

Managers Apprenticeship Information Session



Objectives

- Understand what an apprenticeship is and how it will work
- Clarify expectations of the Learner / Manager / Mentor / Dynamic Training
- Understand the Mentoring in the context of Apprenticeships

About us

- Wealth of experience of working with individual employers, helping to develop their workforce strategy aims and objectives
- Specialists in training in the health sector and working with multiple local authorities with a wide-ranging offer
- Preferred Provider for HEE Kent, Surrey & Sussex
- Ofsted Grade 2 “Good” Training Provider
- Skills for Health Quality Mark
- Skills for Care Endorsed Provider

An apprenticeship is built upon an agreed partnership between:

An **employer** with the intention and capability of employing the apprentice to completion of their training and end-point assessment and securing their longer-term future

An **apprentice** who is motivated to learn and work diligently to complete their apprenticeship

Training and support delivered on behalf of the employer by Dynamic Training, a **registered training provider**



What is an apprenticeship?

- An apprenticeship is a work-based training programme
- Apprenticeships can take between 1 - 5 years to complete depending on the level. Typically a Level 2 apprenticeship takes a minimum of 12 months to complete and a Level 3 apprenticeship takes 18 months to complete
- Apprenticeships have equivalent educational levels

Name	Level	Equivalent educational level
Intermediate	2	GCSE
Advanced	3	A level
Higher	4,5,6 and 7	Foundation degree and above
Degree	6 and 7	Bachelor's or master's degree

An apprenticeship consists of:

- Values/behaviours expected for the job role
- Key knowledge of the areas involved in the employee's role at the appropriate level
- Key skills the learner is expected to demonstrate competently
- Functional skills in math and English
- For Level 2 Programmes, achieve level 1 and attempt level
- For level 3+ programmes, achieve level 2

What is an Apprenticeship Standard?

The overall objective of the new apprenticeships standards is to ensure that apprenticeships are truly employer led.

A Standard describes the **knowledge, skills and behaviours** required to undertake a specific occupation well, and to operate confidently within a sector.

The new standards focus on how an apprentice should:

- Demonstrate mastery of an occupation
- Meet professional registration requirements in sectors where this exists

A standard does not need to include an accredited qualification

Achievement is completed via rigorous **end point assessment**, which will ensure that the apprentice really can do the job they've trained for before completing their apprenticeship.

20% off the job training

As part of an apprenticeship, an apprentice has to demonstrate 20% learning as off the job training

Off-the-job learning – what it is not.....

It's not just about attendance at training courses, classes or workshops.

Off-the-job learning – what it is.....

It is anything in the workplace that is new learning and moves an apprentice towards the successful completion of an apprenticeship, which might include:

- All workshops relating to the apprenticeship programme (excluding Functional Skills)
- Being coached and/or mentored in relation to developing skills in a job role
- An apprentice's supervisions/monthly reviews/annual appraisals/ handovers (excluding progress reviews or on-programme assessment needed for an apprenticeship framework or standard)
- Team meetings e.g. about implementing a new procedure at work or introducing an improvement to existing processes

20% off the job training cont....

- Shadowing another member of staff in understanding the setting's policies/procedures and relevant forms that are relevant to the service, e.g.: Health & Safety/Risk assessments/Communication
- Attending conferences/reading relevant publications including in-house magazines
- Any external training days, including short courses booked on by the department
- Practical training and practice (being shadowed/observed by another staff member and receiving feedback about performance)
- Learning support and reflective accounts of learning and new work experiences.
- Time spent writing assessments/assignments/self-study
- Researching new skills techniques and better understanding relating to job roles and sector.
- Any e-learning

An Apprentice is responsible for ensuring that all off-the-job learning activity is recorded in their online learning log. Dynamic Training will ensure that apprentices have access to and know how to update the learning log.

Functional Skills



Functional skills in maths and English is part of every apprenticeship programme. A learner cannot progress to EPA and as such cannot achieve if the Functional Skills elements are not achieved (subject to exemptions)

- In order to complete Functional Skills qualifications the learner will be required to use our online e-learning system, Skills Forward to develop their knowledge
- Additional support though workshops, Skype and other one to one delivery is available through our Functional Skills Tutors
- Learners will need to commit to showing continual progress on Skills Forward to prepare for all Functional Skills exams, with a target to achieve within the first 6 months.

Functional Skills



- Learners will complete Initial Assessments in English, math and ICT (if required) and a Learning Styles Questionnaire – including learners who are exempt
- This will inform the learner and Dynamic Training as to the level of Functional skills they are working at
- Learners who are more than 1 level below the required level of functional skills for the apprenticeship they are looking to progress onto, will not be able to progress onto an apprenticeship programme (unless exempt).

End Point Assessment (EPA)

The End Point Assessment (EPA) happens at the end of the programme and Apprentices need to pass this to achieve their Apprenticeship.

EPA involves independent assessment at the end of the programme which includes:

- Multiple choice test.
- Practical observation in the workplace
- Evidence portfolio and interview of learner

We work with Awarding bodies (Pearsons, CMI, School of Healthcare Science) as our preferred impartial EPA providers.

Suggested Model of Delivery

Pre programme start

Information Advice and Guidance– informed decision – right learner, right time, right programme.

- Support employers in communicating provision and expectation to potential Learners

Potential Learner completes Skills Forward online assessments prior to offer, ensure learner is at right level of Functional Skills – (unless exempt)

Mentor workshops – prior to programme start, understand programme deliverables, OneFile access to review learner portfolio

Suggested Model of Delivery

Programme Start

- Induction - Official start to programme
- Full day workshops once a month for duration of programme
- E-Learning used to support knowledge content especially for niche / specialist areas
- Assessor monthly support – remotely
- Assessment in the workplace - observations every 12 weeks including a setting work visit.

Suggested Model of Delivery

- Review every 12 weeks (Manager/mentor, Learner, Assessor)
- Additional Functional Skills embedded into our taught sessions as well as providing additional support through Skills Forward and one to one Skype / Telephone as required
- Suggested 4 -6 hours a week of self directed study to be agreed with Manager/ Mentor
- SENCO plans additional learning support where required and identifies best fit resource to support learners

Apprenticeship Standards

Initial Assessment

Information
Advice &
Guidance
Application
Eligibility check
Assessments
Induction

On Programme



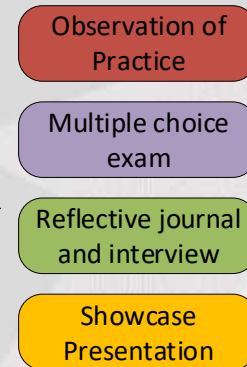
Assessment Gateway

Practice
Mock
assessments

Confirm ready
for EPA

Evidence of
achieved all
elements 100%

End Point Assessment



Completion

Achievement
Certification
Progression

E-Portfolio - OneFile

- Upload work via easy to use portal
- All assessments, planning, delivery uploaded to OneFile
- Tracks progression - RAG rated
- Additional support via messenger and App facility
- Manager / Mentor observer account to support your staff
- Encourages learner ownership of qualification

Progress and Commitment

Tracking of learner progress is provided monthly to the Apprenticeship Lead at the Employer

Progress is monitored and automatic reminders are sent to learners cc in their manager following our lacking in progress policy and procedure (learner is more than 20% behind programme)

If no improvement is made within month then a meeting is arranged between Learner, Line Manager and Apprenticeship Lead to discuss concerns and action plan.

Learner Responsibilities

- Complete work meeting the targets set to progress 10% monthly overall
- Attend any training sessions made available
 - Following the learners code of conduct i.e. punctual, no phones....
 - Notify Assessor/Tutor if any issues/ absence in a timely manner
- Communicate clearly and regularly with the tutor/assessor
- Commence the E-learning functional skills platform from the beginning of their programme completing and logging 20% activity every month
- Meet 20% Off the Job training requirement
- Ensure that every effort is made to produce evidence required for EPA

Employer Responsibilities

- **Develop the learner in your workplace** – generally showing the job and also supporting competency development
- Allow the learner to **attend all workshops and give time for study** during the working week (minimum 4 hrs)
- **Assign a Mentor to support** the apprentice
- **Support the apprentice to undertake all tasks** included in the programme in your dept, place of work or where your dept does not undertake a particular task, by making arrangements for them to go to other depts/ training sessions
- **Support progress by:**
 - building planning of training activities/assignments into your performance management process to coincide with programme requirements;
 - attending 12 weekly formal progress reviews; identify/actioning any concerns/lack in progress, providing witness testimonies, making provisions for assessor observations and supporting the EPA provider with access to observe.

Dynamic Training responsibilities

- Create an individual learning plan
- Identify any recognition of prior learning
- Provide quality training and support
- Provide regular feedback and development opportunities
- Ensure certification and progression opportunities
- Adapt delivery to meet individual needs where applicable.

The 'Mentor' in Apprenticeship context

- As part of the Apprenticeship programme we propose you identify a staff member who acts as a “Mentor” to the Apprentice at work.
- This can make a huge difference to the speed at which new recruits manage to settle into the new role.
- It is someone who informally supports and encourages the Apprentice.
- We recommend you nominate someone to act as Apprentice Mentor

Personal attributes of a good Apprentice Mentor include:

- The ability to listen
- Openness and commitment to being a Mentor- it can be learning experience for both parties
- Good time management and self management skills
- Relevant knowledge and experience to be able to provide the right level of support
- An honest and considerate approach to giving feedback and asking challenging questions including the ability to give constructive feedback
- Ability to identify learning opportunities
- Ability to use questions to encourage new starters to think for themselves
- A willingness to learn

Who makes a good Apprentice Mentor?

- A good mentor is someone who is prepared to be:
 - A contact
 - A friendly face – but prepared to make decisions.
 - An informal source of information on the team and department
 - Someone who knows things across the organisation and is prepared to share that experience.

Roles and responsibilities of an Apprentice Mentor

Role depends on the individual being supported but could involve:

- Showing them how to do aspects of their role and different protocols within the employer
- Answering questions- often more than once
- Provide information, signpost, provide informal support
- Encourage them to ask questions
- Helping them to raise concerns/issues regarding completion of their training programme
- Arrange to go for coffee or lunch sometime so they can enjoy the social side of working and feel part of the team.

A mentor is **not**: a Line Manager, an advisor or counsellor, a new best friend, a confidante.