



Farnborough College
of Technology



Apprenticeships



APPRENTICESHIPS AND WORK-BASED LEARNING

A GUIDE FOR EMPLOYERS

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Introduction

- If you are already providing or expressing interest in providing a work-placement, taking on a new recruit or training one of your existing employees, we hope that this guide will help you understand the services and support which we can provide and the role which you can play in the process.

How can work-based training help your business?

- We know that recruiting the right member of staff for your company and ensuring that they have the relevant skills and knowledge to do the job you require will be of paramount importance to you. We can help you in these activities through our work-based training programmes, which will provide you with a number of key benefits:
 - cost effective recruitment
 - development of a well trained, well-motivated workforce
 - help meet the costs of training
 - increased productivity through better trained staff
 - improved company performance
 - demonstrate your commitment to staff development
 - apprenticeships, traineeships and work-placements meet government requirements for young people to stay in education until their 18th birthday whilst still enabling employers to welcome them into the workforce

What is work-based training?

- Apprenticeships, traineeships, work-placements and T-levels are part of a national programme of government funded provision to raise the skill levels of young people - the employees of the future. It aims to develop an individual's knowledge and skills within the workplace environment and presents a real opportunity for young people who want to continue their learning outside full-time further and higher education. It provides support for young people (learners) to work towards the achievement of skills based qualifications.

What are Skills Based Qualifications?

- Skills based qualifications are designed around the skills people use at work and cover all types and levels of work. Each qualification is made up of a number of units of competence which set out what an individual must be able to do in a given area and to what standard. National standards are set by national employer led-bodies, who know exactly what skills are needed to do

each job well. Assessment activities normally take place within the workplace and each individual unit is assessed by a qualified Assessor.

- As part of their training programme learners will also be developing their English and maths through either GCSE's or Functional Skills. Functional Skills are considered by employers to be an essential part of occupational competence.
- Our staff will be on hand regularly to help your staff understand what skills based qualifications are and to ensure that training is delivered to national standards.

What are Apprenticeships?

Apprenticeships are Employer led and is a job with training to industry standards. It should be about entry to a **recognised occupation** and involve a substantial programme of **on and off-the-job training**. 20% of the apprentices working hours must be off-the-job training.

Apprenticeships help you to grow your own talent, reduce staff turnover and give your business the skills it needs to succeed. Apprenticeships have evolved following the government reforms from May 2017. New standards are being created by Employers to equip the apprentices with the skills, knowledge and behaviours of apprentices for their job role. By 2020, all apprentices will be enrolled on the new standards.

Each year, around 800,000 young people nationally choose an Apprenticeship. They will be working towards the achievement of the following:

Knowledge

This is the technical knowledge, and 'know-how' that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation.

Skills

Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. They have to be learnt through on and/or off-the-job training or experience. Skills statements typically include a verb.

Behaviours

Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. Whilst these can be innate or instinctive, they can also be learnt, so they are effectively a subset of skills. Behaviours tend to be very transferable meaning that, at any one level, they may be more similar across apprenticeship standards than knowledge and skills.

English & math

Maths and English are crucial to work and life. All apprentices will work towards L2 and once they gain both English and maths, they will work on stretch activities.

How we will help you...

- We will work with you to:
- identify suitable employees and work placement opportunities
- identify existing employees who may benefit from training
- plan and design training programmes to meet your needs and those of the individual
- provide off-the-job training to support the learning which is taking place in the workplace
- monitor learners progress and provide help and support where necessary
- work with the national Awarding Bodies, such as City and Guilds, to award nationally recognised qualifications to trainees (where applicable)
- provide on-going support and training to you and your staff in all aspects of the above
- The following sections of the Guide provide further information on the role which we play, and how this supports the role which you can play in the work-based training process.

Recruiting and selecting learners

- The recruitment and selection process aims to attract and select learners who are best suited to the work and the training you can offer. Having discussed your particular needs we will match your requirements with the skills and experience of our learners and shortlist those whom we feel would be most suited to the position you are offering. Alternatively you may wish to undertake your own recruitment activities. As the employer **the final decision regarding selection will be yours.**

Farnborough College role.....

- produce informative promotional material to attract suitable candidates
- link with careers service, schools

Employer's role.....

- advise us on the types of positions you are seeking to fill and the characteristics which potential trainees will require

BUSINESS SERVICES

- and other external organisations to attract as many suitable candidates as possible, including those who may be currently under-represented in your workforce
- use effective and fair selection methods
- refer suitable candidates to you for interview
- advise you on selection methods and help with interviewing if required
- discuss the benefits with you of having Apprentices
- interview a number of applicants and keep us informed on the outcomes of these
- take action to consider applicants from under-represented groups
- give applicants accurate information about the work which they will be doing and the training which you will provide
- treat all candidates fairly and consistently during the selection process
- advise us of any existing employees whom you wish to train

Inducting learners

- Having got the right person you will want to ensure that they stay with you. One way of doing this is by providing a well-planned induction programme. Induction training will help learners settle quickly into your company by helping them understand the environment in which they are based and the job which they are doing. We will complement this by providing an induction to tell them about their training programme.

- ***Farnborough College role.....***

- provide induction training for learners on their training programme
- explain about work-based training and the role of everyone
- advise you on workplace induction and initial training
- explain how qualifications are achieved
- explain to learners their rights and responsibilities
- to check that learners have

- ***Employer's role.....***

- show learners where everything in the workplace is
- introduce them to the people they will work with and their supervisor
- train them in the health and safety of your workplace
- explain your company policies and procedures
- inform learners of their conditions of employment or placement
- provide learners with basic information about the job which they

understood the information which they have been given at induction

- provide learners with written information to support what they have been given during induction, to which they can refer to in the future

will be doing

- provide them with a mentor if possible

Planning and designing individual training programmes

- To help you to get the best from your learner and to develop their skills, knowledge and behaviours, we will jointly plan a training programme that meets both their needs and your needs as an employer. An Individual Learning Plan will be developed for each learner which shows what training they will receive, both on and off-the-job, to ensure that they achieve their qualification. The plan will also identify any additional support that they may require. We will obviously take into account their current knowledge, skills and experience when doing this. We will ensure that your staff are provided with whatever information they require to understand the learners Apprenticeship programme.

- ***Farnborough College role.....***

- to work with you to identify the individual's immediate training and development needs
- assess the learners current skills, knowledge and qualifications
- identify any personal circumstances which may affect learning and training
- set out the training programme in an Individual Learning Plan for the learner and yourselves
- help you understand the training programme

- ***Employer's role.....***

- to help identify the individual's immediate training and development needs
- help us plan the training programme for the learner
- identify appropriate learning opportunities within the workplace which will help the learner develop and progress
- understand the learners training programme requirements

Delivering training programmes

BUSINESS SERVICES

- Having planned the learners training programme we will work together to deliver the training that is required to develop the learners' skills and help them achieve their qualification. Much of the training will take place within the workplace itself. This will typically involve learners developing their skills through observing others perform activities, practising themselves and learning from their supervisor. The more learning opportunities that you can provide therefore, the greater range of skills that the learner is likely to acquire which will be of benefit to your company. You may also wish to consider giving the learner projects to undertake, or want them to attend formal training sessions in the workplace that will develop their skills and knowledge even further. All of this should be recorded to go towards the 20% off-the-job training.
- Off-the-job training will also include college attendance which varies depending on the programme.
 - **Farnborough College role.....**
 - provide help and advice on planning workplace training and learning activities
 - be aware of the learning activities that are taking place within the workplace
 - provide appropriate off-the-job training sessions to support the skills that the learner is developing in the workplace, in order that they can achieve their qualification
 - keep you informed of what the learner has covered during off-the-job training activities
 - **Employer's role.....**
 - to help learners develop their knowledge, skills and behaviours by providing a wide range of learning and training opportunities
 - allow learners to attend off-the-job training sessions at the agreed times
 - pass on valuable skills and knowledge and help learners put into practice what they have learnt during off-the-job training sessions
 - give learners time in the workplace to compile their evidence portfolios (if applicable).
 - initiate a meeting with us if you have any concerns about any aspect of the training delivery

Reviewing learner progress

- To check that the learner is getting the most out of their training programme it is important to monitor their progress at regular intervals. This will ensure that any additional training or support needs that are identified are properly addressed. We will fully involve the learner's supervisor and agree with you what is the best

time for these to take place, so as not to cause disruption to normal workplace activities.

- **Farnborough College role.....**
- organise a schedule of regular review meetings
- involve the learner and the workplace supervisor in the review
- find out and record the progress made by the learner and the impact the training has had.
- identify additional training and support needs and amend the Individual Learning Plan accordingly
- agree and record actions and targets between this and the next review
-
- **Employer's role.....**
- let us know how the learner is progressing in the workplace
- advise us of any concerns which you may have regarding the learner's progress
- attend learner progress reviews
- advise on workplace training and assessment opportunities that may occur in the period to the next review

Assessing learner competence

- The role of the Assessor/Coach has changed but they are there to ensure that a learner has the tools required to demonstrate that they are competent in a range of different activities and meet the targets to complete their learning. Depending on the make-up of the programme, the Assessor/coach may observe the learner in the workplace or support them with workshops in the College.

- **Farnborough College role.....**
- help learners and staff within your organisation understand the assessment process
- help learners understand how to collect evidence and match it to the occupational standards
- **Employer's role.....**
- provide opportunities for the learner to demonstrate their competence in specific tasks
- help learners to collect evidence of the work they have done
- sign statements confirming

- give constructive feedback to learners following assessment
- the learner's competence in specific activities

Supporting learners in their work-based training programme

- Following the investment that you have made in recruiting the learner, you will want to ensure that they stay with you and complete their training programme. Occasionally some learners, particularly those that come straight from school, will change their mind regarding their choice of career and their training programme, after they have joined a company. We will work closely with you to ensure that learners are given proper support and that any potential problems are identified and addressed as early as possible.

- ***Farnborough College role.....***

- Regularly keep in touch with learners and yourselves
- encourage and motivate learners in their training programme
- help learners to understand the long-term benefits of training and qualifications
- identify any problems or concerns which learners may have at an early stage
- share any identified concerns with you and agree suitable solutions where learners want to change their training programme or job

- ***Employer's role.....***

- help learners to understand the long-term benefits of training and qualifications
- provide opportunities for learners to practice their skills
- give learners time at work to develop their portfolio (if applicable)
- encourage learners to attend and show real interest in their off-the-job training
- be aware of any problems or difficulties which may be facing learners
- share your concerns with us
- help learners to find suitable alternatives if they decide that they are on the wrong training programme or doing the wrong job

Ensuring equality of opportunity within the training process

We believe that all students and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our college.

We recognise that equality will only be achieved by the whole college community working together – our students, staff, governors, employers and parents in particular, and other stakeholders responsible for the wellbeing and success of our students.

- We ask that your commitment to ensuring equality of opportunity will be the same as ours.

- ***Farnborough College role.....***

- promote equal opportunities throughout the work-based training process
- have a written equal opportunities policy which staff, learners and employers understand and are committed to
- advise you on equal opportunities issues and legislation
- explain to learners how they should treat other people
- make sure that learners know what to do if they feel they are being unfairly treated in the workplace
- act on any complaints received from learners

- ***Employer's role.....***

- comply with equal opportunities legislation
- demonstrate your commitment to equality of opportunity in the workplace through a clearly publicised statement
- ensure equality of opportunity in selection and recruitment and training activities
- ensure that learners are treated fairly and equally
- make sure that learners are not bullied, harassed or made to feel unwelcome in the workplace
- explain to learners what to do if they have a complaint about the way they are treated

Maintaining Standards

All work based training is subject to external inspection by the government body responsible for maintaining standards. Inspections look at the quality of training in all occupational areas where training is being provided. Inspectors typically collect much of their through discussions with learners and employers, therefore your views will form an important part of the process.

- ***Farnborough College role.....***
- to produce an annual self-assessment report and action plan
- to prepare for inspection by the Government's Inspectorate
- work with Inspectors during inspection
- ***Employer's role.....***
- provide us with feedback on the quality of our training programmes
- to take part in discussions with Inspectors during inspections as required
- to allow Inspectors to take part in discussions with learners during the inspection process

Apprentice Wages & Entitlements

Apprenticeship Minimum Wage

A Minimum Wage for apprentices was introduced on 1 October 2010. The wage applies to all apprentices aged under 19; and apprentices aged 19 or over in the first year of their Apprenticeship.

Details of the current minimum wage are available on the Government website and changes every April. The hourly wage applies to time working, plus time spent training that is part of the Apprenticeship. Employers are free to pay above this rate and many do so, but employers must ensure that they are paying their apprentices at least the minimum apprentice wage.

Apprentices who have already completed 1 year on their Apprenticeship and then reach the age of 19 years or over are entitled to the National Minimum wage for their age group.

If an apprentice is on a higher wage, the employer must continue to pay that for the remainder of the training or until the apprentice becomes eligible for the full national minimum wage.

Holiday Entitlement

Like most other employees, employed apprentices and work-based learners are entitled to 5.6 weeks of paid holiday per year. Apprentices on day release programmes should not be granted holiday during term time.

Working Hours

Apprentices under the age of 18 years must not work more than 40 hours per week which includes their college day (if applicable).

Terms & Conditions of Employment

To be eligible for apprenticeship funding, apprentices must be **employed** with a contract of employment (usually more than 30 hours per week).

Apprentices must be given an Apprenticeship Training Agreement at the start of their Apprenticeship and work based learners are entitled to a written statement of terms and conditions of employment.

Health and Safety

- We have a positive commitment to promoting good health and safety practice in the workplace and know that this will be equally true of you. Learners placed with you, whether employed or non-employed status, are regarded as employees for the purposes of health and safety.

Re: Accident Reporting for learners on Work-Based Training Programmes

As an employer who is committed to training we know that you appreciate the importance of Health & Safety in the workplace and will take every practicable step to ensure the well being of all your employees.

We at Business Services also take workplace safety very seriously and ask that you report all workplace accidents involving your work-based learners to us within 24 hours of the accident happening. In this way, we hope that by working with you, offering help and advice if you need it, we can assist in the development of safe working practices for the benefit of everyone. We also require you to report to us any

- ***Farnborough College role.....***
- using competent staff verify that you can provide a healthy, safe and supportive learning environment
- assist you on questions of health and safety requirements and application to individual learners
- provide a safe and healthy working environment for learners at all times during off-the-job training
- monitor health and safety practices on an ongoing basis
- provide health and safety training for learners to raise their awareness of risk
- check learners understanding of health and safety risk awareness
- investigate any accidents involving learners within the workplace and agree preventative action
- ***Employer's role.....***
- ensure the health, safety and welfare of learners and bring your policy statement to their attention
- comply with health and safety legislation
- inform the learner about who is responsible for health and safety matters within the company
- provide initial and ongoing health and safety training in the workplace for learners
- provide necessary protective clothing
- report any accidents concerning learners immediately to us
- assess the risks to which learners are exposed at work and apply the general principles of prevention
- introduce and maintain appropriate measures to eliminate or control risks to the lowest reasonable practicable level
- ensure learners are properly supervised by a competent person
- ensure that learners are covered under public and employer's liability insurance

incidents of RIDDOR reportable disease such as occupational dermatitis and occupational asthma.

A Guide to Safeguarding and Work-Based Learners

What is Safeguarding?

Safeguarding is defined by The Children Act 1989 and means that:

'Agencies and Organisations working with young or vulnerable adults take all reasonable measures to ensure that the risks of harm to the individual's welfare are minimised'.

Who is protected by Safeguarding?

All learners under the age of 18 and any vulnerable adults over the age of 19.

Why is Safeguarding necessary?

Farnborough College of Technology and Employers have a duty to safeguard and protect the learners. This doesn't just mean in the workplace, but also means being able to identify and act on problems outside of the work-based learners' work place.

Roles and responsibilities of staff

Staff should understand what is meant by safeguarding, promote the welfare of learners and recognise the different ways in which they may be harmed or at risk. Staff also need to be familiar with the procedures within their organisation and know how to report suspected harm

Safeguarding means?

- promotion of health and development
- Ensuring safety and care
- Ensuring students are offered the best life chances
- Protection from abuse and neglect
- Preventing bullying and harassment

If you have concerns about any of the issues outlined above contact our dedicated email address or telephone number to speak to a member of the Safeguarding Team:

- **Lawrence Magee** – The Designated Safeguarding Lead for the College/Bookworms Nursery
- **Rachael Jenkins** – The Deputy Designated Safeguarding Lead

Call: 01252 407373

Email: safe@farn-ct.ac.uk

British Values & the Prevent duty

The College fully recognises its legal obligations to have “due regard to the need to prevent people from being drawn into terrorism” (Section 26 of the Counter-Terrorism and Security Act 2015). In particular, this means that the College pays careful attention to the ways in which it can safeguard young people and help to prevent them being radicalised.

BUSINESS SERVICES

In meeting the requirements of the Prevent Duty, the College undertakes a range of actions, including:

- Working in partnership with others (including employers) to address concerns
- Undertaking a risk assessment of any ways in which students or staff may be at risk of being drawn into terrorism and creating an action plan to address any such risks
- Providing training for staff and employers on how they can contribute positively to the Prevent Duty
<http://preventforfeandtraining.org.uk/home/support-staff/what-training-and-support-is-there-for-me/>
- Providing strong pastoral care and support for students to enhance their welfare
- Implementing clear policies for the use of I.T. which support the goals of the Prevent Duty.

The College further recognises the importance of promoting positive values throughout all of its functions. These values (referred to as British Values) are defined as:

“democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”.

Prevent Duty Guidance for England & Wales 2015.

Further Information

- Thank you for taking time to read this brief guide which we hope that you have found informative. If you have any questions or would like any further information on any aspect please do not hesitate to contact us at the address shown below.

Business Services
Farnborough College
Boundary Road
Farnborough
Hants
GU14 6SB

E-mail: business@farn-ct.ac.uk

Tel: 01252 407299

Sources of Health & Safety Information & Advice for Employers

Health & Safety Made Simple:

<http://www.hse.gov.uk/pubns/indq449.pdf>

Health & Safety Incidents at work, Employer Information:

<http://www.hse.gov.uk/index.htm>

RIDDOR Reporting:

<http://www.hse.gov.uk/riddor/>

5 Steps to Risk Assessment Guidance:

<http://www.hse.gov.uk/pubns/indg163.pdf>

5 Steps to Risk Assessment – Example Documents:

<http://www.hse.gov.uk/risk/casestudies/index.htm>

Control of Substances Hazardous to Health (COSHH):

<http://www.hse.gov.uk/coshh/>

Working with substances hazardous to health:

<http://www.hse.gov.uk/pubns/indg136.pdf>

Getting to grips with manual handling:

<http://www.hse.gov.uk/pubns/indg143.pdf>

The health & safety law poster:

<http://www.hse.gov.uk/contact/faqs/lawposter.htm>

Sources of Equality & Diversity Information and Advice for Employers

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

- Advice on Employer Rights & Responsibilities
- Advice on equality and good employment practice.
- Equality and Human Rights Commission.

Main Website:

<http://www.equalityhumanrights.com/>

Useful document – 50 difficult questions regarding equality:

<http://www.equalityhumanrights.com/advice-and-guidance/here-for-business/guidance-for-small-and-medium-size-businesses/straightforward-answers-to-50-difficult-questions/>

Employment Relations:

ACAS - Useful documents on employment rights and issues:

<http://www.acas.org.uk/index.aspx?articleid=1461>

<http://acas.ecgroup.net/>

Information, Support & Compliance for Businesses:

<http://www.businesslink.gov.uk/bdotg/action/home?domain=online.businesslink.gov.uk&target=http://online.businesslink.gov.uk/>

Advice regarding Working Hours:

<http://online.businesslink.gov.uk/bdotg/action/printguide?topicId=1074014258>

National Minimum Wage:

<https://www.gov.uk/national-minimum-wage-rates>