
- 1.4 Our programmes are research informed and as such promote new thinking and its application within the workplace
- 1.5 **Apprenticeship Strategy Commitments**
- Our apprenticeships are designed to enable all learners to reach their optimum potential.
 - Our apprentices will be supported throughout their programmes by academic tutors and specialist staff who are occupationally competent.
 - Our curriculum development and assessment procedures will assure academically robust curriculum of programmes which will be responsive to apprentice needs.

2.0 RESPONSIBILITIES

2.1 Senior Management Team/ Education Board Members will be responsible for:

- Strategic workforce planning that will determine the number and nature of apprentices who will be employed within the organisation and review set Key Performance Indicators (KPI's) relating to agreed targets.
- They will agree and sign off on the roles and posts suitable for conversion to or use as apprenticeship programmes.
- Chair and attend Education Board meetings to ensure strategic overview and challenge to EPUT Education Centre and Apprenticeship programmes.

2.2 Human Resources will be responsible for:

- Supporting managers in developing standardised job descriptions for employees directly employed as apprentices.
- Providing guidance on the terms and conditions of employment of apprentices.
- Guiding managers in the recruitment processes for apprentices.
- Carrying out focussed recruitment campaigns.
- Ensure that all employment checks and processes are carried out in line with organisational policy.
- Identify opportunities for substantive job role for those employed on apprenticeship contract.

2.3 EPUT Education Centre will be responsible for:

- Assisting managers in identifying posts suitable for conversion to an apprenticeship programme.
- Identify and work with suitable training providers to deliver Functional Skills and additional academic qualifications, where required via sub-contracting agreements. These subcontracting agreements will be in line with ESFA rules and Organisational scrutiny for due diligence.
- Track apprentice data and report to the Education Board on the recruitment, retention and employability of apprentices undertaking programmes within the organisation.
- Develop apprenticeship programmes and pathways within the organisation which are informed and aligned with the Professional, Statutory and Regulatory Bodies (PSRBs) and ensure alignment with the latest standards of proficiency and meet and exceed standards expected of professionals within the sectors served by our apprenticeship programmes.
- Promote the value of apprenticeships as a development opportunity within the organisation, with an overview of sector requirements.
- Support managers in the development of apprentices when an individual is failing/fails to meet the requirements for the relevant academic programme.
- Ensure that internal quality assurance processes are adhered to (e.g. lesson observations, tracking records etc.)
- Undertake the preparation for external validations required to meet the apprenticeship standards.
- Prepare for inspections by various external bodies (E.g. OFSTED).

- Ensure that an End Point Assessment (EPA) provider is allocated, and ongoing partnership provision to support positive apprenticeship outcomes.
- EPUT Education Centre will capitalise on the use of innovative technologies to enhance learning and programme development.

2.4 Line Managers are responsible for:

- Identifying substantive posts that could be utilised as apprenticeships.
- Supporting the supervision and management of the apprentice.
- Ensuring that support and guided learning hours are adhered to by the apprentice in line with the requirements of the apprenticeship programme. This will include the 20% 'off the job' training and support the apprentice with additional learning hours to ensure the Total Qualification Time (TQT) of each Apprenticeship Programme is met. New Apprentices from 2023 require 6 hours OTJ per week.
- Ensuring the apprentice is adequately supported within the workplace by the allocated practice supervisor. This includes their induction to alternative placements, release for training and development in line with the programme, assigning work, objective and learning needs setting and developing the apprentice's skills and experience as required to consolidate academic learning.
- Identification of suitable practice supervisors for the apprentice in their home placement and those attending alternative placements.
- Contributing to the completion of placement based portfolios component of an apprentice's accreditation in line with individual programme requirements.
- Managing the apprentice in line with the Trust's employment policies and procedures and attending the Apprentice progress reviews along with the programme tutor in line with ESFA funding regulations (see 5.2). If unavailable identifying an appropriate member of staff to deputise for them. [HR57 - Recruitment and Retention Policy.pdf \(eput.nhs.uk\)](#)
- Alerting and discussing with the Tutor in a timely manner, if an apprentice is unable to complete any academic or work based components of the apprenticeship programme, or is not making the expected progress within their practical competencies.
- Identify any additional support that they feel that would benefit apprentices along the development pathway.
- Encourage development and career progression with their apprentices through supervision and appraisal (HR48) [HR48 - One-to-One Support and Appraisal Policy.pdf \(eput.nhs.uk\)](#)

2.5 Tutors will:

- Provide robust assessment and identify additional needs to support apprenticeship journey.
- Plan and deliver apprenticeship programmes and workshops in line with awarding body and professional body curricula requirements.



2. EPUT Strategic



Assessor Coach



L3 Senior



HND L5 Local



Local Curriculum

Curriculum plan.doc Curriculum Dec 2022.Healthcare Support Curriculum Plan2.do Plan for L7 Clinical A

- Observe and assess apprentices in their workplace as per programme requirements.
- Assess all apprentice academic work and practice documents in line with assessment policy.
- Provide academic feedback to apprentices and managers in progress reviews and after each academic submission to support ongoing progression and development for the apprentice.
- Provide pastoral support for the apprentice as and when required within the boundaries of their competency and liaise with the Education Facilitator Lead and Quality Assurance Lead regarding concerns raised.
- Keep records of apprentices' progress, according to the requirements of the awarding bodies and EPUT Education Centre Assessment policies.
- Work in collaboration with the employer, apprentice line managers and external agencies to ensure that Apprentices are provided with high quality delivery and not disadvantaged by any of protected characteristics.
- Support apprentices to achieve the qualifications and Apprenticeship standards as required.
- Ensure apprentices are registered with the awarding organisation within the required timescale of 30 days from commencement on programme.
- Ensure that there is a clear record of all learning hours and identify areas such as punctuality, attendance, behaviours and attitudes.
- Use support mechanisms such as defined in this policy i.e. academic development plans, cause for concerns, tripartite meetings to ensure Apprentices progress and develop on programme.

2.6 Apprentices will:

- Adhere to all Trust and Education Centre policies and procedures and act in accordance with the Trust's values and visions.

- Attend all timetabled education sessions and work placements.
- Complete all required elements and assessments within the allocated time frames, in line with the apprenticeship programme.
- Meet the time frames of the completion of the End Point Assessment.
- Comply with all contractual terms and conditions.
- Record all TQT elements and send them the apprentice administrator.

2.7 Partnership Training Providers will:

- Deliver the academic requirements of the apprenticeship.
- Make the appropriate assessments of the apprentices, including initial pre-assessment requirements.
- Provide information and support related to the specific apprenticeship programmes they have been contracted to support/deliver.
- Provide bi-monthly feedback to the EEC and employer on apprentice performance and conduct.
- Provide compliance information to, and for the EEC.
- Comply with any contractual and service level agreements entered into with the EEC and organisation.
- Liaise with, and support the EEC when creating or reviewing apprenticeship programmes.

2.8 Internal verifiers/ Quality Assurers will:

- Participate in central verification events.
- Advise and support training staff on a regular basis.
- Communicate with staff and the awarding organisation on a regular basis.
- Complete reports of work sampled, highlighting any action and improvement points, and judging whether the centre has a low, medium or high risk rating.
- Ensure the centre's policies, procedures, systems and resources meet awarding organisation, qualification and regulatory requirements (including Ofsted).

- Ensure that staff interpret, understand and consistently apply the correct standards and requirements.
- Ensure standardisation of practice.
- Ensure the accuracy and consistency of assessor and internal quality assurer decisions.
- Give guidance to staff regarding the qualification content and requirements.
- Identify issues and trends, for example, if all assessors are misinterpreting the same aspect of a standard.
- Sample assessed work and records, according to a planned strategy and make decisions based on facts.
- Use technology where relevant, for example, sampling remotely via a virtual learning environment (VLE).

3.0 DEFINITIONS

3.1 A **young person** is defined as anyone under the age of eighteen (18).

3.2 Apprenticeships:

An apprenticeship programme must comply with the apprenticeship standards. The standards have been developed by employers to meet the needs of different industry sectors and the broader economy. They set out the core skills, knowledge and behaviours an apprentice will need to be fully competent in a specific role. They ensure that all apprenticeship programmes are delivered and measured consistently to:

3.2.1 Achieve nationally recognised qualifications

3.2.2 Learn the skills and knowledge related to the specific job role

3.2.3 Progress and develop within the specific education and career that they have chosen.

An apprenticeship lasts for a minimum of 366 days or the minimum length identified on the standard for the apprenticeship programme of study
Apprentices should work 30 hours a week or more. This includes the off-the-job training they undertake.

If the apprentice works fewer than 30 hours a week, the Education Centre team must extend the minimum duration of the apprenticeship (pro-rata) to take this into account. This extension will also apply to any temporary period of part-time working. The apprentice must agree on this with their manager and the training provider.

- 3.3 The **apprentice** is the employee taking part in the apprenticeship programme. They will continue to carry out the normal range of duties required for their role, but the emphasis will be on education and development to achieve the standards set for the apprenticeship programme. Alternative placement experience will be given to offer a broad range of experience as required by the awarding bodies and professional bodies i.e. HCPC or NMC.
<https://www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/standards-for-pre-registration-nursing-programmes/programme-standards-nursing.pdf>
- 3.4 **Functional skills.** It is a requirement of the ESFA that all Apprentices have a minimum of level 2 maths and English in order to complete a levy funded programme. The EEC requires that all applicants must be able to provide evidence of maths and English at a minimum of Functional skills level 2 on entry. If this cannot be evidenced or has not been achieved prior to entry to the programme, this will result in a delay in entry to the apprenticeship.
- 3.5 All Apprentices must be assessed prior to entry on their eligibility to undertake the apprenticeship using the Initial Needs Assessment (INA) process. The requirement is that the INA process will be completed prior to the apprentice enrolling on the apprenticeship to enable timely and accurate completion of the Individual Learning Plan (ILP). Responsibility for this lies with the allocated Tutor. Monitoring arrangements and oversight for compliance with this process will be managed by the Quality Assurance Lead

4.0 PRINCIPLES

- 4.1 All offers of a place on an apprenticeship are conditional, subject to full completion of all documentation required by the ESFA (including the, Apprenticeship Agreement ,Study Leave form, Commitment statement and evidence of prior certification) prior to the programme start date. The EPUT Education Centre reserves the right to defer the start date if the above documents are not completed prior to the start date. Any deferral to proposed start date will be discussed on an individual basis with the Employer and Apprentice.
- 4.2 All offers are subject to a confirmatory meeting with applicant and their manager.
- 4.3 All apprentices are employed in substantive post either within this organisation or other external organisation.
- 4.4 Apprentices will have an Initial Needs Assessment (INA) undertaken to ensure that any individual needs and learning styles are identified and the programmes must be substantive. This means that all apprenticeship programme meets all their needs as a learner. All records will be saved on agreed EEC systems in line with information handling legislation.
- 4.5 Additional identified support or SEND requirements are supported under the EPUT Education Centre SEND policy.
- 4.6 All apprenticeship posts must run for a minimum period outlined in the enrolled apprenticeship standard plus EPA, and must involve the acquisition of new knowledge skills and behaviours to meet those of that standard.

- 4.7 All apprenticeship programmes are delivered by academically qualified staff and those with expert clinical occupational competencies.
- 4.8 The training provided must ensure all competencies are met for the role and standards of the apprenticeship programme undertaken.
- 4.9 The apprenticeship must provide the apprentice with transferable skills.
- 4.10 An apprenticeship involves a combination of on, and off the job learning, this will include a minimum of 20% of time being off the job for those on programme before 2023. Those registered from August 1st 2023 must have 6 hours per week OTJ incorporated into the ILP.
- 4.11 There will be the potential of career development into higher level employment within the organisation or ongoing educational development.

5.0 SALARIES AND FUNDING

- 5.1 As an employer of apprentices the organisation has opted to pay all existing and new staff who commence an apprenticeship in line with Agenda for Change terms and conditions related to their employed banding and progression point.

The organisation is committed to offer staff and prospective new employees the opportunity to develop their skills and achieve a qualification whilst enhancing the care offered to service users.

- 5.2 ESFA Funding rules identify that Employers can use funds in their apprenticeship service account, to train any eligible individual to undertake an apprenticeship at a higher, equal, or lower level than a qualification they already hold, including a previous apprenticeship. They can do this if it allows the individual to acquire substantive new skills and the content of the training is materially different from any prior training or previous apprenticeship.

- 5.3 All relevant prior learning must be considered when assessing learner eligibility during INA and, where applicable, the content, duration and price of the apprenticeship must be adjusted accordingly and this should be clearly recorded on the apprenticeship agreement.

All apprenticeship standards include end-point assessment, which must be delivered by an independent end-point assessor organisation. The funding band allocated to an individual standard includes the cost of end-point assessment, as well as the cost of the training. It is expected that the cost of end-point assessment should not usually exceed 20% of the funding band maximum.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1087466/2022-06-01_Apprenticeship_funding_in_England_from_June_2022_Final_.pdf

6.0 KEY PERFORMANCE INDICATORS

6.1 Key Performance Indicators (KPIs) and Measure of Success

The key performance indicators of this policy align with the Education Centre KPIs of improving learner:

- Satisfaction
- Continuation
- Attainment
- Outcomes

In addition to these learner centric KPIs, widening participation is also included as a KPI reflecting our ambitions to expand apprenticeship provision.

Satisfaction – This is a measure of apprentice/employer feedback provided through the apprenticeship evaluations and Feedback conducted on a quarterly basis.

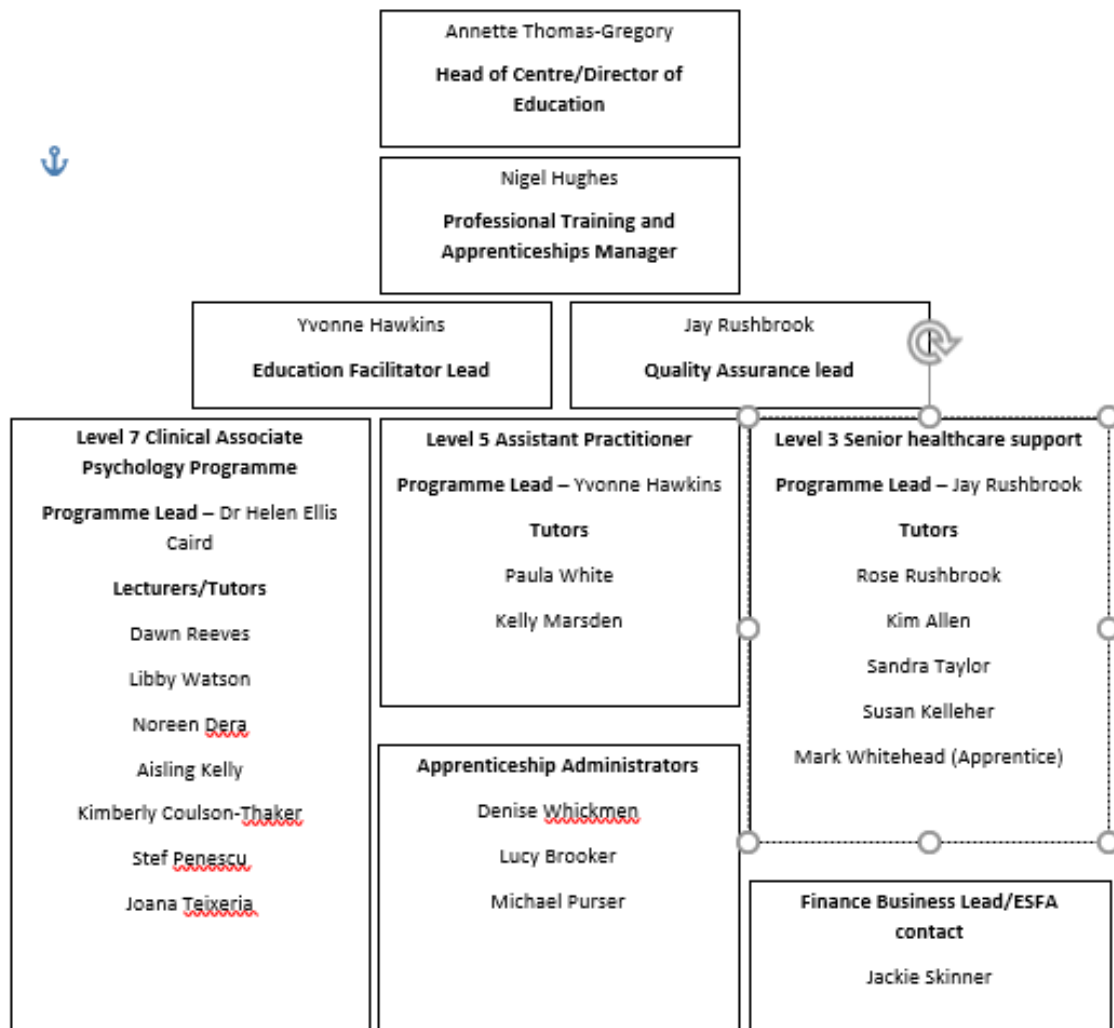
Retention – continued engagement within an apprenticeship programme as defined by Individual Learner Return (ILR)

Attainment – This is the achievement of the apprenticeship as determined by success at End Point Assessment (monitored through Assessment Board or via End Point Assessment Organisation report)

Outcomes – This is the confirmation of the apprentice as having made significant impact either in the workplace which will be subject to feedback from the employer or through progression onto higher academic qualifications. Such impact can include:

- Confirmation in post (if employment is dependent upon successful completion of Apprenticeship)
- Promotion to a new substantive role
- Additional responsibility directly linked to the achievement of the apprenticeship
- Entry into a higher level qualification Apprenticeship programme

7.0 EPUT EDUCATION CENTRE ORGANISATIONAL CHART



8.0 MONITORING OF IMPLEMENTATION AND COMPLIANCE

- 8.1 The policy will be reviewed annually to ensure relevance to relevant legislative, policy changes, alongside changes in external governance (i.e. Ofsted) [Further education and skills handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/further-education-and-skills-handbook) in order to ensure EEC remains compliant across the educational sector
- 8.2 Reports on the progress of apprenticeships within the EEC will be produced and presented to the Education board.

9.0 POLICY REFERENCES / ASSOCIATED DOCUMENTATION

- Institute for Apprenticeships <https://www.instituteforapprenticeships.org/>

- Education and Skills funding agency
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1087466/2022-06-01_Apprenticeship_funding_in_England_from_June_2022_Final_.pdf
- OFSTED [Further education and skills handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/further-education-and-skills-handbook)

10.0 REFERENCE TO OTHER EEC AND ORGANISATION POLICIES / PROCEDURES

- Recruitment policy (HR57) [HR57 - Recruitment and Retention Policy.pdf \(eput.nhs.uk\)](#)
- EPUT Education Centre Safeguarding Policy
- Study leave policy (HR18) [HR18 - Study Leave Policy.pdf \(eput.nhs.uk\)](#)
- Education Centre Health and Safety policy (EEC6)
- Equality and Inclusion (EEC1)
- Data Protection and confidentiality policy (CP59) [CP59 - Data Protection and Confidentiality Policy.pdf \(eput.nhs.uk\)](#)
- Complaint Policy (EEC2)
- Assessment Policy (reviewing)

END