



West
Lancashire
College

Employer Handbook

An Employer Guide to Apprenticeships



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Welcome

Thank you for agreeing to take on an Apprentice or train your existing employees with West Lancashire College. This quick guide has been created to help you understand the services and support that West Lancashire College provide and the role you will play in the process.

What is an Apprenticeship

Apprenticeships are work-based training schemes designed to help you foster emerging talent in your business. They combine work with study and result in a programme which is truly work-focussed.

You can use Apprenticeships to support new employees, or people already in your business, and the new employer designed standards mean that organisations can implement a programme that really fits the roles in their business.

The Apprenticeship Standard

Apprenticeship Standards have recently replaced Apprenticeship Frameworks, and are specifically linked to a job role within an occupation.

With Standards, the inclusion of a qualification is not mandatory. Instead, once the Apprentice is judged to have met all of the criteria, which includes the formative assessment of behaviours, the employer and the provider sign off the learner who then undertakes an End-Point Assessment.

West Lancashire College currently offer the following Apprenticeship Standards:

- Business Administration Level 3
- Carpentry & Joinery Level 2
- Customer Service Level 2
- Electrical Installation Level 3
- Engineering Level 3
- Hairdressing Levels 2 & 3



The Structure of Apprenticeship Standards

One of the most significant changes with the new Apprenticeship Standards is the focus on the input and involvement of the employer in each part of the process. This ensures that you are given full opportunity to shape the learning that your Apprentice does throughout the programme, it also allows you to include internal training and development so that the learning is bespoke to your organisation.

You will be involved in the programme right from the start, working with the Apprentice and their Tutor Assessor to create a learning plan. From that point you will be fully involved in the learning and in the regular progress reviews. You will be given access to Smart Assessor, our e-portfolio system, which will enable you to monitor progress and fully support your Apprentice in the activities that have been agreed with their Tutor Assessor.

The second important change is the requirement for 20% 'off the job' learning. Learning must be recorded to ensure that your employee is given enough time to learn during their paid working hours.

Finally, the End Point Assessment (EPA) is a major change to the Apprenticeship process.

Previously assessment was carried out on an ongoing basis and this remains the case. The difference is that now all Apprenticeships include a definitive EPA, where all their prior learning is tested. The Apprentice, training provider and employer will agree the point at which the learner is ready to go forward for the EPA, this is called the 'Gateway'. Support will then be given in preparation for the EPA.

In most cases, the assessment will be graded and must show that the Apprentice is fully competent and productive in the occupation. The registered assessment organisation and the assessor must be independent of, and separate from, the training provided by the provider and employer.

The college will work with you to select the most appropriate End-Point Assessment organisation to meet the needs of your Apprentice and organisation. All approved End-Point Assessment organisations will appear on the Institute for Apprenticeships website and these range from traditional awarding organisations to professional membership organisations.

Induction	<ul style="list-style-type: none"> • Create a plan for learning • Check the Apprentice starting point with a skills scan • Plan the development of activities that you will provide • Create and sign a Commitment Statement
Learning 20%	<ul style="list-style-type: none"> • Direct learning from the college (usually 1 day per week) • Application of learning in the workplace • Employer learning activities • Independent learning
Gateway	<ul style="list-style-type: none"> • Agreement on readiness for End Point Assessment with employer (EPA)
End Point Assessment (EPA)	<ul style="list-style-type: none"> • Preparation for EPA

The Digital Apprentice Service (DAS)

The way the Government funds Apprenticeships changed in 2017 for all organisations with an annual pay bill greater than £3 million, through the introduction of the Apprenticeship Levy.

If your organisation fits into this category, you will pay the Apprenticeship Levy each month through your PAYE process in the same way you pay Income Tax or National Insurance contributions.

Your payroll or finance department will have been sent your Government Gateway login details to set up your Digital Apprenticeship Service (DAS), however the college can support you with this if required.

Once your DAS has been set up you will be able to:

- Input staff details and the programmes you wish to deliver
- choose the training provider(s) you want to deliver the training
- choose your End-Point Assessment organisation
- post Apprenticeship vacancies
- confirm the price you've agreed with your training provider(s)
- stop or pause payments (for example, if your Apprentice stops their training takes a break, or you haven't received the service expected)
- authorise payments to your chosen training provider(s)
- view payment activity in your account and check your balance.

Using your Account

When you have declared your Levy for the month you will see the balance in your account at the end of the following month. To enable you to sign into your account you will need to accept an Education & Skills Funding Agency (ESFA) Agreement, which you can access via your DAS account.

Once you have accepted your agreement with ESFA you will be able to authorise payments for Apprenticeship training and End-Point Assessment (EPA) with the training providers you have chosen to manage your Apprenticeships. Each provider has a unique UKprn Number. To ensure you pay the right provider, the West Lancashire College (NCG) UKprn number is: 10004599.

If you do not have enough funds in your account to pay for training in any given month, you will be required to co-invest with the government. This means you will pay 5% of the outstanding balance for that month, and the government will pay the remaining 95% up to the funding band maximum. If costs agreed with your provider are over the maximum cap, then you must pay the difference out of your own budget.

If you have overpaid your Levy in any month but are still in credit at the end of the tax year, you will receive a refund as a PAYE credit. Apprenticeship Levy payments are a deductible expense for the purposes of Corporation Tax.

Incentive Payments

The Government have introduced payments to support employers who hire Apprentices aged 16 to 18 years old, or who are under 25 with an education, health and care plan or has been in the care of their local authority. These payments are ever changing, but you can find out the current employer incentives at www.gov.uk/guidance/incentive-payments-for-hiring-a-new-apprentice



Responsibilities of the Employer

Working in Partnership

Employers must work in partnership with West Lancashire College to plan and monitor the progress of Apprentices, by attending and engaging in scheduled formal reviews throughout the duration of the training.

Off the job training

It is vital, to meet the requirements of the Apprenticeship funding, that you ensure your Apprentice has the opportunity to spend 20% of their paid working hours in learning.

It is also important that they log the activities and the time taken to do them. Off-the-job learning activity can include many things, some are obvious such as attending workshops, completing workbooks and preparing for Tutor Assessor meetings. Others are less obvious and yet still very important learning opportunities, this might include attending meetings, internal training, coaching from a colleague or yourself, learning a new IT system, reading instructions or trade papers, researching on the internet, doing projects, creating reports and most importantly implementing and refining the skills they learn on the programme.

An Apprentice cannot progress through the Gateway to the End Point Assessment (EPA) if they have not achieved their 20% off the job training.

Workforce development

Employers should consider projects that Apprentices can undertake on their behalf or, if appropriate, give Apprentices exposure to tasks they would not normally have exposure to, resulting in a stretch and challenge of the Apprentice's knowledge, skills and behaviours within their organisation.

Pay the rights and rates

Apprentices must be paid at least the national minimum wage during their placement.

Apprentices who are under 19, or who are over 19 and in the first year of their Apprenticeship, must be paid at least the national minimum wage for Apprentices. For more information, please visit gov.uk/national-minimum-wage-rates

Contract of employment

Employers should provide a contract of employment which sets out the employment rights, responsibilities and duties. Apprentices must be aware of the organisational policies and will need to read and understand those policies that relate to Health & Safety, Equality & Diversity (including the promotion of British values), safeguarding and the Prevent Duty.

30 hours per week

Employers must employ Apprentices for a minimum of 30 hours per week or extend the length of time the learner remains on programme in line with the hours worked.

Apprentices receive the same benefits as other employees

Generally, Apprentices should get the same benefits as other employees, unless employers can otherwise justify not providing such benefits. Failure to do so can lead to discrimination claims.



Responsibilities of the Line Manager

Support the programme

Line Managers should work to support the Apprentice through their training by ensuring they are given the appropriate time for off-the-job training, attend reviews and act as a professional mentor.

Feedback to the Apprentice

Line Managers should provide regular feedback to the Apprentice on their performance in their job, in order to support their development and ensure they have the necessary skills and knowledge for their job role and Apprenticeship.

Use an adaptive management approach

Although Apprentices are to be managed in the same way as any other member of staff, an Apprentice might be a young person who may be working in their first job role. If this is the case, the line management of the Apprentice may need a more hands-on approach during their first few weeks at work.

Set objectives

When setting objectives for the Apprentice through the business's usual review processes, it is important that one of the Apprentice's objectives is linked to the successful completion of the Apprenticeship programme and the development of the skills, knowledge and behaviours they must evidence. It is important that the Line Manager remains continually aware of the Apprentice's progress throughout the Apprenticeship.

Monitor progress

The Line Manager will be given access to Smart Assessor to show the Apprentice's progress and will work in partnership with the Tutor Assessor to support the Apprentice's success. The Manager will take an active role within progress reviews and reflect on the impact the programme is having on both the Apprentice as an employee and the organisation.

Manage the Apprenticeship

Line Managers must ensure they make the business aware if there is any risk that the Apprentice will not complete their Apprenticeship on time. For example, if there are issues with performance in role, or if there are critical changes to the role or business.

Agree an action plan

Line Managers must use the standard business policies and procedures in managing an Apprentice. The Line Manager should discuss and agree an action plan with the Apprentice and Tutor Assessor to ensure ongoing progress, development and exposure to new skills.

Take part in the induction

Line Managers should be involved in the Apprentice's induction to the programme, working with the Tutor Assessor to clearly set out the business expectations.



Responsibilities of the Apprentice

Attend scheduled formal reviews

This involves the Apprentice, Line Manager and Tutor Assessor. These reviews are an opportunity for all three parties to reflect on the Apprentice's progress and consider the next phase of learning.

Be self-sufficient

Apprentices must be responsible for their own learning and development and for ensuring that they are working to the best of their ability at all times.

Be responsible

Apprentices must be diligent and punctual, and must behave in a responsible manner in accordance with the requirements of health and safety, safeguarding, prevent and equality and diversity legislation relating to the Apprentice's responsibilities as an individual.

Attend regular teaching and learning/ review activities

The teaching and learning/review activities are determined at the start of the programme between the employer, Apprentice and the college at the start and formulate the initial Individual Learning Plan (ILP).

Allow access and share learning

Apprentices must allow the college to access and share their learning records (LRs) for the purposes of administering the specified Apprenticeship.

Think about the business with 'Respect to Business'

During the programme, Apprentices should consider how they can best develop their skills to enhance their role and have an impact on the business.

Think about the employer

Apprentices should promote the employer's best interests at all times.



Responsibilities of the College

West Lancashire College will assign a Tutor Assessor and an Account Manager to support and guide the Apprentice and their line manager through the Apprenticeship journey. The Tutor Assessor will regularly visit and communicate with the Apprentice within the workplace to provide learning support, carry out assessments and observations and review the evidence gathered by the Apprentice. They will also ensure that the Apprentice remains on track with their Apprenticeship and completes it to the required timescale.

The Account Manager will be a key point of contact and will support you with any queries you may have throughout the Apprentices journey.

Ensure standards

Tutor Assessors will ensure the Apprenticeship is achieved to the required standard and on time.

Provide materials needed

Tutor Assessors will provide all the required learning materials for the Apprenticeship.

Provide support

Tutor Assessors will work in partnership with the employer to best support the Apprentice to reach success, mapping out the Individual Learning Plan (ILP) to show teaching and learning and workplace mentoring activities on and off-the-job.

Regular reviews

Tutor Assessors will carry out regular reviews with the Apprentice and Line Manager, discussing the Apprentice's progress.

Ensure personal learning plan goals

Tutor Assessors will endeavour to ensure that the employer provides the Apprentice with the facilities, training and workplace opportunities necessary to achieve the outcomes as specified in the Apprentice's Individual Learning Plan.

Organise induction

Tutor Assessors will provide a comprehensive induction for the Apprentice and the Line Manager as part of the first visit. This will include an in-depth Information, Advice and Guidance session.

Organise meaningful learning activities

Tutor Assessors will agree and deliver a programme of training and learning sessions with the Apprentice and regular meetings with the Apprentice and their Line Manager.

Set the course of study

Tutor Assessors will provide learning, support and guidance to the Apprentices by setting the Apprentice's course of study and agreeing deadlines for completion. They will also will work through the learner's Individual Learning Plan (ILP) to map out their teaching and learning. This will also include the 20% off-job training that is required as part of their programme.

Raise any concerns

Tutor Assessors will let the employer know of any concerns or issues they have in relation to the Apprentice. This also includes any safeguarding or Prevent concerns.

Assessment Methods

Formative Assessment

At points throughout the programme the Apprentice will undergo what is called ‘formative assessment’.

This is a staged check on their progress, through tests, presentations, discussions, testimony from yourself and practical work-based activities. The Tutor Assessor will guide them through their preparation for these assessments and ensure that things run smoothly. The idea of the assessment is to check on progress but also to prepare them for the End Point Assessment (EPA), which will take place in a similar format. This formative assessment means that we will feel confident in their knowledge and skills throughout the programme, rather than leaving everything right until the end.

It is essential that you are involved in the formative assessments. This will ensure that you fully understand your Apprentice’s progress and can ensure that it is in line with the requirements of their job and of the business. This might involve observing presentations, asking questions and inputting to the assessment of their work. The Tutor Assessor will talk to you about this.

During the formative assessment, evidence of competence will be gathered in a number of ways:

Product Evidence produced during practical work-based activities

Product evidence, e.g. reports/documents, will be essential to creating a ‘showcase’ portfolio of work, which for most programmes will form part of the end point assessment. The Apprentice will gather product evidence throughout the programme but then add to and replace items towards the EPA, to ensure that the examples show them in the best possible light. Product evidence may be made anonymous, where necessary.

Product evidence should be restricted to work done by the Apprentice themselves and not by others. It should prove their ability to carry out a certain activity, e.g. a copy of their budget may show how they have created financial forecasts. Present one or two very relevant pages rather than producing very long reports, their Tutor Assessor will give them guidance on this. With product evidence it is important to choose the most effective example, there is no need to produce many examples which evidence the same knowledge/skills.

Observation of pre-planned activities

This will happen in the workplace or virtually. The Tutor Assessor will observe the Apprentice carrying out normal work activities and record it in written format or by video/audio. The observation will be planned so that meaningful activities can be identified, also so the learner can think about what will be observed and any sensitive, confidential information can be brought to the attention of the Tutor Assessor. The Apprentice will also be able to inform others who might be involved in the activity, so that they understand the purpose and what the Tutor Assessor will be recording.

A Tutor Assessor will usually observe for around about 30 minutes, depending on the activity and what has been agreed. They will feedback to the Apprentice in terms of their competence and coach/train them in any areas where they need to improve further.

Professional Discussion between the Tutor Assessor and the Apprentice

This is a pre-planned discussion between the Apprentice and the Tutor Assessor, which will be recorded. It will be 80% them speaking and 20% the Tutor Assessor. They will have agreed a professional discussion on a Teaching, Learning and Assessment plan so that they have time to plan and read around the topic. Professional discussion will be planned, once both the Apprentice and the Tutor Assessor feel confident in their understanding of the subject. They may bring along notes but it is strongly recommended that they do not create a 'script'.

The Tutor Assessor will dig into the topic with them, to ensure that there is a real and in-depth understanding so it is more important that they make sure they feel confident about the topic than have a prepared 'speech'. They will do this by asking for detail, presenting 'what if' scenarios and checking understanding. The deeper understanding and the more they can link theory and models to what happens in a real work environment, the better. A professional discussion will last 5 -10 minutes.

Reflective Account created by the Apprentice

This is a discussion between the Apprentice and the Tutor Assessor which will be recorded, however does not need to be pre-planned. This will be 60% Apprentice speaking and 40% Tutor Assessor. The Tutor Assessor can guide the discussion as well. A reflective account will often take place when the Tutor Assessor feels that something practical has taken place that can effectively contribute to evidencing skills, knowledge and/or behaviours. A reflective account will last 5 - 10 minutes.

Witness Statement/Testimony from yourself or colleagues

This is a discussion between the Tutor Assessor and a manager/colleague/staff member of the Apprentice. The purpose is to gather evidence of knowledge, skill and/or behaviours, as witnessed by those working around them. It will be pre-planned between the Tutor Assessor and relevant work colleague, in order that they can consider what they are going to discuss, identify examples and make any relevant notes. The main purpose will be to check for consistency to ensure that the Apprentice constantly works in that way, rather than it being a 'one off'.

If the witness prefers to write their testimony they may do so, the Tutor Assessor will provide guidance on what to cover to keep their written evidence brief yet meaningful and effective. A witness statement will last around 5 minutes if recorded and if written should be no more than one or two paragraphs, the Tutor Assessor can guide the witness on this.

Maths and English

Where an Apprentice has not already achieved GCSE grade 4-9 (A-C) or equivalent, we will initially work with them to achieve functional skills at Level 2 in one or both subjects. We will carry out a diagnostic via our online learning tool BKSB, this will identify the level at which they are functioning and identify which areas need to be worked on. The Apprentice will then attend face to face workshops and tutorials with our experienced maths and English tutors until they are ready to sit the exam.

Where a learner has already achieved a GCSE grade 4-9 (A-C) or equivalent we will continue to support the improvement of their skills in these areas. Firstly, we will use BKSB will identify the level at which they are functioning, it will also carry out a diagnostic that identifies whether there are any areas where they can improve. The system will then create an individual learning plan with related learning materials that the Apprentice can work through with the support of their coach. Where it suits the Apprentice better we can also arrange face to face workshops and tutorials with experienced tutors of maths and English.

Gateway

The 'Gateway' will take place around three months before the planned end of the Apprenticeship. This is a formal meeting between yourself, the Apprentice and their Tutor Assessor. The aim of the meeting is to establish that all parties feel confident that the Apprentice is ready to embark on preparation for the End Point Assessment (EPA). The final decision will be yours.

This will be done by reviewing the results of formative assessment and the showcase portfolio created to ensure that all parties feel that the Apprentice is fully competent in all areas.

At the end of the meeting, if all parties are happy that the Apprentice is ready, they will sign the gateway form and the Tutor Assessor will initiate the preparation for EPA. If that is not the case then further action plans will be created to address any areas that still need development and a new target date set for a successful Gateway.

End Point Assessment (EPA)

Throughout the programme the Tutor Assessor will be preparing the Apprentice for the EPA, mainly through the formative assessments that take place regularly. Prior to the actual End Point Assessment, the Tutor Assessor will provide EPA preparation activities in the form of workshops, practice tests, mock presentations and interviews.

It is vital that you and your Apprentice think about the requirements of their EPA from an early stage.

You have a very important role in this process and the Tutor Assessor will work with you to help identify what needs to be done and how.

There are generally three outcomes of an EPA; Distinction, Pass or Fail.

We will always be encouraging your Apprentice to stretch and challenge themselves and guiding them towards a 'distinction' where we possibly can.

Online Tools

Smart Assessor

Smart Assessor is an electronic portfolio, which guides the Apprentice through their programme. As an employer you will be given a login to Smart Assessor so that you can understand what your Apprentice is doing and how well they are progressing. Smart Assessor allows Apprentices to upload any evidence created for their Tutor Assessor to review and give feedback. Smart Assessor monitors the Apprentice's progress against target, so you can always log in to see how they are doing at any given time.

BKSB

BKSB is a learning and support system for English and maths. We use BKSB to establish the Apprentice's skill level in maths and English, and also to diagnose where there are gaps in their knowledge and understanding. Once we have this we can help them to create a learning plan that will either take them through their functional skills exams or, if they already hold GCSE, it will help them to further improve and enhance their abilities.

Moodle

Moodle is an online learning resource that incorporates course content with learning materials and information to help Apprentices with their studies. This includes core units of the course with helpful links and information such as online resources and student advice services. It also highlights college and campus life. Apprentices can access Moodle through the college website westlancs.ac.uk

Microsoft Teams

Apprentices may also be asked to use Microsoft Teams to attend online meetings or reviews, and they can also upload work to a document sharing facility for their Tutor Assessor to Review.





Your Apprentice's Safety

As part of the Apprentice induction, we focus very strongly on Safeguarding, Prevent, Equality of Opportunity and British Values.

Prevent

West Lancashire College is committed to Prevent. The Prevent Duty forms part of the Counter Terrorism and Security Act 2015, and the strategy responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views. It provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support. It covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

The college Safeguarding Policies features reference to the Prevent agenda within all the work we do to safeguard our Apprentices, students, visitors and members of staff.

If you or your Apprentice have any concerns about radicalisation, terrorism or extremism, please talk to your Tutor Assessor or contact one of our Safeguarding Officers on

01695 52385 / 07974 208855 / SafeguardingHotline@westlancs.ac.uk

Safeguarding

West Lancashire College is committed to ensuring that your Apprentice is able to access a secure, safe and welcoming environment in which they can fulfil their potential.

We are also committed to assisting them to develop the skills necessary to take responsibility for their own safety. Specific policies and procedures are in place to make sure young people and vulnerable adults are safe and secure. These are detailed and reviewed regularly.

Arrangements are in place to take all reasonable measures to ensure that risks of harm to young people and vulnerable adults are minimised and procedures are in place to take all appropriate actions to address concerns about the welfare of young people and vulnerable adults.

If your Apprentice feels that they are not being respected or feel that a fellow student is a victim of bullying, harassment, radicalisation or feel unsafe, tell us about it. If they are the victim of abuse or neglect inside or outside of college let us know so that we can ensure they receive help. Don't be worried to speak out – all concerns will be dealt with sensitively and with their interests at heart. If your Apprentice has a concern they can tell their Tutor Assessor or a member of our Safeguarding Team on

01695 52385 / 07974 208855 / SafeguardingHotline@westlancs.ac.uk

Equality of Opportunity

We aim to ensure that all staff and students are treated equally regardless of age, disability, race, colour, nationality, religion or belief, gender or sexual orientation, or any other irrelevant or unjustifiable reason. We aim to promote a positive and inclusive learning environment in which differences and diversity are welcomed and respected. It is important to us that all learners feel this is a safe and inclusive environment. We expect all staff and students to treat others with equal courtesy and respect. We have a clear policy on respect, consideration and codes of conduct for staff and students, and work to ensure these aims are upheld throughout the college.

The Equality Strategy which sets out how we will seek to ensure equality of opportunity for all, is on the college website. Assistance is available whilst on the course, during examinations and assessments, and with welfare or counselling arrangements.

If you feel that your Apprentice is the victim of discrimination, harassment or bullying or you observe this taking place, we would like to know about this so that we can take action. Please inform your Tutor Assessor or any member of staff in Learner Services on 01695 52300.

All of your employees should be treated equally, and we are sure you have policies in place to ensure this happens. Your Tutor Assessor can give you information and advice about this should you require it.

British Values

We are dedicated to promoting British values to ensure young people are prepared for life in modern Britain. We want them to develop a strong sense of social and moral responsibility, developing understanding of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The promotion of British values links very closely with the Prevent Duty.

It is our aim that all Apprentices are able to contribute positively to the wider community, using the skills and knowledge they acquire during their time with us. As well as being fully engaged in their learning experience, we want to encourage their development as responsible, respectful and socially aware individuals. These topics will be discussed during your Apprentice's induction and in workshops or training sessions.

E-Safety

It is likely your Apprentice will be expected to send emails, search the Internet and also use our e-portfolio system. Being online can sometimes leave adults and young people vulnerable and whilst on our programme, we will provide guidance on how to keep safe.

Preparing for Your Health and Safety Assessment

It is a requirement for use of government funded training that a health and safety assessment of your workplace is conducted. This will be conducted by an appropriately trained member of staff. The following checklist will help you prepare for this review and reduce any disruption to you and your colleagues. You will be asked to provide:

- Your Certificate for Employers Liability Insurance
- Evidence of how you inform staff about the Health and Safety at Work Act 1974
- Fire procedures and first aiders
- Appropriate risk assessments
- First aid kit
- Accident Book
- Log of fire drills and alarm tests
- Clear written policy on equality and diversity, safeguarding and health and safety)
- COVID-19 Risk Assessment and COVID-19 Statement

Our staff will be able to help you if you have any questions regarding the health and safety assessment and guide you through the process. In addition, guidance is available for all employers at www.hse.gov.uk. If you do not currently have a Health and Safety policy, the Health and Safety Executive has provided guidance for small businesses that our staff will provide to you. If you do not currently have an Equality and Diversity policy or Safeguarding policy our staff will be able to provide you with an example for guidance.

Risk Assessment

Employers also have a legal responsibility to:

- Perform a full risk assessment
- Acknowledge the inexperience of Apprentices and new employees
- Make sure that Apprentices have appropriate supervision at all times
- Identify potential risks and put procedures in place for minimising those risks
- Ensure that if specific training reduces risks, the Apprentice receives the appropriate training
- Ensure Apprentices do not perform duties which will expose them to undue risks

Lifting And Handling

All Apprentices involved in lifting and handling should be given appropriate training to ensure that the possibility of injury is minimised. Assessments should be made to define the correct training required.



Quality Assurance

Quality assurance plays a key role in ensuring the effectiveness of each Apprenticeship Standard. Details of the key individuals and their roles within this process are detailed below.

Tutor Assessor

Tutor Assessors support/guide the Apprentice throughout their learning and assessment in the workplace. They provide guidance throughout their programme, whilst also carrying out formative/summative assessments at key milestones in the learner's development. They are also responsible for signing off qualifications once completed.

Functional Skills Tutors

Functional Skills Tutors are on hand to support the Apprentice if they are required to work towards a Functional Skills qualification. They will stretch and challenge the learner in their English and maths knowledge and application.

Internal Quality Assurer (IQA)

The IQA is responsible for ensuring the work undertaken by the Tutor Assessor and Functional Skills Tutors meets the required quality standards as defined by the awarding organisation. The IQA may observe sessions to ensure the quality of learning delivery and assessment.

External Quality Assurer (EQA)

The EQA is employed by the awarding organisation or End-Point Assessment (EPA) organisation to ensure we are meeting the required quality standards. They may on occasion, wish to meet with you or phone you to ask about your experience and whether we are providing the appropriate support. Any meetings with the EQA would be planned in advance. Where End-Point Assessment is a requirement the EQA would undertake this End-Point Assessment which may take the format of a workplace project, exam or discussion.

External Evaluation

All of West Lancashire College's training provision is externally evaluated by Ofsted. This may involve the learner and you as the employer. The expectation from Ofsted will be to have open access to your place of work to carry out several activities, including learner and employer interviews and observations, to gain valuable feedback on the experience and impact the programme is having/has had on the learner and their ability to carry out their job role and how that progression has impacted on your organisation.



Have your Say

We expect your time with us to be a positive experience, but we accept that sometimes you will have concerns. The complaints and appeals processes are reflected below, should you require them.

Employers play an important role in ensuring the success of any learning programme. We want to involve you in shaping, developing and improving our learning programmes and learning delivery.

West Lancashire College is committed to the implementation of a coherent strategy of employer engagement. The aim is to foster strong and long-lasting relationships with employers, involving effective participation and feedback in our continuous improvement process. A variety of methods are used to support employer engagement:

EMPLOYER SURVEYS – a system of regular surveys of employer needs and satisfaction. These are a combination of online and telephone surveys used to gauge satisfaction and encourage feedback. The results of surveys are evaluated and used to inform improvements in learning provision.

FACE-TO-FACE INTERVIEWS – staff will undertake face-to-face meetings with employers via the internal quality assurance process

EMPLOYER INVOLVEMENT IN DECISION-MAKING – when any changes are planned that may affect the employer or the learner, employer input will be sought in relation to proposed changes prior to implementation.

COMPLAINTS PROCEDURE – a comprehensive complaints procedure is in place and is available on the college website www.westlancs.ac.uk.

Useful Contacts

West Lancashire College

01695 52300

enquiries@westlancs.ac.uk

www.westlancs.ac.uk

Learner Services

01695 52393

ask-the-adviser@westlancs.ac.uk

Student Absence Hotline

01695 52333

student.absence@westlancs.ac.uk

Education Skills Funding Agency (ESFA)

The agency accountable for funding education and skills for children, young people and adults. ESFA is an executive agency, sponsored by the Department for Education.

www.gov.uk/government/organisations/education-and-skills-funding-agency

The National Apprenticeship Services (NAS)

This is part of the Education Skills Funding Agency and provides support, advice and expertise on apprenticeships and traineeships.

www.gov.uk/further-education-skills/apprenticeships

Institute for Apprenticeships & Technical Education

The Institute for Apprenticeships and Technical Education is an executive non-departmental public body, sponsored by the Department for Education.

www.instituteforapprenticeships.org/