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## APPRENTICESHIP POLICY

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1	November 2022	New policy written to support Managers			Policy Steering Group, Clinical Executive Group

## SUMMARY OF POLICY

The Government continues to prioritise the national apprenticeship programme raising the skills of the workforce. Anticipating the future workforce and changing service requirements present a challenge for health education in the coming decade. The Trust currently has approximately 20% of its workforce aged >55 and eligible for retirement within the next five years and only 6.4% of its staff <= 25.

The Government's apprenticeship changes have included increasing the level of qualification that can be obtained as part of an apprenticeship, with apprenticeship standards being developed to cover up to level 7 (Masters Level) qualifications on the National Qualifications Framework Scale.

Hiring an apprentice is a productive and effective way to grow talent and develop a motivated, skilled, and qualified workforce (HM Government 2021)

The Education and Skills Funding Agency has set a public sector target of 2.3% of the workforce to commence an apprenticeship programme each year.

From May 2017 government funding for apprenticeships in England changed. The Trust will now be required to contribute to an apprenticeship levy. The apprenticeship levy requires all employers operating in the UK, with a pay bill over £3 million each year, to make an investment of 0.5% of their payroll. The Trust will benefit from investing and committing to train apprentices both those new to the Trust and existing staff

An apprenticeship can only be funded if:

- It is a nationally approved apprenticeship standard
- The apprenticeship training provider is on the national Register of Apprenticeship Training Providers (RoATP)

This policy sets out the processes to implement Apprenticeships within Solent NHS Trust in conjunction with the Learning and Development Strategy.

The policy supports Health Education England's "Talent for Care" strategy for bands 1-4 and aims to provide direction to the Trust in the promotion, provision, and most cost effective and efficient ways to sustain the services we deliver for our future workforce.

The policy provides the information for managers regarding apprenticeship recruitment, employment, career development for existing employees, on-going support required and information that will need to be provided for auditing purposes.

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## APPRENTICESHIP POLICY

### 1. INTRODUCTION & PURPOSE

- 1.1. The Trust is committed to improving access to and promoting the uptake of a wider range of Apprenticeship training programmes to enable the Trust to meet both the current and future workforce needs. To make sure the apprenticeship Levy fund is utilised to its full potential whilst recognising the Public Body Apprenticeship Target and report against this on a yearly basis.
- 1.2 It is the intention of this policy to improve awareness of the value of Apprenticeship training programmes.
- 1.3 It is the intention of this policy to ensure delivery of high-quality Apprenticeships.
- 1.4 It is the intention of this policy to outline a fair remuneration for Apprentices.
- 1.5 It is the intention of this policy to give assurance of the procurement process and inform those who can support Apprenticeships in both clinical and non-clinical roles.
- 1.6 It is the intention of this policy to enable the implementation of a formal apprenticeship framework which will be equitable for those who meet the requirements. This will enable the Trust to employ apprentices into apprenticeships which will result in a skilled workforce to meet the Trust workforce demands. Increasing access to the range of Apprenticeship Standards that are available and are of benefit to the Trust.
- 1.7 It is the intention of this policy to comply with all Education Skills Funding Agency (ESFA) Apprenticeship funding rules and Department for Education (DFE) Apprenticeship rules.
- 1.8 Strengthening partnerships between Health Education England, Integrated Care Systems, health employers, unions, and the professions in the development of standards which are appropriate to the needs of all and linked to patient, service and staff needs.
- 1.9 Supporting the Government Skills Pledge, ensuring appropriate development for all staff by increasing take up of Apprenticeship programmes.

### 2. SCOPE & DEFINITIONS

- 2.1 This policy applies to all individuals who apply for and are recruited into apprenticeship posts or existing staff undertaking a recognised apprenticeship as a form of Continuous Professional Development (CPD).
- 2.2 This document applies to all directly employed staff within Solent NHS Trust. For those employed on fixed term contracts, the contract must be longer than the apprenticeship including the End Point Assessment (EPA). If a break in learning (BIL) is applied impacting the completion of the apprenticeship date, then the apprenticeship team must be consulted in conjunction with the line manager and apprentice.

2.3 If staff are going on secondment there must be agreement with the Trust that they must be able to return to a job at the apprenticeship level they are studying to complete their apprenticeship. The secondment must be appropriate to the apprenticeship standard and 20% off the job fulfilled or a BIL must be applied.

2.4 For the purposes of this policy the following definitions apply:

**CPD:** Continuing Professional Development. It refers to the process of tracking and documenting the skills, knowledge, and experience that you gain both formally and informally as you work, beyond any initial training.

**Apprentice:** A person undertaking an apprenticeship and (where applicable) end point assessment (EPA) through an apprenticeship standard funded via the apprenticeship levy.

**Apprenticeship:** An apprenticeship is a genuine job with an accompanying skills development programme. Through their apprenticeship, apprentices gain the technical knowledge, practical experience, and wider skills they need for their immediate job and future career. The apprentice gains this through a wide mix of learning in the workplace, formal off-the-job training, and the opportunity to practice new skills in a real work environment. The apprenticeship programme must last for a minimum of twelve months and one week to constitute an apprenticeship scheme and can last up to 5 years depending on the education level.

**An apprenticeship standard:** The standards show what an apprentice will be doing, and the skills required of them, by job role. Standards are developed by employer groups known as 'trailblazers' via the Institute of Apprenticeships (IFA) (Gov.UK, March 18).

**Apprenticeship Levy:** A levy on UK employers to fund new apprenticeships. Funding for all apprenticeships from May 2017 will be via the new Apprenticeship Levy. The levy will pay for the actual cost of the training course and the new End Point Assessment (EPA) only (this will not provide any backfill costs to services). The Levy is 0.5% of the Trust's pay bill as our annual salary is over the 3 million thresholds. The Trust can access this to fund Apprenticeships via the Digital Account Service (AS) using registered, accredited, and training providers from the Register of Apprenticeship Training Providers (ROATP) (Gov.UK. March 18).

**Off the Job Training:** Training received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving their apprenticeship. It is not training delivered for the sole purpose of enabling the apprentice to perform the work for which they have been employed. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of normal working duties. Off-the-job training must be directly relevant to the apprenticeship standard, teaching new knowledge, skills and behaviours required to reach competence in the occupation. At least 20% of the apprentice's paid hours, over the planned duration of the apprenticeship, must be spent on off-the-job training (ESFA March 18).

**End- point Assessment:** It is an independent assessment of the knowledge, skills and behaviours which have been learnt throughout an apprenticeship standard. The requirements for end point assessment are set out in the assessment plan for the specific standard. Apprentices will not be

able to achieve an apprenticeship standard without satisfying all the requirements of the assessment plan, including the end-point assessment.

**Training Provider:** Individual, group or body providing a learning or educational experience or programme.

### 3. TRAINING

- 3.1 On recruitment of an apprentice all managers are informed of the Apprenticeship Policy, where to access the relevant information and the pastoral support link for their apprentice.

### 4. PROCESS REQUIREMENTS

#### 4.1 Authorisation of Apprenticeships Activity

- 4.1.1 Apprenticeship activity will not be authorised without the line manager's approval and may be subject to specific criteria according to the apprenticeship. If criteria are applied this will be clearly stated and the process for approval and outcomes will be clearly communicated.
- 4.1.2 The following should be considered when requests for an apprenticeship are made:
- It meets essential training and the trust's strategic aims and objectives. All staff should be given a minimum of 20% off the job training, some apprenticeships will require more.
  - 20% off the job must be agreed in what format this will take with the line manager e.g. two half days and must incorporate a variety of activities to enhance the apprentice's learning. Refer to SolNet for more information.
  - Subsequent travel claims from individuals seeking reimbursement for travel to and from university and during clinical placements will be met by the individual service lines. See further information in point 4.3.5.
- 4.1.3 Any staff member who feels they have been treated unfairly by refusal of study leave or funding should initially liaise with the apprenticeship team. If there is no resolution, then refer to the Trust's Resolution Standard Operating Procedure.
- 4.1.4 Apprenticeship Levy Funding can be applied for through the work-based learning process and new starter process. An email of authorisation with training provider and Levy funded amount will be sent to the learner and line manager.

#### 4.2 Funding

- 4.2.1 Apprenticeship Eligibility: An individual must be:
- Training for a new job role, or
  - Training in an existing job role but require significant new knowledge and skills.
- 4.2.2 An individual may undertake an Apprenticeship at a higher level than a qualification they already hold including a previous Apprenticeship. They can also undertake an Apprenticeship at the same or lower level than a qualification they already hold, if the apprenticeship will enable

the individual to acquire substantive new skills, and it can be evidenced that the content of the training is materially different from any prior qualification or a previous Apprenticeship.

- 4.2.3 The individual must follow these rules:
- 4.2.4 Start their Apprenticeship after the last Friday in June of the academic year in which they have their 16th birthday.
- 4.2.5 Be able to complete the apprenticeship within the time they have available. If you know an individual is unable to complete the apprenticeship in the time, they have available, they must not be funded.
- 4.2.6 Not be enrolled on another Apprenticeship at the same time as any new Apprenticeship they start.
- 4.2.7 Spend at least 50% of their working hours in England over the duration of the apprenticeship.
- 4.2.8 Have the right to work in England refer to ESFA employer funding rules.
- 4.2.9 End Point Assessment will be funded via the apprenticeship levy however if an apprentice requires a resit then this may need to be funded by the apprentice's service line depending on the individual circumstances.
- 4.2.10 If an apprentice has withdrawn from an apprenticeship without completing then they cannot apply for another apprenticeship for 2 years from the date of withdrawal. Exceptional cases can be considered on a case-by-case basis.

#### 4.3 Trust Apprenticeship remuneration

- 4.3.1 For new starter apprentices to the Trust, the pay progression arrangements as outlined in the table below will be used.

Apprenticeship Level	Entry pay point	End of first year-competency related progression	End of second year-competency related progression	End of third year-competency related progression	Pay point if recruited following completion of apprenticeship
2	Entry point Band 2	NA	NA	NA	Top point Band 2
3	Entry point Band 2	Top point Band 2	NA	NA	Entry point Band 3
4/5	Entry point Band 2	Entry point Band 3	NA	NA	Entry point Band 4
6	Entry point Band 2	Entry point Band 3	Top point Band 3	Entry point Band 4	Entry point Band 5

- 4.3.2 Existing staff please refer to the table in 4.3.1 however staff undertaking an Apprenticeship whilst already being in a post of a higher banding would require pay protection for the entirety of their apprenticeship.
- 4.3.3 Apprenticeship Team to ensure that the line managers of apprentices requiring pay progression are informed of competency related progression.
- 4.3.4 Unsociable hours can be claimed as per local policy and must be discussed and agreed prior to submission with line manager.
- 4.3.5 In order to fulfil the requirements of the apprenticeship, staff will be required to travel to their educational establishment, work base and placement base. For the purposes of reimbursement of travel costs, travel to the place of work, study or placement on each day will be deemed to be the work base and therefore apprentices will not be able to claim any travel reimbursement to and from work, study, or placement base. If travel to university is more than 60 miles and/or requires overnight stay, then the Apprenticeship Team will work with the services to assist with this cost from any government incentive payments. Travel and accommodation to be sought via the Travel Desk Team [TravelDesk@solent.nhs.uk](mailto:TravelDesk@solent.nhs.uk) and with at least 14 days' notice.
- 4.3.6 Reimbursement of travel costs incurred during the performance of duties in work or placement should be claimed in line with the Trust Travel and Subsistence policy. All claims for travel and subsistence must comply with the appropriate terms and conditions of the policy. Where travel is not a normal requirement of the role, staff should seek prior authorisation from their manager for the proposed journey, the means of travel etc.

## **5. ADDITIONAL APPRENTICESHIP CONDITIONS (STATUTORY OR SFA/DFE RULES)**

- 5.1 Apprentices cannot contribute financially to the direct cost of learning or assessment for any element of their Apprenticeship. Of note, Apprentices cannot use a student loan to pay for their Apprenticeship.
  - 5.1.1 There must be evidence that the apprentice has an apprenticeship agreement and commitment statement at the start of, and for the duration of their apprenticeship following the ESFA employer rules.
  - 5.1.2 Existing post holder Apprentices must complete the Apprenticeship Agreement and Commitment Statement before undertaking their Apprenticeship. These will be held on the Apprentice's personal file and within their Evidence Pack held by the Training Provider and the apprenticeship team.
  - 5.1.3 An Apprenticeship must be a minimum of one year, though specific standards may mandate more than one-year minimum duration. Minimum durations are based on Apprentices working 30-hour weeks on average; the one year minimum must still be complied with if the Apprentice works more than 30 hours per week on average. If the Apprentice works fewer than 30 hours per week (including any temporary reduction in hours) the minimum period must be extended



on a pro – rata basis using the following formula:  $(12 \times 30) / \text{average weekly hours} = \text{new minimum duration in months}$ .

- 5.1.4 In circumstances whereby an Apprentice's average weekly hours are below 30 hours, at the point of starting the apprenticeship. The apprenticeship will be adjusted in length to support the part- time working hours.
- 5.1.5 Some apprenticeships cannot be achieved on part-time hours such as degree apprenticeships for further information consult [apprenticeship@solent.nhs.uk](mailto:apprenticeship@solent.nhs.uk)
- 5.1.6 All Apprenticeship new posts must be 37.5 hours per week on average and can be no less than 30 hours per week.
- 5.1.7 The Apprentice must complete all parts of their Apprenticeship within their working hours, although some studying will be required in their own time. Where an Apprentice is required to take a 'break in learning' (defined as 4 or more consecutive weeks), this break must be excluded from calculating the minimum duration. A 'break in learning', for example for illness or maternity leave, requires the apprentice to confirm they intend to return to their Apprenticeship, and they must not have left the employment of the Trust. The Apprenticeship Team must be informed as the funding must be paused.
- 5.1.8 The Apprentice must be involved in active learning or monitored workplace practice throughout an Apprenticeship. The Apprentice can, after achieving all mandatory requirements of an Apprenticeship, stay in learning until they meet the minimum duration and embed the skills they have gained. Evidence that the Apprentice continues in learning must be available and will be held in the Apprentice's Evidence Pack.
- 5.1.9 Records of agreed average weekly, including off the job training must be made available to the training provider to be held by the apprentice usually on their online portfolio.
- 5.2 With the qualifying age for Apprenticeships being a minimum of 16, apprentices may be aged under 18. Like any employee under 18, those under 18 in Apprenticeship posts are classed as a 'Young Person' in law. As such the increased vulnerability due to age should be recognised as well as the additional requirements under the European Working Time Directive (EWTd) and The Management of Health and Safety Regulations 1999. Please refer to the safeguarding children guidelines, the Trust's Recruitment and Selection Policy and The European Working Time Directive Policy for more information.
- 5.2.1 The Trust will support Apprentices to achieve the English and Maths requirements as outlined in the appropriate Apprenticeship standard. This is available from the Training Provider or another training provider and is at no cost to the Trust.
- 5.2.2 All Apprentices will receive an Initial Assessment to include any recognition of prior learning, undertaken by the Training Provider in line with SFA requirements to ensure they are able to complete the qualification level. For 'newly recruited Apprentices', this will be undertaken during their induction period. For 'existing post-holder Apprentices' this will be undertaken before being enrolled onto the apprenticeship.

- 5.2.3 All Apprentices must have an Evidence Pack which will be held and maintained centrally by the Apprenticeship Team and training provider.

## **6. APPRENTICESHIP AND EMPLOYMENT RIGHTS**

- 6.1 Apprentices must work towards an approved apprenticeship standard. Their training must last at least 12 months. They must be employed in an appropriate job that gives them the opportunity to gain the knowledge and skills they need to pass their assessment.
- 6.2 'New recruit Apprentices' will be employed on a fixed term contract of adequate duration (but no less than 12 months) for them to complete the apprenticeship and become competent in their role. In apprenticeship standards, the end-point assessment can only take place after the minimum duration has been met which must be considered when setting the contract duration. Thereafter, subject to satisfactory assessment, and where possible, the apprentice will be appointed into the substantive post.
- 6.3 Apprentices must be offered the same employment rights as other employees.
- 6.4 Apprentices have a very specific legal status. Advice should be sought from People services on all employment matters including termination of contract, dismissal, and redundancy.

## **7. CHOOSING A TRAINING PROVIDER AND END POINT ASSESSMENT ORGANISATION**

- 7.1 To ensure compliance with Public Contracts Regulations 2015 and appropriate use of the Apprenticeship Levy funding available via the Trust's Digital Account, the Trust Apprenticeship Team must be contacted regarding training providers and End Point Assessment Organisations.

## **8. RECRUITMENT**

- 8.1 All Bands 2 to 4 posts being advertised should be considered as an apprenticeship and if not, then the justification outlined in 8.2 should be considered and 8.3 if the position is exempt.
- 8.2 In meeting the statutory requirement to 'have regard' for the Public Body Apprenticeship Target all Agenda for Change Band 1 to 4 vacancies must be considered for an Apprenticeship unless any of the exemptions below apply:
- There is not an appropriate Apprenticeship Standard available for the vacancy, note specialist roles may require generic Apprenticeship training programmes due to the generalist approach taken nationally to the development of Standards.
  - To be classed as available, there must be a Registered Training Provider able to commence the potential Apprentice within approximately 3 months of the approval request being submitted.
  - The vacancy funding would not facilitate the Apprentice working a minimum of 30 hours/week during their Apprenticeship period, or in circumstances where less than 30

hours/week can be funded for the apprenticeship period, a risk assessment indicates the apprenticeship could not be delivered.

### 8.3 Heads of department/Service line Managers deem:

- The role and/or area to be inappropriate for an inexperienced member of staff (even when well supervised) or
- A role designed primarily or to significantly cover nights whereby supervision and learning opportunities would be significantly reduced, or a role designed to be a lone worker, or carry out a significant amount of their duties in the absence of other colleagues or supervision. Of note, managers should consider an Apprentice's progress and available support before rostering them at night.
- Where profession specific rules dictate that Apprenticeships are classed as supernumerary in any staffing ratios/hours calculations e.g., degree nurse apprentices, as such they cannot be employed within budgeted establishment.

### 8.4 Recruitment of an apprentice

8.4.1 The relevant Apprenticeship Addendum will be included in the Job description for the fully qualified post being advertised. This will need to be agreed by the Apprenticeship Team [Apprenticeships@solent.nhs.uk](mailto:Apprenticeships@solent.nhs.uk) in order to authorise apprenticeship levy funding for apprenticeship training. A job description (including addendum), person specification and advert will be needed for the post and then the normal recruitment process applies in line with the Recruitment and Selection policy.

8.4.2 Once the start date is agreed with People Services and the Line manager the Apprenticeship team must be notified so that the training provider can be organised. (New Starter process Appendix A)

8.5 In addition People services will support the recruitment process and advertise through the national apprenticeship vacancy system this will be coordinated through the Apprenticeship Team.

## 9. ROLES AND RESPONSIBILITIES

9.1 **Chief Executive** has ultimate accountability for ensuring robust systems are in place for the management and support of apprenticeships at Solent NHS Trust.

9.2 **Executive team** are accountable to the Trust Board for ensuring Trust –wide compliance with policy.

9.3 **Professional Leads and Heads of services** are responsible for

- Identifying apprenticeship requirements within their services through workforce planning and identifying vacancies or hard to recruit roles that could be transformed into apprenticeship posts.
- Final sign off for applications for apprenticeships

#### 9.4 **Line Managers** supporting apprentices are responsible for

- Contacting the Apprenticeship Team- [Apprenticeship@solent.nhs.uk](mailto:Apprenticeship@solent.nhs.uk) as soon as the opportunity for an apprenticeship post is identified to discuss suitability of post and funding from the apprenticeship Levy.
- Approving 20% off the job time for the apprentice to attend assessments, set training sessions or examinations with the Training Provider.
- Following new starter process map (New starter process Appendix A).
- Following work-based learning process (WBL process Appendix B).
- Inducting the apprentice as per the Trust's Mandatory training and Induction Policy.
- Regular one to one with the apprentice may start off weekly, fortnightly then monthly.
- Delegating tasks and monitoring the workload of the apprentice.
- Providing local training, support, and guidance to apprentice.
- Liaise with L&D to conduct career conversations to upskill the current workforce
- Signing commitment statement between the training provider, apprentice, and yourself to comply with EFSA funding rules.
- Monitoring training progress and links with the assessor on apprentice visits.
- Seeking advice from Learning and development, if due to exceptional circumstances, an extension is required to enable completion of the apprenticeship.
- Informing Learning and development Apprenticeship team of any issues which may affect the completion of the apprenticeship qualification.
- Raising concerns regarding conduct or performance during the duration of the apprenticeship. Managers should refer to the People Partnering team for support and guidance. Apprentices, as employees, are subject to the normal policies and procedures of the organisation.
- Responsible for ensuring that the apprentice is competent for End point assessment (EPA) and working with the End point assessment organisation (EPAO) to complete this and sign relevant paperwork.
- Completing of employment documentation at the end of the apprenticeship if applicable or termination documentation and notifying Apprenticeship Team so payments can be stopped on the Apprenticeship Service (AS) account.

#### 9.5 **Apprentices** are responsible for:

- Adhere to Trust Policies and Procedures, and trust values and behaviours.
- Sign an Apprenticeship Agreement/Apprenticeship Contract and commitment statement following completion and approval of the Apprenticeship Application Form.
- Comply with the Training Providers Code of Conduct for learners.
- Complete the Apprenticeship standard and meet deadlines for work plan submissions meeting regularly with the assessor. Failure to achieve deadlines and meet performance targets will be managed in line with performance management policy (this can include functional skills in English and Maths if required).

- Contact the assessor to arrange meetings between assessor and manager to sign off portfolio progress.
- Adhere to the Health and Safety Policies and procedures of other organisations visited in association with the completion of the apprenticeship.
- Complete the Care Certificate if appropriate to role prior to the apprenticeship course.
- Maintain a log of a minimum of 20% off the job training/learning activities.
- Identifying any learning support which may be required to assist with the apprenticeship completion and advise the apprenticeship team in a timely fashion.

9.6 **Apprenticeship Team** will lead and manage the Apprenticeship Programme and are responsible for:

- Informing the Trust of any developments to national and existing standards.
- Promoting the value of apprenticeships as development opportunities within the Trust across all bands
- Monitoring recruitment against targets and reporting nationally to Education and Skills Funding Agency (EFSA) as required.
- Supporting managers with advice and guidance on which apprenticeship is suitable for the post and process from recruitment to completion.
- Identifying and procurement of training providers to deliver Trust apprenticeship programs.
- Authorisation of apprenticeship Levy funding to services/staff for the training costs.
- Registration on to the AS account of learners.
- Supporting the line manager to provide recommendations of off the job training that could be provided.
- Acting as a resource to the manager and apprentice and monitoring the apprentice's progress throughout the duration of their apprenticeship.
- Liaising with the training provider on behalf of the manager, confirming course funding and arranging to provide the trainer with the apprentice contact details to enable them to commence enrolment.
- Ensuring a level of quality assurance with training providers, cross checking all existing apprenticeships are up to date and current and following up any issues with delivery or assessment.
- Provide pastoral/progress support and liaise with the apprentice and their manager to engage in regular reviews.
- Work with apprentices and their manager to identify any additional learning needs and put in place any adjustments in a timely manner.

9.7 **Training Provider** is responsible for:

- Providing high quality learning experiences for trust staff as per the quality assurance guidelines and raising concerns as appropriate.
- Advises managers and Apprenticeship Team on suitable and appropriate apprenticeship standards.
- Ensuring staff are aware of the expected learning outcomes and content for training sessions prior to commencement.
- Ensuring that all staff have equal access to learning and development opportunities.

- Provides training support and guidance to the apprentice.
- Adheres to contractual obligations with the Trust as outlined in their contract.
- Provide an assessor who will set dates for the apprentice's progression meetings according to the apprenticeship standard. These dates are to be mutually agreed and if cancelled by the assessor an alternative date will be offered. Assessor visits/remote will be 4-6 weekly.
- Will sign off and agree the assessment and work plan from the apprentice, the manager, or their deputy.
- Will provide evaluation data to enable the ongoing monitoring of the quality of apprenticeship standards delivered.

## **10. APPRENTICESHIP TRAINING COMPLAINTS**

10.1 Apprentices have the right to make a complaint about the apprenticeship training they receive, both on and off the job training. All Apprentices will be made aware of the Trust's Apprenticeship Complaints Procedure and their Training Provider's complaints procedure during their induction period (Appendix C).

10.2 All Apprentices have the right to raise a concern or make a complaint via the Apprenticeship Helpline about their Apprenticeship training. They can be contacted on:

Telephone: 08000 150 600

[helpdesk@manage-apprenticeships.service.gov.uk](mailto:helpdesk@manage-apprenticeships.service.gov.uk)

10.3 All Apprentices can raise any concerns through the Trust's Freedom to Speak up Guardians. Information is available on the Trust's intranet: -

Email: [freedomtospeakup@solent.nhs.uk](mailto:freedomtospeakup@solent.nhs.uk)

## **11. EQUALITY IMPACT ASSESSMENT**

In line with Trust policy, equality and human rights impact assessment has been completed and no significant issues have been identified. It is understood that no employee will receive less favourable treatment on the grounds of disability, age, sex, race, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, working patterns or Trade Union membership or non-membership in relation to the application of this policy. The equality analysis and Equality Impact Assessment is included at Appendix D.

## **12. SUCCESS CRITERIA / MONITORING EFFECTIVENESS**

12.1 The effectiveness of this policy will be demonstrated using the agreed Key Performance Indicators (KPI's), monitoring complaints, utilising the apprenticeship levy, and meeting the public sector target.

12.2 The effectiveness of this policy will be monitored by the Apprenticeship Managers, Senior Managers and Trust Board.

## 13. REVIEW

- 13.1 This document may be reviewed at any time at the request of either staff side or management but will automatically be reviewed 3 years from initial approval and thereafter on a triennial basis unless organisational changes, legislation, guidance or non-compliance prompt an earlier review.

## 14. REFERENCES AND LINKS TO OTHER DOCUMENTS

Skills for Health:

<http://www.skillsforhealth.org.uk/services/item/439-apprenticeships>

Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Education Skills Funding Association

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/362111/ESFA-Apprenticeship-Training-Providers-Register-2017-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/362111/ESFA-Apprenticeship-Training-Providers-Register-2017-2018.pdf)

Trust Travel and Subsistence policy

## 15. GLOSSARY

**EFSA:** Education and Skills Funding Agency

**EPA:** End point Assessment

**EPAO:** End point Assessment Organisation

**HEE:** Health Education England

**IFA:** Institute of Apprenticeships

**IfATE:** Institute for Apprenticeships and Technical Education

**NAS:** National Apprenticeship service.

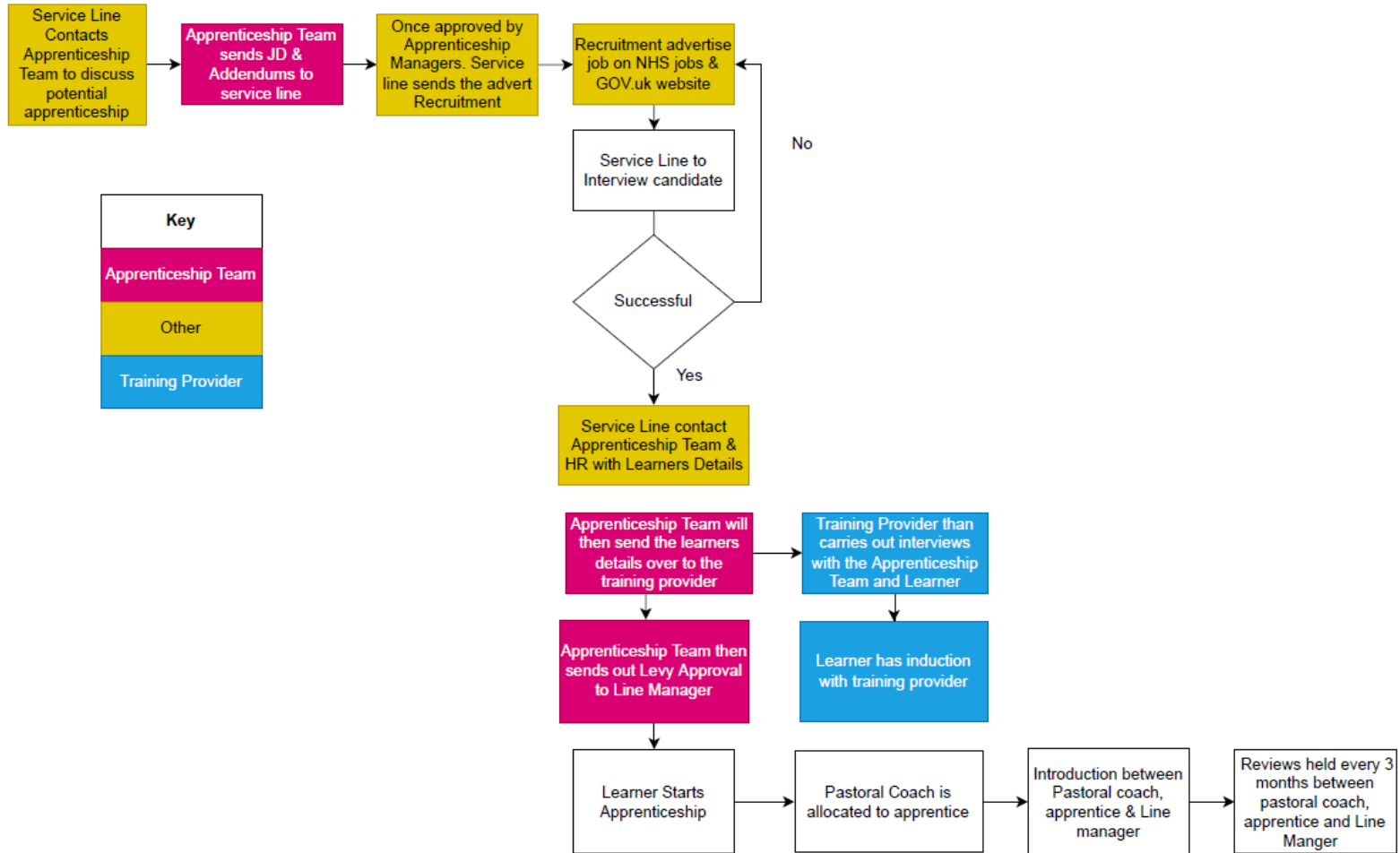
**RoATP:** Register of Apprenticeship Training Providers

Appendix: A

New Starter process



New Start Process for Managers

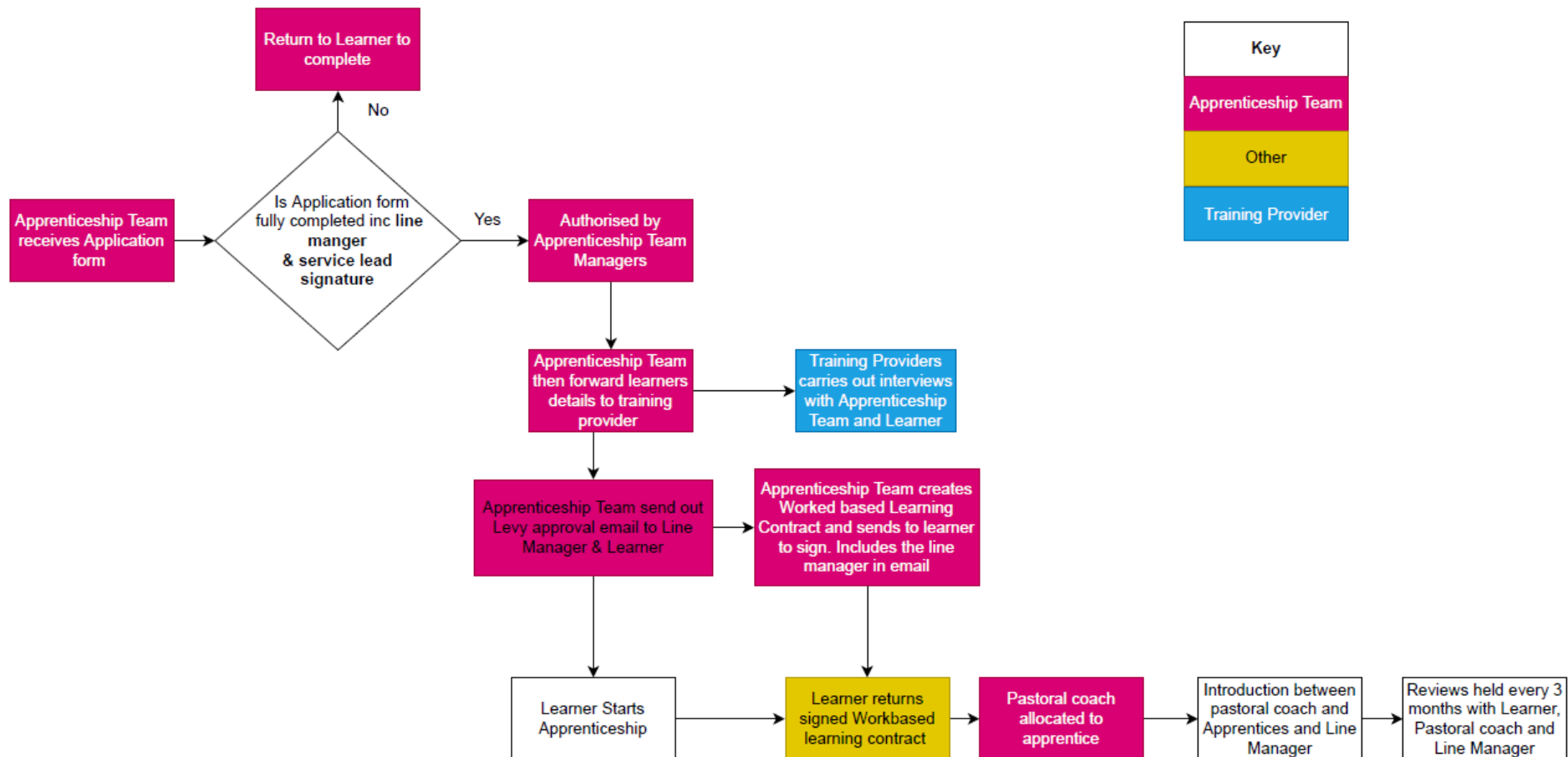




Appendix: B Work based learning process



Workbased Learner Process for Managers



## Appendix: C

## Apprenticeship Complaints Procedure

All Apprentices to be provided with copy of procedure at Apprenticeship induction/enrolment.

Grounds for complaint

The Apprenticeship application process has not followed the apprenticeship policy

The training provider has not provided 4-6 weekly visits

The training provider has not marked work within 10 working days on more than one occasion

The apprentice is not receiving 20% off the job training

The training provided does meet required standards for completion of the apprenticeship standard

Any other complaint that the apprentice may feel have not met the standards laid out in the Apprenticeship policy

Process

STAGE 1: The Apprentice would be encouraged to discuss the issue with their assessor/training provider or contact the Apprenticeship Manager.

STAGE 2: The Apprentice reasons for the complaint should be put in writing to the Apprenticeship Manager at [apprenticeship@solent.nhs.uk](mailto:apprenticeship@solent.nhs.uk)

STAGE 3: An investigation into the complaint would be carried out by a member of staff within the apprenticeship team and then outcomes discussed with the apprentice and report written.

STAGE 4: Associate Director of People and OD would draw conclusion and notify the apprentice in writing

Possible outcomes of the complaint

Dependent on the complaint the following action will be taken:

1. The candidate is requested to provide additional evidence.
2. All parties will be kept informed of all decisions made at each stage of the process
3. Copies of a written report outlining the outcome of the appeal will be sent the apprentice and their line manager.
4. At all stages of the appeal process equality of opportunity to access fair training is paramount. Consideration must be given to any disadvantage that the apprentice could have experienced during the application process or training.

## Equality Analysis and Equality Impact Assessment

**Equality Analysis** is a way of considering the potential impact on different groups protected from discrimination by the Equality Act 2010. It is a legal requirement that places a duty on public sector organisations (The Public Sector Equality Duty) to integrate consideration of Equality, Diversity and Inclusion into their day-to-day business. The Equality Duty has 3 aims, it requires public bodies to have due regard to the need to:

- **eliminate unlawful discrimination**, harassment, victimisation and other conduct prohibited by the Equality Act of 2010;
- **advance equality of opportunity** between people who share a protected characteristic and people who do not;
- **foster good relations** between people who share a protected characteristic and people who do not.

**Equality Impact Assessment (EIA)** is a tool for examining the main functions and policies of an organisation to see whether they have the potential to affect people differently. Their purpose is to identify and address existing or potential inequalities, resulting from policy and practice development. Ideally, EIAs should cover all the strands of diversity and Inclusion. It will help us better understand its functions and the way decisions are made by:

- **considering the current situation**
- **deciding the aims and intended outcomes of a function or policy**
- **considering what evidence there is to support the decision and identifying any gaps**
- **ensuring it is an informed decision**

You can find further information via the Solent e-learning module:

<https://mylearning.solent.nhs.uk/course/view.php?id=170>

### Equality Impact Assessment (EIA)

#### Step 1: Scoping and Identifying the Aims

Service Line / Department	Learning and Development Team/Apprenticeship Team		
Title of Change:	New policy		
What are you completing this EIA for? (Please select):	Policy	<i>(If other please specify here)</i>	
What are the main aims / objectives of the changes	To ensure consistency in relation to access to Apprenticeships across the Trust.		

#### Step 2: Assessing the Impact

Please use the drop-down feature to detail any positive or negative impacts of this document /policy on patients in the drop-down box below. If there is no impact, please select "not applicable":

Protected Characteristic	Positive Impact(s)	Negative Impact(s)	Not applicable	Action to address negative impact: <i>(e.g. adjustment to the policy)</i>
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Sex	X			
Gender reassignment	X			
Disability	X			
Age	X			
Sexual Orientation	X			
Pregnancy and maternity	X			
Marriage and civil partnership	X			
Religion or belief	X			
Race	x			

*If you answer yes to any of the following, you MUST complete the evidence column explaining what information you have considered which has led you to reach this decision.*

Assessment Questions	Yes / No	Please document evidence / any mitigations
In consideration of your document development, did you consult with others, for example, external organisations, service users, carers or other voluntary sector groups?)	Yes	Whilst reviewing this policy full consideration was given to ensure that Solent's Apprenticeship offer is fully inclusive and accessible to all colleagues. As such this policy has a positive impact on improving inclusion for all colleagues with protected characteristics
Have you taken into consideration any regulations, professional standards?	Yes	All apprenticeship programmes delivered are aligned with the appropriate professional standards and are aligned with Trust Values. Full evaluation and quality checks of internal and commissioned provision is undertaken to ensure content is in line with regulatory requirements and professional standards.

### Step 3: Review, Risk and Action Plans

How would you rate the overall level of impact / risk to the organisation if no action taken?	Low	Medium	High
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
What action needs to be taken to reduce or eliminate the negative impact?	Continued review of provider performance against KPI's		
Who will be responsible for monitoring and regular review of the document / policy?	Apprenticeship Manager		

### Step 4: Authorisation and sign off

*I am satisfied that all available evidence has been accurately assessed for any potential impact on patients and groups with protected characteristics in the scope of this project / change / policy / procedure / practice / activity. Mitigation, where appropriate has been identified and dealt with accordingly.*

Equality Assessor:	Emma Lampard	Date:	14/11/2022
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## Additional guidance

Protected characteristic		Who to Consider	Example issues to consider	Further guidance
1.	Disability	A person has a disability if they have a physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day today activities. Includes mobility, sight, speech and language, mental health, HIV, multiple sclerosis, cancer	<ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Communication formats (visual &amp; auditory)</li> <li>• Reasonable adjustments.</li> <li>• Vulnerable to harassment and hate crime.</li> </ul>	Further guidance can be sought from: Solent Disability Resource Group
2.	Sex	A man or woman	<ul style="list-style-type: none"> <li>• Caring responsibilities</li> <li>• Domestic Violence</li> <li>• Equal pay</li> <li>• Under (over) representation</li> </ul>	Further guidance can be sought from: Solent HR Team
3	Race	Refers to an individual or group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Language</li> <li>• Cultural traditions</li> <li>• Customs</li> <li>• Harassment and hate crime</li> <li>• "Romany Gypsies and Irish Travellers", are protected from discrimination under the 'Race' protected characteristic</li> </ul>	Further guidance can be sought from: BAME Resource Group
4	Age	Refers to a person belonging to a particular age range of ages (eg, 18-30 year olds) Equality Act legislation defines age as 18 years and above	<ul style="list-style-type: none"> <li>• Assumptions based on the age range</li> <li>• Capabilities &amp; experience</li> <li>• Access to services technology skills/knowledge</li> </ul>	Further guidance can be sought from: Solent HR Team
5	Gender Reassignment	" The expression of gender characteristics that are not stereotypically associated with ones sex at birth" World Professional Association Transgender Health 2011	<ul style="list-style-type: none"> <li>• Tran's people should be accommodated according to their presentation, the way they dress, the name or pronouns that they currently use.</li> </ul>	Further guidance can be sought from: Solent LGBT+ Resource Group
6	Sexual Orientation	Whether a person's attraction is towards their own sex, the opposite sex or both sexes.	<ul style="list-style-type: none"> <li>• Lifestyle</li> <li>• Family</li> <li>• Partners</li> <li>• Vulnerable to harassment and hate crime</li> </ul>	Further guidance can be sought from: Solent LGBT+ Resource Group
7	Religion and/or belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs, including lack of belief (e.g Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition. (Excludes political beliefs)	<ul style="list-style-type: none"> <li>• Disrespect and lack of awareness</li> <li>• Religious significance dates/events</li> <li>• Space for worship or reflection</li> </ul>	Further guidance can be sought from: Solent Multi-Faith Resource Group Solent Chaplain
8	Marriage	Marriage has the same effect in relation to same sex couples as it has in relation to opposite sex couples under English law.	<ul style="list-style-type: none"> <li>• Pensions</li> <li>• Childcare</li> <li>• Flexible working</li> <li>• Adoption leave</li> </ul>	Further guidance can be sought from: Solent HR Team
9	Pregnancy and Maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In non-work context, protection against maternity discrimination is for 26 weeks after giving birth.	<ul style="list-style-type: none"> <li>• Employment rights during pregnancy and post pregnancy</li> <li>• Treating a woman unfavourably because she is breastfeeding</li> <li>• Childcare responsibilities</li> <li>• Flexibility</li> </ul>	Further guidance can be sought from: Solent HR team