

Employer Handbook

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A word from Train Together

We are passionate about providing high quality training that promotes confidence in the vocational skills required by employees in the workplace that will see them flourish and succeed. As a result, our goal is for employees to feel more able to meet performance targets, raise standards within the organisation and meet business improvement objectives.

Our experienced Trainer Coaches (TCs) and Tutors support employees to identify individual learning and development targets whether they are new to the job role or are experienced staff members. Our mission is to ensure that all employees are supported to develop their knowledge and understanding of core Functional Skills, promoting a positive learning experience and building confidence in their own ability. To achieve this, we make a commitment to our employers to provide a responsive service that embeds the employer's vision and values, leading to sustained and outstanding long-term results.

WHAT YOU CAN EXPECT FROM US?

Our values are:

- Nurture** Create an environment for excellent relationships with all stakeholder to give energy and build strong long-lasting foundations.
- Dedicated** We go above and beyond for our learners and employer clients and we are not afraid to take on our responsibilities and to see the task through
- Courageous** We are encouraged not to hold back and not to avoid challenging conversations. We walk the walk and not just talk the talk.
- Empower** Our goal is to support our learners to achieve their potential. We provide good information, advice and guidance (IAG) and set the direction of travel to meet the objectives set out at the start of the course.
- Genuine** We are sincere and transparent as we believe that the building of a trusted relationship between all parties, learner, employer and Train Together is key. We are OK to be fully ourselves and we respect and value others.

We make a commitment to your employees when they start their learning journey with Train Together:

We ensure that our TCs and tutors are extremely well qualified and are currently experienced in their field of expertise. We want your employees to enjoy their training and to find it both interesting and challenging. We want your employees to find that personal and professional development is satisfying and fun.

We focus on the individual learner. We find out and understand their preferred way of learning; we want to know about them as an individual and to help them achieve their personal goals.

We are here to help you with succession planning, and we will give you up to date IAG on how your training programmes can open doors for your employees and propel performance across your team. We want your employee's learning journey to be the next step in a fulfilling and rewarding career.

Section 2 *Apprenticeship basics*

WHAT IS AN APPRENTICESHIP?

An Apprenticeship is a vocational learning and development programme that is made up of two parts: (1) a salaried job role and (2) an assessed learning programme. Currently, there are two types of Apprenticeship: (a) Framework and (b) Standard. The former is the original format of Apprenticeship created in 2010. The latter is the new way in which Apprenticeships are designed and have been in place since 2016. As a Further Education sector, we are on a journey to replace all current frameworks with the newer standard and we expect this to be complete by 2021. More information on frameworks and standards can be found below.

All apprenticeship will include:

- Off and On the Job Training (*See Section 4 for more information*)
- Learning from experienced staff
- Learning job role and industry specific skills

The programme of study will be built around nationally recognised standard for the sector the apprentice works in. An in-depth delivery model will ensure that your Apprentice will develop the skills, knowledge and behaviour that are required for their role. To achieve their Apprenticeship the learner must showcase a strong portfolio of evidence to demonstrate how they have met not merely the criteria but excelled in their role as an experienced professional. The learning journey is also a reflective one which requires the learner to consider where they have started, where they are going and how well they have undertaken their course.

WHO CAN BE AN APPRENTICE?

Anyone can be an Apprentice if they:

- Are over the age of 16 years
- Live in England
- Not in another form of funded education or training.

An apprentice can be (a) recruited via Train Together for a position that you have or (b) an existing member of your staff team looking to develop themselves and their role.

An Apprentice is not restricted to an upper age limit. However, if an Apprentice is under 18 years of age there are restrictions on working time. Please see Section 3 and 4 for more information. Under 18s are required to:

- Not work more than 8 hours per day
- Not work more than 40 hours a week
- Have at least 24 hours off in a 7-day period.

WHAT IS THE DIFFERENCE BETWEEN A STANDARD AND A FRAMEWORK?

An Apprenticeship standard is a programme of learning that has been developed by the sector for the sector. Every standard is broken down into skills, knowledge and behaviours and your Apprentice will need to demonstrate how they have met these by the end of their Apprenticeship. Unlike frameworks, standards are not built by qualifications but instead develop transferable skills throughout the learning journey. This is not to say an Apprentice will not complete qualifications whilst on an Apprenticeship standard but rather the standard alone is the goal of this Apprenticeship type. Therefore, to achieve the standard an End Point Assessment (EPA) will take place in the last three months of the Apprenticeship. This will be carried out by an Independent Provider distinct to us, your Training Provider, who will measure your apprentice via a predetermined range of methods. We will prepare your Apprentice for these assessments.

Apprenticeship Frameworks were originally developed by Sector Skills Councils and designed to assess that learning has taken place and how the Apprentice has met the range of criteria within the qualifications they are undertaking. Frameworks are more focused on assessing, whereas standards have a heavier focus on teaching and learning. Frameworks are composed of qualifications and it is the completion of these competency-based certificates and diplomas that determines the Apprentice's success. With a framework there is no end point assessment.

WHY USE APPRENTICESHIPS IN MY ORGANISATION?

There are several benefits for employers to have an Apprentice and you will find that your organisation will benefit in several ways. These include but are not limited to:

1. Succession planning within your team/s and mobilisation of knowledge and expertise across the organisation
2. Progression opportunities for existing staff leading to enhanced performance and motivation
3. Enhanced corporate reputation
4. A professionally qualified team of staff
5. Retention of staff and knowledge
6. Improved communication and understanding at all levels in the business.

WHO IS THE EMPLOYER OF A RECRUITED APPRENTICE?

You will be the employer for the Apprentice recruited for you by Train Together. Therefore, you will need to ensure that you adhere to your human resources policies and procedures. You will be responsible for providing a Contract of Employment, Job Description, Induction programme (See Section 4 for an Induction checklist), Health and Safety and IAG. You will also be required to pay holiday and sick pay as per your policy.

We are happy to provide IAG on the above.

HOW IS THE APPRENTICESHIP FUNDED?

As an Apprenticeship Levy paying organisation, the cost of the Apprenticeship will be funded from your Levy accessible from your Digital Apprenticeship Service (DAS) account. If you are Non-Levy paying organisation, then you will share part of the cost of this training with the UK Government.

WHO PAYS THE WAGES?

As the employer you will be responsible for paying the wages of your Apprentice. Salary is not funded as part of the Levy. Instead the Levy is reserved for your Apprentice's training, learning and assessment. Your Apprentice must be paid for the agreed hours that they will work and include Holiday pay as all other members of your team. If you are using your Levy to promote the learning of an existing member of your team, you are not required to change any of the contractual obligations that you already hold with them.

HOW PAY CHANGES FOR A RECRUITED APPRENTICE

- An Apprentice under the age of 19 and in their first year of any Apprenticeship needs to receive the National Minimum Wage (NMW) of £3.90 an hour. If they remain under 19 years of age in year two of their Apprenticeship, they can continue to be paid the Apprenticeship NMW. If they become 19 years of older within their apprenticeship, see IAG below.
- An Apprentice over the age of 19 at the start of their Apprenticeship can be paid the Apprenticeship NMW of £3.90 for their first year. However, in their second year they will need to be paid the NMW for their age group.

Search 'National Minimum Wage' for more information of NMW and National Living Wage rates from the UK Government.

Section 3 *I have an Apprentice – now what?*

WHAT IS A COMMITMENT STATEMENT?

The Commitment Statement is a summary of the Apprenticeship schedule, the roles and responsibilities, and provides an overview of the funding that supports the successful completion of the apprenticeship. It is drawn up by Train Together and forms part of the enrolment process required for every apprentice. It must be signed and dated at the start of learning and copies held by the employer, the Apprentice and Train Together.

The Commitment Statement includes:

- The planned content and schedule for training
- What is expected and offered by yourselves as the employer, Train Together as the training provider and the apprentice
- How to resolve complaints and appeals.

DO APPRENTICES NEED A CONTRACT OF EMPLOYMENT?

Yes - your Apprentice must have a Contract of Employment. This must be signed by yourselves and the Apprentice. A copy of this must be provided to Train Together as part of our enrolment process. It is an EFSA requirement for a Training Provider to evidence that the Apprentice has a real job role and that they are being employed correctly. The contract must be in place and signed prior to the Apprentices' start date with you. The contract must be long enough to provide the Apprentice with enough time to complete their learning successfully.

The contract must include the Apprentice's job title and hours of work.

The Apprentice must be employed in a role that provides them with the scope to gain knowledge and skills in a real job that will enable them to complete their Apprenticeship.

CODE OF CONDUCT

It is advisable that the employer has a signed Code of Conduct with the Apprentice so that clear boundaries are set in terms of behaviour. From our experience, employers who have a code of conduct in place are less likely to experience performance and behavioural issues as expectations are set early in the relationship. Any breach of contract which may include a performance improvement plan and subsequent disciplinary must be followed step by step as with any other employee. This supports both the Apprentice and the employer navigate with the best opportunity of resolving with a positive outcome. Please refer to section 6 for further information and guidance on capability and conduct.

The Code of Conduct also ensures that everyone involved in the journey will have a positive experience and gain the best out of the Apprenticeship. As your training provider, Train Together also has a Code of Conduct with our learners and this can be viewed in the Appendix. It outlines how our values shape our expectations and objectives.

BREAK TIMES FOR 16-18 YEAR OLD LEARNERS

If your Apprentice is between 16-18 then their work day must not exceed 8 hour a day or 40 hours per week and they must be provided with rest breaks of at least 30 minutes as a minimum if they will be required to work for more than four and a half hours in a day.

WORK TIME DIRECTIVE FOR 16-18 YEAR OLD LEARNERS

You must ensure that you comply with the working time directive for 16-18 years which must not exceed 40 hours work per week.

If your Apprentice will be working less than 30 hours in a week then the duration of the Apprenticeship should be extended to comply with government rules.

LEAVE ENTITLEMENT

You must offer Apprentices the same conditions as other employees working at similar grades or in similar roles in regard to paid leave entitlement and we advise that this is made clear right at the start so they are fully aware of what they are entitled to and what the procedures are for booking leave.

OFF THE JOB TRAINING (OTJT) – AN OVERVIEW

As part of the Apprenticeship, your Apprentice is to spend 20% of their in-work time completing Off the Job Training (OtJT). The goal of OtJT is to upskills Apprentices and enable them to carry out their duties more effectively. Our vision for OtJT is to have a significantly positive impact on Apprentice performance and behaviour which will result in positive impact in the workplace. OTJ training and activity must be completed within normal working hours and documented. We will provide the Apprentice with the means to log OtJT. OtJT should be meaningful activity that benefits both the Apprentice and the employer. It is a tool for change and a mechanism for employers to give Apprentices further duties as they grow in capability. It is a tool for supporting your Apprentice and ensuring that they get the best out of their Apprenticeship. Ultimately, OtJT has to be win:win and a benefit to all.

We believe OtJT is manageable and ideas on how to implement it can be viewed in Section 4.

DBS CHECKS

If your Apprentice is going to be working in an environment that requires them to hold a DBS, e.g. a setting that supports and cares for children or vulnerable adults or working in healthcare, it is the employer's responsibility to complete and pay for the check.

It is worth considering that DBS checks can take time and if your Apprentice is under 18 then they may not have the documents in place to prove identify as easy as someone over the age of 18. Therefore, please take this into account when considering the start date for your new Apprentice.

Section 4 *How do I support my Apprentice?*

MENTORING AND COACHING YOUR APPRENTICE

We recommend providing your Apprentice with a peer-mentor (buddy) who is experienced enough to talk to them about any issues they may have, anything that they do not understand and a person who they are able to learn from. Having this support in place is invaluable and will increase the likelihood of a successful outcome for the Apprenticeship programme.

We also recommend ring-fencing time for coaching by a senior member of the team. By creating a space for your Apprentice to be challenged, coached and to think through their experiences, your Apprentice will feel valued and will be supported to develop a sense of belonging within their new team. Our experience suggests that Apprentices who are allocated a mentor and an organisation coach attain a higher level of interdependence, teamwork and are more likely to be retained by the business.

HEALTH AND SAFETY AND RISK ASSESSMENTS

As part of your duty of care, we recommend reviewing your existing risk assessments for the activities that the Apprentice will be required to carry out as part of their job role. Where required, new risk assessments may need to be considered and created especially if your new Apprentice is under the age of 18 years.

If you will require the Apprentice to work in higher-risk environments such as work involving exposure to toxic substances or extreme temperatures, you will need to ensure that you give your attention to these to ensure that the risks are controlled and have appropriate control measures in place. As an employer you are required to make any arrangements needed to manage the risks and include IAG and training at induction. It is also recommended that Apprentices have adequate supervision for duties involving higher risk activities and are provided with personal protective equipment (PPE) by you, the employer.

Please share your risk assessment with us so that we can make our trainer coach aware and so that they can plan for any observation or task that they need to carry out.

As an Employer of an Apprentice you should:

- Have in place Employer's Liability Insurance
- Have undertaken a risk assessment for your Apprentice, taking into consideration their age
 - If under the age of 18 assess their health characteristics and needs
- Issue them with free PPE
- Have in place adequate first aid and fire arrangements, and ensure that your Apprentice is aware of them through IAG and training
- Always provide adequate supervision
- Restrict the use of machinery in accordance with HSE guidelines
- Notify the HSE of any injuries, disease and dangerous occurrence (RIDDOR)

INDUCTION CHECKLIST

It is important that your Apprentice undertakes an induction with you during their first week of employment. This will ensure that you are providing them with the best possible start to their Apprenticeship learning journey and will help all parties to put in to place the necessary workplace boundaries and standards. Please see the Appendix for our Induction Checklist.

WAYS TO SUPPORT

In order to ensure your Apprentice is offered every opportunity of success throughout their Apprenticeship it is essential that you can support them right from the start. If they are a recruited Apprentice, we recommend that your teams are briefed prior to the Apprenticeship start so that they are aware of their responsibilities and those of the Apprentice. It will also encourage team cohesion from the get-go and ensure that natural mentors are actively encouraged to introduce themselves and have a positive impact.

Give your Apprentice a clear description of the duties that you want them to complete. This is especially important if your Apprentice is a young person or inexperienced in the workplace. However, if you are using the Apprenticeship with an existing member of the team, setting clear expectations will be valuable to all parties. The setting up of mentoring and coaching relationship/s will encourage them to ask questions if they come across something that they do not understand.

Schedule in regular meetings with them and encourage feedback as per your appraisal process.

During 1-2-1s, we recommend planning for how OtJT will be implemented and timetabled. As a result, your Apprentice will be clear when OtJT is taking place and will be encouraged to reflect upon it to benefit both themselves and the team. By providing your Apprentice with time to learn and grow you will be deeply supporting your employee to succeed during their Apprenticeship and, more than this, positively contribute to the organisation. Your Apprentice must spend 20% of their working week carrying out OtJT activities – remember our approach is win:win and these activities are as much about developing your Apprentice as they are about improving performance and delegation across the organisation.

Our trainer coach will need to carry out (a) – every 4-6 weeks and (b) carry out Tripartite meetings with the Apprentice and their line manager once a term/quarter. The Tripartite is vitally important for all parties. The goal is to ensure that everyone is aware of progress, successes and challenges to date and to create space to listen to each other. All parties should leave the Tripartite with a set of clear actions and identified support needs to be put in place. In addition to 1-2-1s, Tripartite meetings offer a great opportunity for your employee to share their successes along the way.

OFF THE JOB IMPLEMENTATION

Off the Job Training (OtJT) is:

- An opportunity to ask for more from your staff
- A mechanism to share best practice across the organisation
- A way to seek improvement in communication between departments and between levels with an organisation
- An opportunity to develop a multi-skilled workforce resulting in the management and retaining of knowledge
- A good way to prepare staff and the business for change
- A place for staff to reflect on their skills, knowledge and behaviour (workplace practice) and ultimately make positive decisions on how to improve
- A way to provide really interesting CPD to staff and it is a great demonstration of your investment in your team and organisation
- Here to boost energy, deepen accountability, offer staff more responsibility, and achieve more.

Start OtJT with the end goal in mind.

Where do you want to see improvement? Collaboration across the organisation? Changes within a department or business area?

Once you have identified what the problem, is you are half-way there. This is the place to start. If there are no rewards for the business or the team, there's going to be little reward for the employee too. Afterall, each and every one of us wants to be productive and to make an impact in the workplace.

Examples of OtJT include:

- Shadowing of experienced and high-performing staff
- Mentoring for new, inexperienced or underperforming staff
- Internally led training including 1-2-1 and small groups
- Externally led training where expertise in-house is lacking, or certification is required
- Job swaps where staff are performing well in their current role
- Short and extended off-site visits to suppliers, clients and satellite sites to (a) develop new skills and practices to bring back to the business and (b) gain alternative perspective on supply chain processes
- Networking events and conferences to identify new ways of thinking and new solutions
- Protected time away from the day to day activities to focus on research and personal and professional development to ensure that each member of the team is as sharp as possible, ready for the job role of tomorrow
- Opportunity to work on projects outside of their current role within or outside of current department to broaden perspectives, reduce risk of knowledge loss and offer future opportunity of line management delegation
- Delegation of line manager duties to direct reports to reduce the risk of knowledge loss, offer opportunity and create space and time for the most experienced in your team to focus on where you need them.

RECORDING THE IMPACT OF OFF THE JOB TRAINING

It is valuable to record how OtJT impacts your teams and organisation. We recommend:

- Setting easily measurable and simple KPIs that will let you know whether the OtJT is having an impact
- The simplest way is to measure an individual/team prior to the OtJT taking place and rescore again during and at the end of the OtJT process. What distance has been travelled?
- Identify gaps that the team has and reevaluate after each round of OtJT to measure whether the gaps in knowledge, skill or practice have been filled.
- Give responsibility to the individual undergoing the OtJT. How are they measuring the impact in their lives and in their role? What impact has the OtJT had on them and their role? Carry out interviews during and on exit to give the employee opportunity to link the new experiences to the project aims and objectives.
- Ask the individual to create a reflective log of their OtJT; great for their CPD and a good discussion tool to measure qualitative success. We ask all our Apprentices to record their OtJT in something we call our learner's journey. It's simple and effective – What have you done? Why did you do it? What have you gained? What will you do next? Speak to your Apprentice about how they are getting on with this reflection in the 1-2-1s?

OtJT has to be a win::win; both employee and employer gaining vital information that will help them both make better decisions and take appropriate action, and ultimately become better at work. If the OtJT is linked to clear outcomes and objectives then the measure of its success will also be straightforward, empowered staff, bringing energy and momentum to the team and organisation, and harnessing the thinking-ability of the whole organisation to find excellent solutions to challenges.

GETTING STARTED

Before starting the learning journey your Apprentice must:

- Have a contract of employment (Please see Section three)
- Have a Job Description
- Complete all enrolment documentation, including the Commitment Statement.
- Complete an Initial Assessment in both Maths and English
- Provide a copy of any certificates relevant to their role, their Apprenticeship and their Maths and English.

THE LEARNING JOURNEY

Once your Apprentice is ready to start, we will arrange a date when our Enrolment Team can visit to start their learning journey with us. They will be given IAG so that they have a clear picture as to what their journey will look like and entail. It is also important for the Apprentice to understand what they can expect from Train Together and their trainer coach.

We will also show them how their Apprenticeship will be achieved and how it links to their job role and their responsibilities. An initial assessment in Maths and English will also be undertaken to provide their trainer coach with as much information about their core skills. If they do not already hold GCSEs or equivalent in English and maths, initial assessments also ensure that we know as much detail as possible to plan delivery and to embed the Functional Skills knowledge and assessment into their programme of learning. It is important to note that regardless of whether a learner already holds GCSEs or equivalent, English and maths development will be an area of development for all learners – after all, we're always learning.

Apprentices will also complete an advanced cognitive assessment. This tool helps us to understand the way our learners think so we can (a) modify the way in which we teach, train, and assess and (b) provide additional learning support (ALS) to those that require it. The assessment tool that we use, Cognassist, provides learners that are identified as in need of ALS with resources and activities and we will review engagement with these resources and activities as part of our review process.

Apprentices will be provided with a first learning activity and sign their Commitment Statement with the Enrolment Team. Within a couple of weeks of their start date, the Apprentice will meet their trainer coach. If your Apprentice is under the age of 18 years of age, a parent or guardian will need to counter sign their Commitment Statement.

Throughout their journey, the Apprentice can expect to be assessed through observations, professional discussions, and by the completion of written assignments and projects. They will also take part in a series of reviews and Tripartite meetings where you will also be invited. Both types of meeting act as a support tool to ensure that the Apprentice is provided with everything they need to succeed. Your Apprentice can contact their trainer coach at any point outside of pre-arranged meetings for support and guidance. Whenever they need it, whether that be through additional learning or personal support, the trainer coach will meet with them in person or remotely to keep them progressing forward.

It is your Apprentice's responsibility to remain committed to the programme and to complete the course within the timescales agreed.

LEARNER SYSTEMS

The Apprentices have their own e-Portfolio. It is called OneFile Nomad.

The online tool to assess and support Functional Skills is called BKSb.

The online tool to assess and support cognitive impairment is called Cognassist.

Apprentices will be given personal access to both OneFile Nomad and BKSb and it will be their responsibility to access regularly and complete the SMART targets agreed and set.

It is important for your Apprentice to maintain a good working relationship with their TC and to communicate with their line manager to make sure all parties are supported and are aware of progress made.

Their contact with the TC and tutor is very important. It should be regular and without long periods of non-engagement (4 weeks or more). Your Apprentice may contact the TC for additional support via phone, text, email or one-to-one tutorials. If they have any difficulty with their study, we recommend contact with their TC at the earliest opportunity. One of the best ways to contact the TC is by using OneFile Nomad.

Your Apprentice is required to attend the workshops, 1-2-1 input sessions, tutorials and work placement assessments. These will be planned with you and your Apprentice at the start of your course. If their course requires extensive observation and assessment in the workplace, your TC will discuss this with you at the first Tripartite meeting. If there is a need to postpone or cancel an Apprentice's attendance to a session or a TC's observation, please give 48 hours' notice. We appreciate and accept extenuating circumstances in an emergency situation. If two sessions are missed in succession, another member of the team will contact you and the Apprentice to discuss progression. One of the results of this discussion could be withdrawal from their course. However, we view withdrawal as the last possible action and have a robust process to minimise risk of withdrawal.

KEY PEOPLE

The Trainer Coach (TC)

Your Apprentice will be assigned a TC who will support them to grow, learn, develop new knowledge and skills, reflect of workplace practice and collect the evidence required to achieve as high a grade as possible at end point assessment (EPA). For the EPA, your Apprentice and their TC will plan to collect evidence holistically and, after each assessment, the TC will provide feedback on progress to ensure all parties understand what actions are required.

OneFile Nomad will be used throughout your learning journey and you will be required to:

- Submit written work in a timely manner, in accordance with the plan agreed with your TC
- To digitally sign (tick) to confirm you have received feedback and reviewed progression within 5 days of receipt

Your TC will contact you by text, phone or email to confirm face-to-face meetings.

Core Skills Tutor

Your Apprentice may also be assigned a tutor, who will support you with them with Functional Skills in English, maths and ICT. The tutor will arrange for one-to-one and group sessions for them to attend and will plan for them to be entered for exams when they are ready. If they require additional support with English, maths or ICT, their tutor will plan this with them

They will also be given a personal online tool called BKSb. Your Apprentice will be required to complete skills scans, diagnostics and additional learning within Skills Builder and progression will be monitored by the tutor and TC. You will receive feedback on any tasks completed within Skills Builder and this will

help them to develop skills that will be useful in the completion of the main aim and for life outside of work too. Progression will be tracked allowing trainers to track distance travelled in all elements of English and maths as well as how many levels have been crossed

Internal Quality Assurer (or BTEC Internal Verifier)

The Internal Quality Assurer (IQA) is responsible for the quality assurance of qualifications and standards, within national frameworks and within the approved centre. It is in everyone's interest for the delivery of training, assessment and quality assurance to be of the highest quality. The IQA will verify that the work and assessments being submitted by the Apprentice and will give advice and support where necessary. The IQA will be given a special type of access to OneFile Nomad so that they can view the Apprentice's progress.

External Quality Assurer

The awarding organisation appoints an approved External Quality Assurer (EQA) for each qualification. They will visit our centre once or twice a year to carry out quality checks. This involves sampling learners' e-Portfolios and they may also wish to speak to one or two learners and employers. This will usually be by telephone at a pre-arranged time, or they may visit learners at their place of work. All telephone calls and visits are planned well in advance. The ESV/EQA will be given a special type of access to the e-Portfolio, OneFile Nomad, so that they can assess the work submitted and award the qualification when complete.

End Point Assessment Assessor

The End Point Assessment Organisation (EPAO) will appoint an assessor to complete the EPA with all learners completing an Apprenticeship standard. Each EPA is specific to the Apprenticeship type. This will be explained to you at the first Tripartite meeting. Your Apprentice will be well prepared for their EPA and elements of the EPA may take place in the workplace. You will have plenty of notice to prepare for this. The EPA is graded with the highest award being a distinction grade.

INDIVIDUAL LEARNING PLAN (ILP)

Behaviour Expectations

It is important to set boundaries and standards in place right at the start of the apprenticeship and to make these clear to your Apprentice. After all, this may be their first employment or CPD programme and they may not be aware of what is expected. One way of doing this is to draw up a Code of Conduct as mentioned in Section 3, please see our Appendix for an example of this.

Once you have a Code of Conduct in place, your Apprentice will feel better equipped to behave and practice in accordance with the expected standard. The Code of Conduct will also support the Apprentice's line manager monitor and assess behaviour and take further steps to support the Apprentice if necessary. For younger Apprentices you may want to consider parental liaison as another support mechanism. This method of engagement is particularly recommended at the start of the Apprenticeship to support the transition from full time education to working adult. You may also invite the Apprentice's parent to attend progress reviews.

SAFEGUARDING THE APPRENTICE

It is important that we can safeguard your Apprentice throughout their journey. This needs to be addressed from two perspectives: (1) the Apprentices' own personal safety and (2) how they are required to play a part in the safeguarding of others. A huge part to ensuring that good safeguarding practice is in place is via the training of your apprentice and those in your organisation who are responsible for the Apprentice in the workplace.

As your training provider we will play a significant part in the prevention of harm to your Apprentice. We are able to contribute to our learners' health, safety, security, enjoyment and achievement through the promotion of safeguarding and well-being. Please refer to Section 5 to look at our own policy on Safeguarding in more detail.

PREVENT

Is defined as the 'supporting Individuals that are vulnerable to violent extremism'.

The Prevent Strategy

'Prevent' is part of a Government strategy which aims to stop people supporting terrorism or becoming terrorists. From 1st July 2015, we as an independent training provider, have a statutory duty under the Counter Terrorism and Security Act 2015 to have:

'Due regard to the need to prevent people from being drawn into terrorism'.

Preventing terrorism also means challenging extremist views and intervening to stop people moving from extremist ideas into terrorism. Training providers, schools and colleges play an important part in providing young people with a safe space to explore their concerns and ideas. It is also our responsibility to provide young people with an environment where they are free to challenge prejudicial, discriminatory or extremist views:

- We also ensure that we promote fundamental British values within our ethos and training programmes.
- The Government's Prevent strategy has three specific strategic objectives:
- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

If you have any concerns about the extremist views or extremist ideas of a colleague, speak to your employer or Train Together immediately.

HEALTH AND WELLBEING

For us to provide your Apprentice with the best possible opportunity to develop and grow, we need to consider their health and wellbeing. By doing so we will support the Apprentice to mature into an interdependent learner and employee and equip them with a toolkit to build resilience and deepen personal understanding. Our goal is for all Apprentices to have a full experience which leads to them feeling more supported, valued and engaged. This is a shared goal and vision held by both employer and Train Together.

As part of the learning journey, Train Together offer learners the following benefits:

1. Employee Assistance Programme with Health Assured
2. NUS Extra Apprenticeship Card

ADDITIONAL LEARNING SUPPORT

Your Apprentice can access additional learning support during the learning programme, this is to support them with anything that impacts on their learning. This support need may have been identified during their enrolment through:

- Discussions with the Enrolment Officer
- The information that they provide on their Data Capture form
- The completion of a cognitive assessment in our Cognassist system
- The initial assessments in maths and English.
- Identified by you as their employer

Support may also be identified at any point during the learning programme as and when it is needed and can be offered right up until the last day of learning.

EMPLOYEE ASSISTANCE PROGRAMME

It is important to us that we support our learners' health, safety, security and well-being. Therefore, whilst a learner is with Train Together, they can access our organisation's Employee Assistance Programme (EAP) for information, advice and guidance on any of the following topics:

- Legal matters
- Counselling
- Consumer rights
- Family issues
- Financial advice and guidance
- Medical enquiries
- Work-related issues
- Stress

The EAP is fully confidential and free to access. Simply call 0800 047 4097 and quote 'Train Together'.

The programme offers a wide range of support, including emotional support, personal coaching, health assessments with a remote private GP, medical factsheets, fitness advice and stress assessments.

For more information, speak to the TC or to the Enrolment Team at Train Together.

NUS EXTRA CARD

As a learner at Train Together, the Apprentice can purchase a NUS Extra Card for £12 per annum from www.apprenticeextra.co.uk and get fantastic discounts from a range of retailers. For as long as the Apprentice is in learning, they can access discounts and deals exclusive to Apprentices on entertainment, music & technology, eating out, travel, fashion, beauty, health and fitness, finance, supermarkets and groceries, and books and stationery.

Here's how to apply:

1. Simply go online to www.apprenticeextra.co.uk
2. Complete the application on the NUS Extra website
3. Upload a recent picture of yourself and pay.

The card will remain valid for the length purchased and the Apprentice can reapply if it lapses whilst in learning with Train Together.

Section 5 *What if something goes wrong?*

POLICIES AND PROCEDURES

To reduce the risk of something going wrong, Train Together have policies and procedures in place on key elements of delivery. See below a summary of key policies and procedures. Detailed information is available on our website:

EQUALITY AND DIVERSITY

Equality means treating everyone fairly, and without favour. Diversity means treating people as individuals, and not making assumptions that everyone is the same. If a learner is accepted on to a course, we will look at their individual needs to make sure they receive fair assessment and training. If necessary, we will make any reasonable adjustments to help them achieve their qualification. If you have any concerns about the course, please speak to the learner's TC or your account manager, so that they can discuss this with you on a one-to-one basis.

As part of the course, learners are required to learn more about Equality and Diversity. The Equality Act came into force in 2010 and outlines 9 protected characteristics. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion & belief and non-belief
- Sex
- Sexual orientation

For more information about the Equality Act (2010), go to www.legislation.gov.uk

PROVISION AND SUPPORT FOR ADDITIONAL NEEDS

It is a requirement of the ESFA that all learners undertake an initial assessment. This enables us to carry out an appropriate diagnostic assessment to inform and structure a learner's ILP to use as a basis for a study programme. We also request for our learners to continue to complete advanced diagnostics on BKSB during their programme to ensure we target additional support appropriately.

We are committed to ensuring that the additional needs of learners are taken into consideration before the start of their course and any needs they may have that appear during their learning journey. It is therefore very important that we discuss any additional needs at induction, or as near to start as possible, and continue to discuss additional needs at review.

The TC will ensure that the maximum support is provided for the learner's individual needs. If the learner has any issues relating to a learning difficulties and/or disability, it is important that these are raised these with the TC.

If you think the learner needs additional support in English and maths to complete your course, please speak to the TC or the account manager. Extra support can be offered if there is a need due to a disability, illness, other considerations or learning difficulty.

GENERAL DATA PROTECTION REGULATIONS AND CONFIDENTIALITY

All personal details supplied are kept safe and secure. Copies of paperwork and files created for each employer and learner containing personal information are kept in locked filing cabinets at Train Together HQ and stored in accordance with ESFA, Ofsted and awarding organisation regulations.

Employers and learners are responsible to act in a safe and appropriate manner with resources provided by Train Together including Nomad BKSB. Everyone is responsible for choosing strong passwords and following the guidance provided in the Staying Safe Online Guide found in the e-Portfolio.

For more information about Privacy, please visit our website.

HEALTH AND SAFETY

The qualification and/or standard is to be delivered in accordance with ESFA and ESF guidelines. Before the start of the training programme, it is mandatory for Train Together to complete a Health and Safety Check for each setting, making sure that employment regulations are met, and that the learner is being trained in a safe and healthy working environment. The Health and Safety Check will be carried out by a trained member of our team. The TC, or Train Together's Health & Safety Lead, will continue to check the learning environment throughout the programme. However, it remains the employer's responsibility to be aware of the organisation's safety responsibilities.

We ensure that your employee is properly inducted at the commencement of learning and that they know the company's Health and Safety policy and procedures. If you or the learner observe anything that is a risk to the health and safety being carried out fully in the workplace, you should follow your company reporting procedures and also inform the TC and account manager immediately.

Safeguarding

Train Together are committed to the safeguarding and protection of young people and vulnerable adults. The term 'young people' is used to mean 'those under the age of 18'. A vulnerable adult includes (but is not exclusive to) individuals with any of the following:

- Learning difficulties
- Physical impairments
- Sensory impairments
- Mental health needs
- Age-related frailty
- Dementia
- Brain injuries
- Drug or alcohol problems

If the learner has experienced or is experiencing any type of abuse or neglect and would like support, they can discuss this with their TC or call Train Together's independent Employee Assistance Provider, Health Assured. See our section of Learner Benefits for more information.

If a TC is informed of abuse or neglect, they will report concerns via the Safeguarding of Young People and Vulnerable Adults (SOYPVA) process to the Designated Safeguarding Officer (DSO) at Train Together. Alternatively, learners may wish to contact Train Together on 0116 235 8000 and ask to speak to the DSO directly.

BRITISH VALUES

As well as adhering to the values outlined in our Equality and Diversity guidelines, behaving with integrity, tolerance and compassion in our dealings with one another is a priority. We provide opportunities for all learners, not only to explore their own cultures, but also to understand how these align with British values. Every member of the community has a part to play in enshrining the core values and beliefs to build a strong, united and democratic country. The government set out its definition of British Values in the 2011 Prevent Strategy. There are four British Values:

Democracy	As a democratic society, we are characterised by the equality of rights and privileges enabling personal responsibility and everyone’s voice to be heard in our nation’s electoral system.
The rule of law	People and institutions are accountable to the law when fairly applied and enforced.
Individual liberty	People are free to exercise rights that are generally seen to be outside of Government control.
Mutual respect and tolerance	No one should be treated differently based on belonging to a particular protected characteristic (see section 3.1.1 for more information on protected characteristics)

HARASSMENT AND BULLYING

Everyone should be treated with dignity and respect at work. Harassment and bullying should not be tolerated in the workplace, but it can be a very difficult problem to deal with.

The Equality Act 2010 defines harassment and bullying as follows:

Harassment	Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
Bullying	Offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

Harassment or bullying can make all staff feel very anxious and, if a learner feels unable to cope, it can make them frustrated or angry. It can cause stress, a loss of confidence and self-esteem. We all have a responsibility to prevent harassing or bullying behaviour. If you or a learner has a harassment or bullying issue, then speak to your assigned TA or account manager who will be able to advise you on what action you need to take.

STAYING SAFE ONLINE

Your employee will be using the internet to research assignments and it is important to be aware of the pitfalls of searching for information online and how to protect whilst undertaking research. Although the internet is a wonderful resource for research and finding information, it is also important that learners are aware of the danger of infecting computers with viruses when downloading information.

You can find clear and useful information on the Google Safety Centre; their website is:

www.google.co.uk/intl/en/safetycentre/everyone/start/

Topics covered include:

- Keeping your passwords safe
- The importance of signing in and out
- How to manage multiple accounts
- How to check your e-mail settings
- How to use secure networks
- How to lock your screen or device
- How to keep your device clean

Google also provide their Top 5 Google online safety features which have been designed to keep your family safe online. You will also find other useful websites for more information on Staying Safe Online in our Guide to Using the Internet.

COMPLAINTS AND APPEALS PROCEDURE

The following section lets you know what to do if you have a complaint or appeal and the steps to follow if you wish to appeal a decision regarding the course.

Complaints Policy and Procedure

A complaint is a statement that something is unsatisfactory or unacceptable.

If you are unhappy about any part of the training and assessment process and believe that it is leading to the unfair treatment of staff, you should follow the steps below:

- Step 1** Talk to the TC and account manager about the problem. The discussion will be documented, and you and the TC will sign the document to confirm that it is a true account.
- Step 2** If you are unhappy with the outcome, inform our IQA. They will meet the learner to discuss the issue. This will also be documented (as above).
- Step 3** If the issue is still not satisfactorily resolved, put your complaint/appeal in writing to the Quality Assurance Manager (QAM). They will arrange a meeting to which all parties will be invited. The QAM will decide based on their investigation as to what course of action to take.
- Step 4** If you feel that the response to your complaint/appeal is not satisfactorily met by the QAM, contact the Awarding Organisation and follow their guidelines for complaints and appeals. Contact telephone numbers for Train Together and the Awarding Organisations are in the appendix of this handbook and available on your e-Portfolio, Nomad.

The account manager will remain in contact throughout the process.

APPEALS AND DISPUTE RESOLUTION PROCEDURE

All employers and learners are entitled to appeal against any assessment decisions made by the TA.

- Step 1** The appeal should be made to the TC and account manager. The TC is required to explain their decision. If not satisfied with the explanation, you should complete the appropriate appeal pro-forma, provided by your TC, and this will be returned to the Internal Quality Assurer (IQA) within 10 working days.
- Step 2** The IQA will then arrange for the assessment to be independently re-assessed by another IQA or alternative experienced TC. This re-assessment will normally take place within 10 working days of the appeal form being received. This assessment decision will be recorded, and a copy returned to you.
- If the coursework needs to be resubmitted, the learner will be given reasonable time in which to do so, providing the awarding organisation regulations concerning deadlines are met.
- Step 3** If you or your employee is unhappy with this decision, inform the QAM and account manager in writing within 10 working days and include the reasons for the dissatisfaction. The matter will then be referred to the External Quality Assurer (EQA) for the framework/qualification/standard or taken through the company's complaints procedure, as appropriate.

CAPABILITY PROCEDURES

During the Apprentice's employment in your organisation, you may experience a deterioration in their capability to carry out their duties. This can be for a number of reasons, the most common ones being that either the job changes over a period of time and the Apprentice fails to keep pace with the changes, or the Apprentice experiences personal change (most commonly because of health reasons) and can no longer cope with the work.

General Capability Issues

1. If the nature of the Apprentice's job changes or if you have general concerns about their ability to perform the job, it is important that we, both employer and training provider, communicate clearly the level of performance expected from the learner. It is also our collective responsibility to deliver adequate training and supervision. We recommend that concerns regarding capability to be first discussed in an informal manner with the Apprentice's line manager and that the learner is given time to improve. We would also ask for the line manager to inform the TC at the earliest convenience about the discussion that has been had.
2. If the Apprentice's standard of performance is still not adequate, they should be warned by you, the employer, in writing that a failure to improve and to maintain the performance required could lead to their dismissal. At this stage, we would also ask you to consider the possibility of a transfer to more suitable work within the organisation (if possible). At each stage of the process, we ask for the TC to be kept informed. At this stage, your account manager will be on hand to support the process and offer alternative support to the Apprentice.
3. If there is still no improvement after a reasonable time and a transfer is not possible, or if the Apprentice's level of performance has a serious or substantial effect on the organisation or reputation, we recommend that the Apprentice is given a final warning that could lead to them being dismissed unless the required standard of performance is achieved and maintained. We ask for the opportunity for the TC or account manager to be present at the meeting when the final warning is presented.

4. If such improvement is not forthcoming after a reasonable period, the Apprentice can be dismissed with the appropriate notice.

Personal Circumstances and Health Issues

Personal circumstances may arise which do not prevent the Apprentice from attending work, but which prevent them from carrying out their normal duties (e.g. a lack of dexterity or general ill health). If such a situation arises, we recommend that the employer collects details of their medical diagnosis and prognosis so that you have the benefit of expert advice. With permission from the learner, this information can be provided to Train Together to support us make reasonable adjustment to the delivery model. When you have obtained as much information as possible regarding you Apprentice's condition and after consultation with the Apprentice, you will be in position to make a decision about the learner's future employment in their current role or, where circumstances permit, in a more suitable role.

There may also be personal circumstances which prevent the Apprentice from attending work, either for a prolonged period(s) or for frequent short absences. Under these circumstances, it is reasonable for you to know when you can expect the Apprentice's attendance record to reach an acceptable level. When you have obtained as much information as possible regarding their condition, a decision can be made about their future employment with you in their current role or, where circumstances permit, in a more suitable role.

At all stages of a capability procedure in regard to personal circumstance or health issue, please continue to keep your TC informed.

DISCIPLINARIES

If an incident occurs that requires you to consider disciplinary of your Apprentice, (a) follow your organisation's policy and procedure and (b) keep the Train Together team informed at each stage. Our role is to support both parties work through the challenges being faced and, where required, ensure that the Apprentice's well-being is being managed through the process.

We recommend the following actions to be taken when considering a disciplinary matter:

Offence	First occasion	Second occasion	Third occasion	Fourth Occasion
Unsatisfactory Conduct	Formal verbal warning	Written Warning	Final written warning	Dismissal
Misconduct	Written Warning	Final written Warning	Dismissal	
Serious misconduct	Final written warning	Dismissal		
Gross misconduct	Dismissal			

At each stage of the above table, we request that a Train Together representative be present in meetings with the Apprentice so that modifications to the delivery plan can be implemented effectively giving every opportunity for a positive resolution.

SICK LEAVE

If an Apprentice takes sick leave, we require for our TC to be informed. If extended sick leave or persistent sick leave occurs, please inform the TC or account manager at your earliest convenience and follow your capability or disciplinary procedures as outlined above.

TERMINATION

If an Apprentice is dismissed and their contract terminated, Train Together will do everything possible to find new employment for the individual. In some circumstances, Train Together are permitted to employ apprentices should they be made redundant or in between roles to during their time on an Apprenticeship. All support that you can give we will welcome during such a difficult time and we ask that you follow your policies and procedures as with any other employee, and to keep Train Together in the loop at all times.

PARENTAL LIAISON

When under the age of 18 years, the transition to the workplace can be tricky. In most circumstances, we do not engage parents or guardians in the everyday delivery of the Apprenticeship. However, there are occasions when we feel that the best resolution is to involve the parent or guardian in the discussion. This decision will be a joint decision by you and Train Together with the goal of reaching a positive outcome. The Train Together Learner Support Team will be on-hand throughout a young apprentice's journey to reduce the risk of capability and disciplinary issues, and we are always available to parents and guardians should they wish to speak to us.

Section 6 *Important Information*

WORKSHOPS

We will ask that your Apprentice is released to attend a workshop as per the delivery model agreed. These workshops are designed to fit alongside the main units of study and will support your Apprentice to grow in knowledge and confidence. They can expect to have a blended learning approach which combines:

- Workshops sessions
- Virtual learning
- Masterclasses
- Workplace coach visits

FUNCTIONAL SKILLS

As part of the entry requirements for the Apprenticeship, your Apprentice must have a GCSE Grade C or above (Grade 4) or an equivalent qualification in English and Maths.

If they hold such a qualification, we require evidence in the form of a certificate.

If not, the Apprentice is required to achieve Functional Skills qualifications alongside their main learning programme. To achieve their Functional Skills qualification, Apprentices must sit exams and must achieve these qualifications prior to their End Point Assessment (EPA) or the end of programme.

Functional Skills will be delivered by their trainer coach and/or a Functional Skills teacher. We will support the Apprentice with resources, a virtual learning environment, workshops and 1-2-1 sessions. The Apprentice will complete exams in the following subjects:

- Maths
- English Reading
- English Writing
- English Speaking & Listening

Regardless of whether or not your Apprentice needs to achieve Functional Skills Awards, English, maths and ICT are functional, everyday skills and the individual learning plan set out will support your Apprentice, whether recruited or an existing member of the team, to become more confident with their core skills.

THE CASE FOR FUNCTIONAL SKILLS

Awards in Functional Skills support the development of practical skills in English, maths and ICT with a strong focus on explanation, information processing and problem solving. They offer a:

- Practical grounding in applying skills to everyday solutions
- Choice of paper or on-screen on-demand assessment

Functional skills are a mandatory part of Apprenticeships and are a good choice for learners to develop and refresh their core skills. The applied skills approach better matches the knowledge, skills and practices used in the workplace and society in general, enhancing the learner's ability to apply core skills to real-life problems. As a result, learners find Functional Skills very useful, supporting them to make changes within their role to improve efficiency and, as a result, more likely to benefit from promotion within the workplace. Furthermore, the core skills learnt act as a springboard to learners enabling them to progress onto further study. Last of all, the method of testing is different. In Functional Skills, the focus is more on applying the skills than just preparing people for tests. This difference is important as learners develop skills that are useful at work, in the community and at home.

EXAMINATIONS

The Joint Council for Qualifications (JCQ) and Ofqual have requirements for all candidates to follow:

- Candidates must be on time for all examinations
- Candidates must not become involved in any unfair or dishonest practice in any part of the examination.

Learners must not:

- Sit an examination in the name of another candidate
- Have in their possession any unauthorised material or equipment which might give them an unfair advantage
- Possession of a mobile phone or other unauthorised material is breaking the rules, even if they do not intend to use it, and they will be subject to penalty and possible disqualification.
- Candidates must not talk to, attempt to communicate with or disturb other candidates once they have entered the examination room.
- Candidates must follow the instructions of the invigilator and, if they are in any doubt during the exam and invigilation process, speak to the invigilator.

When an Apprentice is ready to sit an examination, the trainer coach will book it in with our Examination Officer.

REFERENCING IN ASSIGNMENTS

Learners will be required to reference sources of information in assignments and projects. Referencing is a system to indicate where evidence and information, such as theories, ideas, quotes and facts, which have been used within an assignment can be found. The best way for your Apprentice to reference the evidence and information they use is to make notes of all the details of sources as they go along. By doing so, they will find it easier to keep track of their research and be able to fully reference all evidence.

What is the purpose of referencing evidence and information?

- To avoid plagiarism. For more information on plagiarism
- To appropriately credit sources of information and evidence, and recognise the authors that they have referred to in the completion of their assignment
- To demonstrate to their TC/tutor and Internal Quality Assurer that they have undertaken a wide range of research in the creation and development of their assignment
- To enable the reader to refer to the same evidence that they have used in their assignment so that they are able to check the information for themselves.

To find out how to reference their research within your assignments, please look at our Guide to Writing Assignments handbook.

PLAGIARISM

Plagiarism is defined as the passing off as someone else's work as your own. This can be research, statements, images and statistical data. An example of plagiarism is when you use another person's ideas, statements, graphs, pictures etc., giving the impression that it is your work and not crediting the true authors or sources. This also includes if someone copies a fellow course-mate's work.

We ask our learners to acknowledge where the information that they have used comes from throughout their assignment or project via referencing and at the end in the bibliography. Where this does not happen, the work will be referred.

Will the trainer coach know if the work submitted is plagiarised? The simple answer is YES!

Trainers are aware that there is a lot of information on the internet and search engines are very powerful tools for identifying where information and evidence has come from. They are also very well read and know the sources of information.

As an employer, the quality of your Apprentices work is important to you. If your Apprentice asks you to review their work before submission, in addition to checking the factual correctness and providing IAG, also check to make sure that referencing is accurate and that the work is entirely that of the Apprentice.

For more information on how to avoid plagiarism, look at our [Guide to Writing Assignments](#).

Section 7 *Completing the Apprenticeship*

As your Apprentice progresses through their programme with Train Together, they will be required to take part in the review cycle. We will complete the following types of review and feedback with the Apprentice:

- The first review will take place on week 5
- Thereafter 4-6 weeks
- Through online learner surveys called Learner Voice
- At the course end through an exit interview.

The purpose of a review is to:

- Reflect on the new knowledge and understanding you have developed
- Put a plan of action in place, keeping you on track and ensuring your Apprentice is learning as much as possible

At the end of the course, the Apprentice will be asked to participate in an exit interview. This is so that we can:

- Understand what they think about their course
- Support the Apprentice to have clear progression routes and established next steps
- Improve the course for future learners
- Support the ESFA and Ofsted collect learner data.

The feedback we receive from our learners makes a difference. On occasions, Train Together send learners an online survey to complete. This helps us get a snapshot of how learners are feeling and where we can make instant improvements.

We also complete end of course reviews with employers to obtain their feedback on how the Apprenticeship has gone and to identify where additional support can be provided to the finishing Apprentice or other employees.

ASSESSMENT

Your Apprentice will be continuously assessed throughout the Apprenticeship through the use of

- Professional discussions
- Observations carried out by their TC and
- Written assignment
- Projects
- Tests
- Examinations

Assessment may also be further evidenced with the use of witness statements from peers and line managers.

An assessment plan will be created and assigned to your Apprentice and they can expect around four weeks' timeframe to complete the work. Some assessment types may require an extended deadline such as EPA projects and some might require a shorter timeframe such as creating the showcase for the EPA.

END POINT ASSESSMENT (EPA)

As discussed earlier in this handbook, all Apprenticeship standards contain an EPA. An independent organisation completes the EPA for each Apprentice to ensure that the standard has been rigorously assessed and met. The EPA is outlined in the assessment plan for each standard and varies between the different types. The assessment plan explains what is being assessed, how the apprentice will be assessed, and who will carry out the EPA, as well as indicate the quality assurance measures in place.

The EPA can take a range of forms:

- Tests
- Examinations
- Professional discussions
- Workplace observations
- Portfolio of work
- Assignments and Projects
- Assessment of work output

DO I NEED TO OFFER MY APPRENTICE A PERMANENT POSITION ON COMPLETION OF THEIR APPRENTICESHIP PROGRAMME?

There is no requirement on the employer to extend or renew a contract beyond the end of an Apprenticeship.

Our hope is for you and your Apprentice to be the right fit for each other and for a long-term opportunity to be created for the individual. For existing employees who are undertaking an Apprenticeship, their contract will continue as before the Apprenticeship and we hope for there to be opportunities for the individual to be stretched and offered more responsible roles in the workplace.

Our goal is to reach and meet the objectives set out at the beginning of the programme. In the final six months of the programme we will meet with yourselves to look at future opportunities and progression within your organisation.

GLOSSARY OF TERMS

Action Plan	A formal agreement between a trainer and employer setting out what will be achieved with target dates
Aim	General Statement outlining what the trainer hopes to achieve during the session or programme training
Apprenticeship Agreement	A document put in place at the start of an apprenticeship that identifies that skill, trade or occupation for which the apprentice is being trained, alongside the amount of off-the-job training to be retrieved, the dates for which the apprenticeship will take place and the standard or framework associated with the apprenticeship
Apprenticeship Framework	A range of qualifications that are achieved by completing knowledge-base and competence-based units
Apprenticeship Levy	A levy on all UK employers with an annual pay bill of more than £3 million at 0.5% their total pay bill
Apprenticeship Standards	A newer structure of apprenticeship that includes an end-point assessment (EPA), bringing the focus more on preparation for the EPA rather than continuous assessments over the course of the apprenticeship
Coaching	Normally a one-to-one or small group activity which involves the trainer in a close observation of the learner's performance and giving advance and guidance
Cognitive Assessment and Support	Using the Cognassist tool, we build a deeper understanding of what makes our learners tick and how they best learn. We use this information to personalise learning strategies, deliver neuroscience training, provide additional learning resources and activities and make reasonable adjustments for our learners.
Co-Investment	For smaller employers that do not pay levy and that what to invest more in apprenticeship training, a co-investment allows them to pay 5% of the apprenticeship costs whilst the government pays the remaining costs. These payments will go directly to Train Together.
Commitment Statement	A document containing the amount of Off-the-job training the apprentice must carry out alongside learner support information and the planned start and end date of the apprenticeship
Department for Education	A department of the government responsible for child protection, education, apprenticeships and wider skills in England
Digital Apprenticeship Service	An online portal purpose-built for employers so there is one place to manage their levy payment access funds and search for training providers
Educations and Skills Funding Agency	An executive agency of the government sponsored by the Department of Education, accountable for funding education and training for children, young people and adults
End-Point Assessment	An assessment taken after the practical period of an apprenticeship standard. The apprenticeship cannot be completed before the end point assessment has been completed.
OneFile E-Portfolio	A portfolio system used to track learner progress and Off-the-job.
Evidence Pack	
External Quality Assessor	Third party external verifiers that carry out quality check involving sampling learners e-portfolios to ensure that Train Together are fair and consistent.
Functional Skills	Apprentices who don't already have a level 2 qualification in English and Maths would do English and Maths functional skills assessments alongside their apprenticeship
Funding Band	An apprenticeships' funding band defines the maximum amount of levy funding the government will cover for a qualification

Journal	This is where you will keep a log of your CPD activities that will contribute to your Off the Job record.
Gateway Requirements	Gateway takes place before an EPA can start. The employer and training provider will review their apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standard, and are ready to take the assessment.
Individual Learner Record (IRL)	This is the information that you provide to us in order to start your learning journey with us.
Initial Assessment	An English and Maths assessment carried out before the apprenticeship to assess the apprentices' English and Maths skills and to assign them to a qualification that suits them
Internal Quality Assessor	The Internal Quality Assurer (IQA) is responsible for the quality assurance of qualifications and standards, within national frameworks and within the approved centre
Off The Job Training	Training that is received by the apprentice during the apprentices normal working hours for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement
SMART goal	Specific: What exactly are you aiming to achieve? Measurable: How can you track your progress towards achieving the goal? Attainable: Is the goal actually achievable? Relevant: Will the goal be pertinent to your role or task? Time-bound: What is the time frame in which the task is based?
Trainer Coach	A sector specialist who will guide and train apprentices throughout their apprenticeship
Tripartite	Meetings between Train Together, the learner and the employer carried out over the duration of the apprenticeship. They are focused on keeping a track on the learners' progress and implementing strategies to maintain progress toward the learner's apprenticeship. A minimum of three must take place but we recommend getting together once a quarter.
Unique Learner Number (ULN)	A Unique Learner Number (ULN) is a 10-digit reference number which is used alongside and to access the Personal Learning Record of anyone over the age of 14 involved in UK education or training

INDUCTION CHECKLIST

We recommend that your Induction checklist includes:

- **An introduction to yourselves, the site, the team**
- **Terms and condition to the contract**
 - Apprenticeship Agreement
 - Hours and breaks
 - Holidays
 - Method of salary payment
 - Clocking on/flexitime/reporting procedures
 - Probationary period
 - Period of notice required
 - Sickness provisions
 - Buddy/mentor availability
- **Equal opportunities**
 - Equal opportunities policy
 - Policy/procedures to prevent bullying and harassment (including use of social media)
 - Training and assessment arrangements (20% off the job)
 - Performance appraisals/reviews
 - Grievance and disciplinary procedure
 - Appeals procedure
- **Employee rules**
 - Smoking policy
 - General behaviour
 - Dress code, jewellery, nails, hair etc.
 - Mobile phone
 - Break facilities
 - Toilets and storage of personal belongings
 - Policies and procedure
- **Health and safety**
 - Risk assessment for those under 18 covering awareness of hazards particular to the type of work to be undertaken and the preventative and protective measures to be followed
 - Emergency procedures
 - Health surveillance (if relevant)
 - Health and safety rules
 - Emergency procedures
 - Location of exits
 - High risk substances or processes
 - Electrical safety
 - Dealing with a cut/blood spillage
 - Protective equipment/clothing
 - Reporting of accidents
 - First aid
 - Personal hygiene
 - Visual checks of electrical equipment
- **Health and welfare**
 - Safeguarding
 - Prevent
 - Run, Hide, Tell (terror attack)
 - Incentives/commission scheme (Reward and Recognition)
 - Staff socials
 - Staff support

- Appraisal and 1-2-1s
- **Role Specifics**
 - Introduction to mentor
 - Requirements of the job
 - Standards expected
 - Work rotas

If your Apprentice is a current staff member, we recommend meeting with them to discuss your expectations, changes to their role and any induction categories that are highlighted above which you feel would be beneficial to visit again before the start of learning.

USEFUL WEBSITES

Train Together Website	https://www.traintogetherltd.co.uk/
The UK Gov website for recruiting an apprentice	https://www.gov.uk/take-on-an-apprentice
NUS Card website	https://www.nus.org.uk/
The Equality and Human Rights Commission website for advice and guidance on legislation	https://www.equalityhumanrights.com/en
The UK Gov website for Prevent guidance	https://www.gov.uk/government/publications/prevent-duty-guidance
ACAS website for employment law updates	https://archive.acas.org.uk/lawupdate
Health Assured	https://www.healthassured.org/
National Careers Service	https://nationalcareers.service.gov.uk/
Information Commissioner	https://ico.org.uk/
Digital Apprenticeship Website	https://accounts.manage-apprenticeships.service.gov.uk/service/index?