

A young woman with voluminous curly brown hair and round glasses is smiling warmly at the camera. She is wearing a pink knitted sweater and holding several folders and papers in front of her. The background is a light blue gradient with a subtle white arc on the right side.

Supporting your apprentice(s) for success

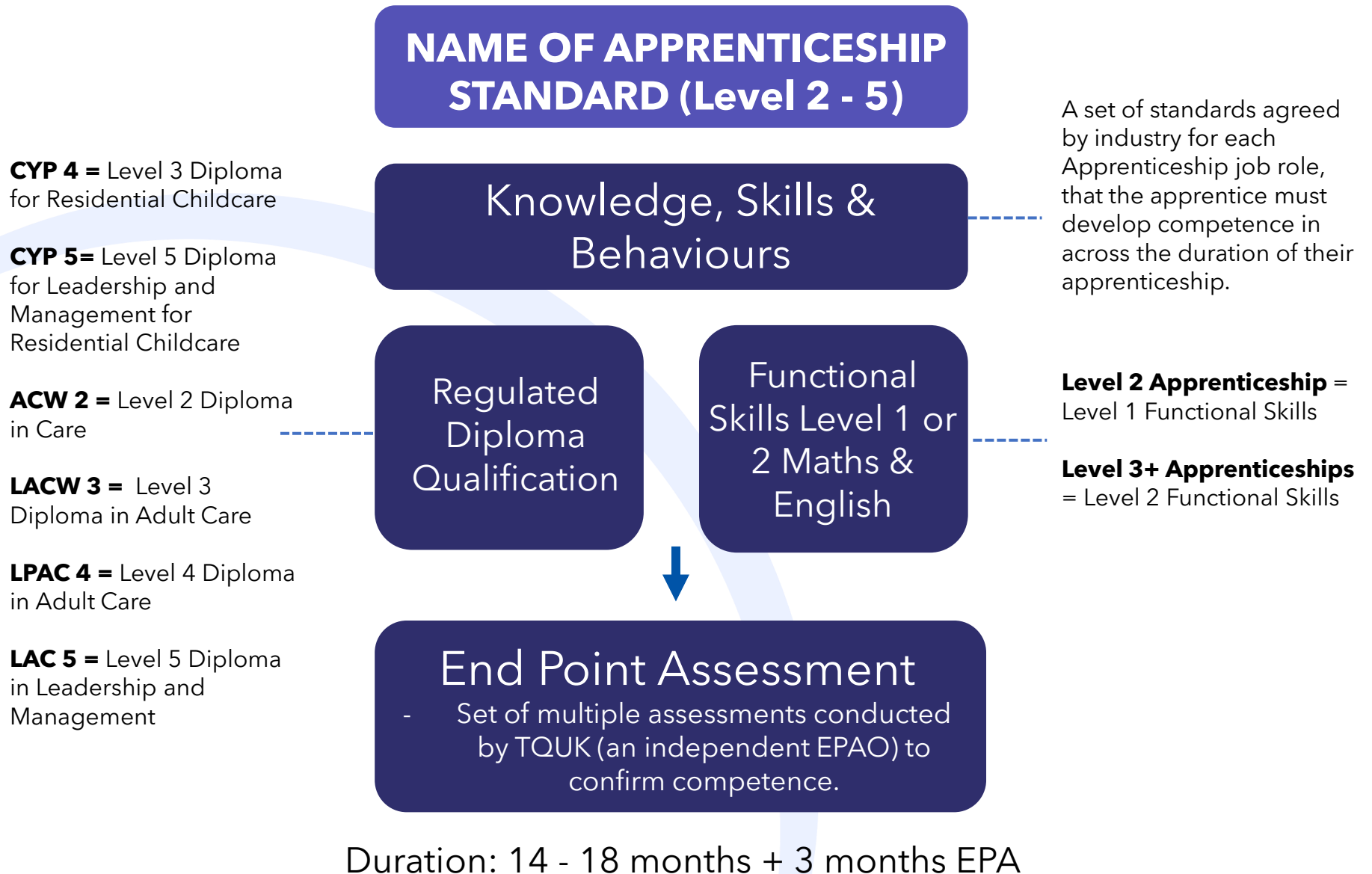
August 2024

Welcome & Introductions



Apprenticeship Standards

Structure of Apprenticeship Standards



- 1) Attend the **Apprentices Induction**, to support the agreement of the final Skills Scan and resulting Training Plan and Apprenticeship Agreement.
- 2) Ensure you provide the apprentice with their statutory entitlement to high quality **planned Off-the-job training** interventions that enable them to develop the knowledge, skills and behaviours required of the apprenticeship standard they are studying.
- 3) Provide your apprentice with opportunities to practice new skills in the work environment.
- 4) Assist TRN in collecting evidence that quality off-the-job training has taken place.
- 5) Ensure you attend and contribute to your apprentice's **12 weekly Progress Reviews**.
- 6) Agree with the apprentice and TRN when learning is complete, and the apprentice is ready to undertake End Point Assessment (EPA).



Induction

About the Apprenticeship Induction



Approx. 1 - 1.5hrs long, conducted remotely via Teams

Represents Day 1 of your Apprentices Programme

Line Manager must attend around 30 minutes of the induction to help put in place a training plan that best meets the apprentice and employer's needs.

The Induction meeting will;

- provide your apprentice with all the information required to set them up for success on their apprenticeship, and provide them their first teaching and learning
- include the completion and agreement of key paperwork between all parties (learner/line manager/training provider).

There are 4 documents to be signed electronically via Adobe Sign on the same day the induction took place:

1. Apprenticeship Agreement
2. Training Plan
3. Skills Scan
4. Cost Card

Please ensure paperwork is signed on the same day as issued to meet funding compliance rules.

Digital Apprenticeship Service Account

Your digital Apprenticeship Service account



For your apprentice's induction to be validated and approved for funding, your organisation will need to ensure the Apprentice is added to your organisations **digital Apprenticeship Service** account (sometimes known as 'DAS').

The account is needed for us to **create** and **add** learners to '**Cohorts**'. These 'Cohorts' need to be approved in a timely fashion each month to get an apprentice started on programme.

If your company is new to apprenticeships;

You may have had to setup a brand new account. To do so your finance department will have had to add details of your PAYE scheme. This can take time, so it's good to start this process early.

If your company already has an account;

We would recommend subject to permissions that more than one employee has a user account for the system (i.e. as well as an Company owner/finance director having access, also add a training manager or home manager). This will ensure we have a day-to-day contact who can access the account to support reviewing and approving apprentice cohorts.

We would recommend your account be setup to allow us permission to create 'Cohorts' on your behalf. This reduces admin burden as you would only have to review and approve cohorts.

Step One: Notification and Review

Notification: You will receive a notification once TRN Train Limited has reviewed and sent back the cohort to you.

Review Details: Log in to your DAS account and review the cohort details carefully to ensure all information is correct.

Step Two: Approving the Cohort

Check Details: Ensure that all details of the apprentices in the cohort are accurate. If there are any discrepancies, you can send the details back to TRN Train Limited for corrections.

Approve Cohort: Once everything is verified, proceed to approve the cohort.

Step Three: Final Confirmation

Final Approval: By approving, you confirm that the apprentice's details are correct.



Off-the-job training

What is Off-the-job training?

Off-the-job training is an essential component and **statutory requirement** for an apprenticeship.

All Apprenticeships require an apprentice to complete and record a minimum of **6 Off-the-job training hours per week** for the duration of their on-programme period.

Off-the-job training is **well planned, high quality** training;

- which is received by the apprentice within their on-programme period of their apprenticeship and **MUST** take place during the apprentice's **normal working hours**
- which happens **away from their productive job role**, but can still occur in the workplace
- that directly supports the development and achievement of the **knowledge, skills and behaviours** of the approved apprenticeship. I.e., the training must be **relevant**.
- which gives the apprentice **new opportunities** for development in the workplace
- which includes **protected time** for learning support activities i.e. time spent for research, assignments etc.

Off the job training does not include work towards Functional skills

Off-the-Job Training Hours

Is the activity relevant
to the apprenticeship
standard?



Is the learning
taking place during
work hours?



Is the activity well
planned and of high-
quality?



Is the apprentice learning
new knowledge, Skills
and Behaviours?



If **yes**, then it counts
as off the job!

To stay on track, we expect apprentices to have completed at least 90% of their planned OTJ hours due at any given time.

Off-the-job training activities

Off-the-job training can include the following:

Learning the theory /professional knowledge through:	Practical training through:	Protected time for learning support:
• Teaching and learning Lectures • Online learning • Workshops • Masterclasses • Relevant reading • Research • Role play and simulation activities	• Job shadowing • Mentoring • Attending meetings (relevant to KSB's) • Project work • Professional network • Events and competitions • Shadowing or visits to wider areas of the business	• Writing self-assessments • Writing assignments • Reflective journals • Revision • Peer Discussions • Preparation for assessments and exams, 121 tutorials (with apprenticeship coach, line manager or colleague) that contains guided learning or support for the apprenticeship
Approx. 2 hours per week	Approx. 2 hours per week	Approx. 2 hours per week

Example shadowing opportunities (CYP) – Theme: Safeguarding

With your manager arrange to shadow any of the following events:

- Preparing a report for the looked after children review
- creating an education plan
- planning of these events and recording their outcomes
- responding to a safeguarding referral
- reporting to external authorities
- multi-disciplinary meetings
- delivery of staff safeguarding training
- how to respond to a complaint.

Please record these events in the form of a reflective account and submit to your skills coach. Please take the time to reflect on what you learnt from the activity and how you may apply what you have learnt in your own practice.

Example shadowing opportunities (ASC) - Theme: Safeguarding

With your manager arrange to shadow any of the following events:

- shadowing a safeguarding referral
- reporting to external authorities
- shadowing multidisciplinary meetings
- shadowing staff training of safeguarding
- shadowing how to respond to a complaint

Please record these events in the form of a reflective account and submit to your skills coach. Please take the time to reflect on what you learnt from the activity and how you may apply what you have learnt in your own practice.

Recording off-the-job training

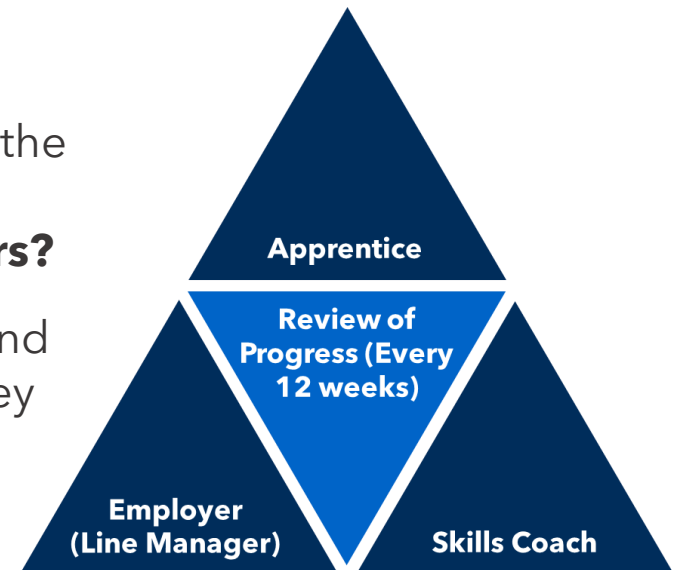
Off-the-job training reflection log

Date of event	What was the development activity?	What was I expecting to learn?	What have I learned?	How will I apply this learning?	Time spent (hours)
Signed Learner			Signed Employer		



Progress Reviews

- Tripartite Meeting **every 12 weeks**
- Employer contribution and participation is key - **we expect employers to be involved in 100% of reviews and attend at least 75% of all reviews (either remotely or F2F).**
- Review of progress made (against a broad list of indicators) from apprentices' starting points. Answering the question; **Is the apprentice developing substantial and significant new knowledge, skills and behaviours?**
- Employers view on the **application** and **impact** of On and Off the job training on the apprentices' role and how they carry out their duties in the workplace.
- Apprentices' self-assessment on their progress to date.
- Identifies any required adaptations that may be needed to the original agreed training plan
- Concludes by setting clear and challenging **targets** and **actions plans** to further develop Knowledge and Skills



How to prepare for a progress review



- **Agree and secure the date** the Progress Review will go ahead with your apprentices Skills Coach. NB. You'll want to allow between 30 - 60 mins for the meeting.
- If you are struggling to be available for the meeting, consider an appropriate **Apprentice mentor** who could take your place (e.g. a Deputy Manager).
- Schedule some **prep time** prior to the meeting to reflect and make notes on;
 - The progress your apprentice has made on their programme and in their role in **the last 12 weeks**.
 - Whether your apprentice has developed significant **new knowledge, skills and behaviours** in any specific themes or areas.
 - Your apprentices' ability to **apply** what they have learnt during their off-the-job training activities, and the **impact** this has had in the workplace.
 - If you have spotted any gaps or **areas for additional development**.
 - What **off-the-job training activities** will take place in the next 12 weeks.
 - If you believe your apprentice is experiencing any **barriers** to meeting their programme goals and targets.

Assigning an Apprentice mentor

A workplace mentor is a powerful tool to ensure your apprentice settles into their role and programme quickly and in turn ensures they thrive in the workplace.

An apprentice mentor is separate to a line manager and is someone who provides a support system for the apprentice.

A workplace mentor may:

- share their knowledge and experiences
- provide advice, guidance and feedback
- act as a sounding board for ideas and action plans
- offer encouragement and support
- celebrate the apprentice's success
- identify development opportunities
- build an apprentice's confidence, independence, and self-belief
- set goals
- support personal development and wellbeing

In the absence of line manager availability, we would seek to involve an apprentice mentor in key programme touchpoints, most importantly being Progress Reviews held between the apprentice, training provider and employer.

Functional Skills

Supporting your apprentice with Functional Skills Maths and English



- **What are Functional Skills?** - Functional skills are the fundamental, applied skills in English and mathematics which help people to gain the most from life, learning and work.
- Where an apprentice doesn't already hold maths and English GCSE or equivalent qualifications, they **MUST** achieve functional skills at either Level 1 or Level 2 to achieve their overall apprenticeship. They **CANNOT** progress to and complete End Point Assessment until these are achieved.
- Remember, off-the-job training does not include time spent on English and Maths related activities, so you will need to provide your apprentice **additional protected time** to work on their functional skills.
- To achieve a functional skill in 3 - 6 months, an apprentice needs to commit **2 hours per week** to each functional skill to remain on track.
- Your apprentice will have access to our **BKSB online maths and English training platform** from Day 1 of their programme. The system will support them to work through an individualised learning pathway made up of several modules, helping them to upskill in areas of the curriculum where they need further development.
- In addition, your apprentice will be supported by one of our **specialist Functional Skills tutors** who will make 1-2-1 appointments with your apprentice to move them through their training plan and prepare them for final assessments.



End Point Assessment

What is End Point Assessment?

End-point assessment (EPA) is the final stage of an apprenticeship. It is an impartial assessment of whether your apprentice has developed the skills, knowledge and behaviours outlined in the apprenticeship standard.

Gateway Meeting

Towards the end of the apprenticeship, your employee, their Skills Coach and yourself will meet for a Gateway meeting. At this meeting you will all review your employee's progress and confirm that all requirements have been met for the apprenticeship standard. Assuming you all agree, your employee will then move on to their End Point Assessment

Supporting your employee through End Point Assessment

Using support from your employee's Skills Coach, familiarise yourself with the Assessment plan of your employee's apprenticeship (i.e., know what assessments they will take part in and when)

To prepare for end-point assessment, you should make sure:

- you support the apprentice with any mock assessments
- the apprentice knows the location details of their assessment
- the apprentice has a contact for the day of their assessment
- health and safety requirements are met if any assessments are taking place in the workplace
- that any required IT equipment is in good working order
- the EPAO assessor can access the building if required

Discuss your apprentice's position within your organisation, to identify potential career options after end-point assessment

Other ways to support your apprentice(s)

Other ways to support your current and future apprentice(s)

Activity	Guidance
A comprehensive induction	An induction might include; A clear outline of their job role and objectives. Expectations around behaviours and code of conduct. Shadowing opportunities. Regular 1-2-1 meetings. A welcome handbook. Introduction to workplace mentor.
Mentoring or regular 1-2-1 guidance	Assigning a workplace mentor/coach is a powerful tool which can ensure your apprentice settles into their role quickly and thrives in the workplace.
Social enrichment and networking opportunities	You may consider linking your apprentice with previous apprentices and wider colleagues and industry/professional bodies, or organising regular team or company-wide social activities.
Performance Reviews	Regular performance reviews improve communication with your apprentice and contribute to their personal development.
Mental health and Wellbeing support	If your apprentice is struggling with mental health, such as anxiety, depression or low mood, they can access the free Work Mental Health Support Service for Apprentices .
Celebration	Celebrate your apprentice's achievements and successes in order to make them feel valued. Be that milestone achievements or passing End Point Assessment



Need more support?

Key TRN contact details

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Apprenticeship Standards

Children, Young People and Families
Residential Practitioner (Level 4)

Knowledge, Skills &
Behaviours

Level 3
Diploma for
Residential
Childcare

Functional
Skills Level 2
Maths &
English



End Point Assessment

- On-programme Portfolio
- Observation of Practice
- Competence Interview

15 months + EPA

Children, Young People and Families
Residential Manager (Level 5)

Knowledge, Skills &
Behaviours

Level 5 Diploma
for Leadership
and Management
for Residential
Childcare

Functional
Skills Level 2
Maths &
English



End Point Assessment

- On-programme Portfolio
- Situational Judgement Test
- Competence Interview

18 months + EPA

Apprenticeship Standards

Adult Care Worker (Level 2)

Knowledge, Skills &
Behaviours

Level 2
Diploma in
Care

Functional
Skills Level 1
Maths &
English

Care
Certificate

Self-Assessment and Service User
Testimonies

End Point Assessment

- Situational Judgement Test
- Professional Discussion

14 months + EPA

Lead Adult Care Worker
(Level 3)

Knowledge, Skills &
Behaviours

Level 3
Diploma in
Adult Care

Functional
Skills Level 2
Maths &
English

Care
Certificate

Self-Assessment and Service User
Testimonies

End Point Assessment

- Situational Judgement Test
- Professional Discussion

15 months + EPA

Apprenticeship Standards

Lead Practitioner in Adult Care
(Level 4)

Knowledge, Skills &
Behaviours

Level 4 Diploma
in Adult Care

Functional Skills
Level 2 Maths &
English

Self-Assessment and Service User
Testimonies



End Point Assessment

- Observation of Practice
- Competence Interview

18 months + EPA

Leader in Adult Care (Level 5)

Knowledge, Skills &
Behaviours

Level 5 Diploma
in Leadership and
Management for
Adult Care

Functional Skills
Level 2 Maths &
English

Self-Assessment and Service User
Testimonies



End Point Assessment

- Observation of Leadership
- Professional Discussion

18 months + EPA