

<b><u>Policy Title</u></b>	<b>NCG Apprenticeship Policy</b>	
<b><u>Policy Category</u></b>	Compliant	
<b><u>Owner</u></b>	NCG Apprenticeship Quality Manager	
<b><u>Group Executive Lead</u></b>	Executive Director of Quality	
<b><u>Date Written</u></b>	June 2022	
<b><u>Considered By</u></b>	Apprenticeship Council	
<b><u>Approved By</u></b>	Executive Board	
<b><u>Date Approved</u></b>	July 2022	
<b><u>Equality Impact Assessment</u></b>	The implementation of this policy is not considered to have a negative impact on protected characteristics	
<b><u>Freedom of Information</u></b>	This document will be publicly available through the Groups Publication Scheme.	
<b><u>Review Date</u></b>	September 2025	
<b><u>Policy Summary</u></b>	The policy sets out the requirements for NCG's apprenticeship provision in all colleges regardless of scope and scale.	
<b><u>Applicability of Policy</u></b>	<b><u>Consultation Undertaken</u></b>	<b><u>Applicable To</u></b>
Newcastle	Yes	Yes
Newcastle 6th Form	Yes	N/A
Carlisle	Yes	Yes
Kidderminster	Yes	Yes
Lewisham	Yes	Yes
Southwark	Yes	Yes
West Lancashire	Yes	Yes
Professional Services	Yes	Yes
<b><u>Changes to Earlier Versions</u></b>		
<b><u>Previous Approval Date</u></b>	<b><u>Summarise Changes Made Here</u></b>	
September 2020	Policy rewrite to reflect current apprenticeship delivery mechanism, funding and performance rules and processes at NCG	
<b><u>Linked Documents</u></b>		
<b><u>Document Title</u></b>		
NCG Quality and Curriculum Policy	Overarching policy, which includes the terms of reference for the NCG Apprenticeship Council.	
NCG Unified Tutorial, Progress and Attainment Policy	It is the responsibility of college leaders to ensure that a designated course lead/tutor is appointed to manage the learner journey for a defined course(s) or programme.	
NCG Safeguarding Policy	Highlights actions in place to keep apprentices safe from harm.	
NCG TLA Policy	Sets out arrangements for the teaching, training and assessment of learners and apprentices across NCG.	
NCG Attendance Management Policy	Arrangements for monitoring the regular attendance of learners and apprentices.	

	Judgement	Explanatory Note if required
<b>EIA 1 - Does the proposed policy/procedure align with the intention of the NCG Mission and EDIB Intent Statement</b>	Yes	
<b>EIA 2 - Does the proposed policy/procedure in any way impact unfairly on any protected characteristics below?</b>		
<b>Age</b>	No	
<b>Disability / Difficulty</b>	No	
<b>Gender Reassignment</b>	No	
<b>Marriage and Civil Partnership</b>	No	
<b>Maternity and Pregnancy</b>	No	
<b>Race</b>	No	
<b>Religion or Belief</b>	No	
<b>Sex</b>	No	
<b>Sexual Orientation</b>	No	
<b>EIA3 - Does the proposed policy/processes contain any language/terms/references/ phrasing that could cause offence to any specific groups of people or individuals?</b>	No	
<b>EIA4 - Does the policy/process discriminate or victimise any groups or individuals?</b>	No	
<b>EIA 5 - Does this policy/process positively discriminate against any group of people, or individuals?</b>	No	
<b>EIA 5 - Does this policy/process include any positive action to support underrepresented groups of people, or individuals?</b>	Yes	The policy highlights focus for people that are typically under-represented in the national apprenticeship cohort. It also seeks to ensure positive action so that a proportional number of apprenticeships at NCG are aimed at younger students, addressing a national issue that has sign the exponential rise of adult apprentices, due to the availability of funding.
<b>EIA 6 - How do you know that the above is correct?</b>	This policy has been reviewed by the NCG Apprenticeship Council.	

## 1. Scope and Purpose of Policy

This policy sets out the requirements for NCG's apprenticeship provision in all colleges regardless of scope and scale. It builds upon the Institute for Apprenticeships' definitions and core principles in defining a non-negotiable standard for implementation by college senior leadership teams.

The term **apprentice** is used to include all apprentices whether on frameworks or standards, regardless of sector and level.

The term **teacher** is used to describe all teaching and training staff, including teachers, lecturers, instructors, skills trainers, assessors learning support practitioners and coaches.

The term **Delivery Team** refers to the wider group of staff involved in the apprentices training – i.e., a collection of managers, teachers, skills trainers, and business support staff.

**Senior Leadership Team (SLT)** relates to the Principal and senior leaders in each college responsible for apprenticeships.

**NCG Apprenticeship Council** – a formal meeting chaired by a designated Executive member and including all college apprenticeship leads to review and improve the Group's approaches to apprenticeships.

**KSB** – refers to the development, review, and assessment of knowledge (what apprentices know), skills (what apprentices can do), and behaviours (how apprentices behave at college and in the workplace).

The term **completion** refers to fulfilment of the planned training delivery phase and the point the apprentice enters the end assessment gateway. The term **achievement** is used when the apprentice passes all components of the apprenticeship. The difference is important as an apprentice could 'complete' their training, but not necessarily 'achieve' their apprenticeship.

## 2. Policy Statement

### 2.1. Definition of an apprenticeship

An apprenticeship is a job with training to recognised industry standards – specifically it will follow the apprenticeship specification for **standards** format. Apprenticeship delivery is concerned with entry to a **recognised occupation** and involve a substantial programme of **on and off-the-job training**. In the case of a **standard**, the apprentice's occupational competence will be tested by an **independent, end point assessment**.

Recent apprenticeships are entirely **employer-led** – this refers to both design and procurement. Employers now set the standards, create the demand for apprentices to meet their skills needs, part fund the apprenticeship (directly or indirectly through the **Levy**) and are responsible for employing and training the apprentice. The needs of the apprentice are equally important: to achieve competence in a skilled occupation, which is transferable and secures long term economic prosperity, employment security, and the capability to progress within the workplace, or wider workforce.

**It is important to note that not all employer-based training is an apprenticeship.** Specifically certifying an employee for existing competency would not be appropriate for an apprenticeship, which is intended to support the acquisition of new skills, knowledge, and behaviours.

**NCG** pledge support to **delivering only** apprenticeships that **provide substantial new skills, knowledge, and behaviours**, and in doing so, we set out an **apprenticeship quality framework** within this document.

### 2.2. NCG Apprenticeships

NCG Apprenticeships will be built upon an agreed partnership linked to below conditions:

- **Right Apprentice** – Pre-Requisite Qualifications, suitability for the programme, readiness to enter employment (extending to the maturity and employability skills required to work for an employer) and consideration of any adjustments or additional training needs.
- **Right Employer** – using only partners that are fully committed to the apprentice. To provide a good new job, to offer in-work support and mentorship, to contribute to the continuous development of the apprentice and participate in planning, progress review and assessment. An employer who is not able or willing to commit to off the job training will not be used. Delivery teams will need to provide specific support to employers who are not yet ready, but willing to engage in apprenticeship training, by providing clear guidance and support.
- **Right Standard** – to ensure the college can identify a clear local and / or national need to deliver a particular apprenticeship standard, to ensure they are appropriately resources and vocationally capable to offer training at the desired level. College leaders are asked to specialise in a number of apprenticeships, where capability is evident, and group sized are sustainable. Applications to run an apprenticeship must be made to the Apprenticeship Council.
- **Right Delivery Model** – Apprentices at NCG will only follow the models outlined in DfE flexible delivery models. This is day release, block release, front-loaded delivery, or high quality online synchronous delivery. The day release will be no less than 6 hours a day, other forms of delivery will need to follow this standard through pro-rata planning.

This model is formalised through 3 essential controlled documents the **Apprenticeship Agreement, the Apprenticeship Training Plan, and the Apprenticeship Delivery Plan.**

### 2.3. Principles of Delivery

- 2.3.1. NCG apprenticeships will provide entry to a recognised occupation with demonstrable skills need. The apprenticeship must be at least one year in duration and will formally be longer than this based on the requirements of the standard.

- 2.3.2.** At least 20% (starts prior to the 22/23 academic year) of the apprentice's working week, or 6 hours per week of the off the job training (starts from 22/23 academic year) is the absolute minimum that must be provided and take place within the apprentice's contracted hours. The requirement will vary depending on when the apprentice commences training. This value should not be considered a target, it is the minimum requirement for planning purposes and delivery teams should plan to exceed this value by a reasonable tolerance to ensure the standard can be reached. The consequence of not doing so has a material impact on the college funding and achievement rates.
- 2.3.3.** The NCG delivery models must be followed and provide the main mode of delivery. Due to college holidays, bank holidays and absence, the 20% or 6 hours per week through college-based delivery may not deliver the planned hours on their own. The training and delivery plan will set out how the balance will be delivered, and how delivery staff are supporting the apprentice and employer through periods of college holiday (that may not be reflected in industry or business). The apprenticeship staff handbook provides additional guidance on what other evidence is acceptable. This will not displace the college hours but supplement the training.
- 2.3.4.** In addition to the above employers are required to deliver at least 2 hours training per week through coaching, mentorship, or training. This must be delivered in the workplace and be recorded in Smart Assessor.
- 2.3.5.** NCG apprenticeships will follow either a defined and approved apprenticeship framework (ongoing legacy apprenticeships), or standard (current model for new starts). From the date of publication of this policy, all new apprenticeships at NCG will be standards in line with qualification reform. The specification will define the occupation in terms of the responsibilities and tasks involved and the KSBs required to achieve competence.
- 2.3.6.** NCG teachers will follow the arrangements in the Teaching, Learning and Assessment Policy to evaluate the quality of the apprenticeship training. Attendance at college will be recorded in line with the NCG Attendance Policy and arrangements will be made to combine the college attendance, with additional off the job training to maintain a balance of delivered hours, against the planned hours.

### **2.4. The requirement for the Apprenticeship to be a job**

- Employment in a new job with legal and contractually acceptable terms and conditions.
- The job role, together with the off the job training, provides opportunities to cover the full apprenticeship specification and associated learning and assessment of the KSBs in scope.

### 2.5. The Delivery (Training) Plan

- 2.5.1. The Delivery Plan is an extended period of training (at both college and the workplace) which develops not only the knowledge, skills and behaviours required, but also the additional transferable skills which allow an apprentice to deal with new employers, situations, problems, and equipment. Arrangements for planning and calculating off the job are contained in the standard operating procedure.
- 2.5.2. The Delivery Plan must be sufficiently challenging to stretch the apprentice and be delivered with the active involvement of the employer(s), which uses a range of effective on and off the job training methods as well as the general day to day workplace activities.
- 2.5.3. The Delivery Plan must follow the basic Right Apprentice, Right Employer, Right Standard, Right Delivery aim. The workplace must be motivating and supportive with coaching and mentoring support for the apprentice with continuous assessment of progress; NCG apprentices' must not be placed in a workplace that does not offer sufficient scope to acquire new knowledge, skills and behaviours required of the apprenticeship.

### 2.6. End-point Assessment and Certification

- 2.6.1. The requirements for end-point assessment are set out clearly in the apprenticeship specification and assessment plan. They are accessible via the [Institute for Apprenticeships & Technical Education website](#).
- 2.6.2. NCG apprentices will understand the requirement for end point assessment of assessment at the very start of their programme (whether it be skills, knowledge or behaviours-EPA based) and where and how they will be assessed (extending to end-point assessment providers). EPA must be booked within six months of the end of the apprenticeships.
- 2.6.3. NCG colleges will enter into appropriate arrangements with the end point assessment provider through a service level agreement to deliver the assessment. Delivery teams will support the employer with the negotiated price of assessment.
- 2.6.4. NCG apprenticeships will ensure that the appropriate level of English and maths, any digital skills required and other specified components of the Apprenticeship, signed off by the employer, are achieved prior to end-point assessment, or in the case of frameworks, apprenticeship certification.

### 2.7. Teaching, Learning and Assessment

High quality TLA is central to the training that apprentices will receive. The approach to TLA is set out in the NCG Teaching, Learning and Assessment Policy.

All delivery staff will receive training and development feedback on how to improve their practice, as a teaching and learning organisation, this is fundamental to our core values. Staff are therefore expected to engage fully with this developmental training, feedback, and support.

### 2.8. NCG Quality Indicators

NCG will adopt the following indicators as a quality framework – the NCG standard expected will be set out in the Staff Handbook.

Apprenticeships will meet the skills needs of employers and apprentices by reflecting the range of occupations and skill levels in our diverse economy. NCG will measure this by:

#### **Recruitment and Onboarding Phase:**

1. Providing structures to ensure all apprentices have access to high quality off-the- job training in line with NCG delivery models - apprenticeship courses will only be approved to run if this is the case.
2. NCG will ensure that we take positive action to ensure the majority of provision is for younger people, recognising that an apprenticeship can provide a valuable start to their careers by progressing from full time education. We will also work to ensure that disadvantaged, or under-represented groups are promoted, extending to refugees.<sup>1</sup>
3. NCG will ensure robust initial, and ongoing, assessment of the apprentice's skills and knowledge prior learning and the job role, against the apprenticeship. Skill scanning at the start of the apprenticeship must be robust to:
  - a. Understand the apprentice's entry KSBs and plan their learning from these starting points.
  - b. check that NCG re-requisite requirements are met and apply reasonable discounted costs for any demonstrable KSBs prior to delivery.

#### **Delivery Phase**

1. Managers of apprenticeships will establish the quality of delivery through formal evaluations of TLA in line with NCG TLA Policy, including the standard KSBs in focus and the development of maths and English skills for all apprentices, and the development of interpersonal skills

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<sup>1</sup> This positive action should not be confused with positive discrimination, no prospective apprentice would be treated favourably because of their status or protected characteristics; we simply want to ensure fair representation in our recruitment processes and in doing so work to the NCG mission.

(behaviours).

2. Managers of apprenticeships will establish the quality of focused progress review, in line with delivery and assessment plans (also established through ETLA). This will extend to the quality of regular careers advice, to monitor and assure that the apprentice remains on their chosen career path, or specialist advice and guidance is provided where necessary.
3. Managers of apprenticeships will establish the quality of assessment and feedback to apprentices, to support their further development.

### **Monitoring and Management Reporting**

1. Managers must support the bi-monthly NCG prediction review meetings and completion of trackers – this must be informed by demonstrable progress in line with agreed delivery and assessment plans, and accurate achievement outcomes.
2. Retention and withdrawal rates over the planned duration of the apprenticeship.
3. The percentage of apprentices entering gateway by their planned end date.
4. The achievement rates of apprentices within planned timescales.
5. The proportion of apprentices achieving End Point Assessment with a high grade (determined from grade entered on ILR).
6. The proportion of apprentices achieving End Point Assessment in less than 3 months, 3-6 months, and more than 6 months.
7. Employer and apprentice survey feedback, both internal, and external through the apprenticeship recruitment service.
8. The proportion of apprentices past their planned end date by 6 months.
9. The proportion of off the job delivery delivered and logged, and variances from plan.
10. The sustained destinations of apprentices after leaving the programme, measured through survey at least 6 months after completion.
11. The extent to which apprentices know how to keep themselves safe, including risks from radicalisation and their knowledge of fundamental British values.

### **2.9. Accountability and Compliance**

- Accountability for adherence to this policy rests with the college principal who will ensure that internal control processes provide assurance that this policy is fully embedded; local board members may seek further assurance that this is the case.
- Collective responsibility rests with staff at all levels – specifically the senior management team, operation management team, employer partners and all staff with a teaching or training role within the

organisation.

- Group Quality and Business Assurance (including use of external audit experts) will undertake ETLA of practice to assure the agreed process and standards are met. This will extend to a review of apprenticeship planning, progress reviews, off the job activity and delivery methods, apprentice and staff forums, observation of practice (visits to the workplace and off-the-job training – including subcontractors), review of adherence to relevant policies and procedures.
- Group Learner Data Services are responsible for the operating procedures and management of the ILR file working with college MIS/apprenticeship leads.
- The Apprenticeship Council is both an advisory group to the NCG Executive, a forum for sharing best practice and policy updates, and the approval board for the delivery of new standards.

### 3. Specific Apprenticeship Delivery Requirements

#### 3.1. The Delivery Plan

All apprentices will have a written Delivery Plan specific to the apprenticeship standard to which they are enrolled on. The document is crucial to the administration and delivery process and is the basis for ensuring the programme is appropriate, legal, consistent, and personalised. The apprenticeship agreement is a written statement displaying the employer's duty as meeting the Employment Rights Act 1996.

Apprenticeships follow set learning guidelines outlined within a standard based on both practical and academic skills. Apprentices will be required to attend off-the-job and on the job training to attain these goals. Attendance patterns will vary, and the mode of delivery and hours are approved by the Apprenticeship Council. Delivery teams must not reduce this approved contact time but may increase it without Council approval.

Apprentices must complete all elements of the apprenticeship specification to achieve the apprenticeship standard; in most cases this will incorporate:

- Core KSB training – this may be supported by a formal qualification, and/or portfolio of evidence, in some apprenticeship standards.
- Training and learning in mathematics and English – to a defined level, usually level 2, but with aspiration of at least GCSE grade 9-4.
- Digital skills were specified or required - incorporating a specified qualification in some standards.
- Training and competencies associated with personal, social, and employer-related skills.

### 3.2. Apprenticeship wage and hours of employment

GOV.UK provides regular guidance on the statutory apprenticeship wage. A minimum wage is in place for apprentices. As the apprenticeship minimum wage is lower than the national minimum wage and living wage, delivery teams must consider at entry any potential risks to the retention of the apprenticeship where the lower apprenticeship minimum wage is paid.

The training period for an apprentice must not be less than 12 months and will typically be much longer than this in line with guided hours and end-point assessment gateway durations.

Apprentices must be in paid employment for at least 30 hours per week. If the apprentices work fewer than 30 hours a week then the expected duration of the apprenticeship on the ILR (pro rata) must take account of this. Apprentices must be paid for off-the-job training away from the workplace as part of their normal, paid hours. The mode of which will be defined in the delivery plan. Apprentices who attend off-the-job training in hours that exceed their contracted hours must be paid in full and considerations must be made for any legal requirements, or impact on the off the job. For example, additional work hours will proportionally increase the requirement for the 20% off the job for apprentices starting before the 2022/23 academic year.

It is the responsibility of delivery teams engaging with employers to ensure that the advice they provide to employer and prospective apprentices is accurate; support in providing such information should be provided by specialist staff where required. GOV.UK has comprehensive information relating to the employment of apprenticeships and post regular updates for training providers, employers, and apprentices.

### 3.3. Validation and approval of NCG Apprenticeships and the role of the Apprenticeship Council

All apprenticeship will be formally validated by the college in line with existing arrangements which must be approved by a senior manager with delegated responsibility and the appropriate records maintained.

The college apprenticeship lead will subsequently follow the NCG Standard Approval Model (SAM) for approval by the NCG Apprenticeship Council. On successful approval, the standard will be added to the NCG Apprenticeship Prospectus (held on the Apprenticeship Portal). The college and SAM approval will focus on:

- The basis for approval [employer demand, local market intelligence, links to college strategic plans and operational plans.
- Arrangements for delivery high quality training and the mode of off the job training, including the creation of a delivery plan.
- The apprenticeship standard reference and basic detail.
- The relevant components [skills and knowledge, qualifications, English, mathematics, digital skills, personal development, and employer related.

- Associated funding bands and potential discounts for agreed prior learning. Considerations for minimum group size and sustainability.
- Confirmation of a contract with an approved EPAO that has been linked to the standard.
- Confirmation of additional equipment (where required) to be purchased by the college prior to any enrolments.

College leadership teams must ensure that apprenticeship programme design facilitate progression for learners completing study programmes or courses for adults. Secondly senior leaders will assure themselves, wherever possible, that apprentices have progression to further and higher training or sustainable employment destinations once completing the programme.

Apprentices may start at any time during the academic year and leaders will specify entry points throughout the year to facilitate enrolment outside the traditional academic cycle. Students transferring from mainstream courses will require authorisation from a delegated senior management to minimise unintended disruption to their planned learning.

### **3.4. Securing apprenticeship opportunities**

All NCG staff and governors are encouraged to take an active role in the process of securing apprenticeship opportunities with high quality employers; this may be as simple as signposting a new start-up employer in the area, or by referring a personal business contact who has stated an interest in employing an apprentice.

The process of securing the college vacancies will be led by a designated senior leader against agreed strategies and curriculum priorities.

The sectors in which the college operates apprenticeships is driven by college strategic plans, developed in partnership with local board members, devolved sub-regional authorities, labour market intelligence and employer partners and influential business clusters.

#### **3.4.1. Apprenticeship Recruitment**

Apprentices are usually recruited by one of the following methods:

- Employer pledges and targeted recruitment using the college expertise and resource.
- Employer recruitment (directly through their own processes).
- Conversions from study programme or adult provision following successful work placement.

The role of the employer is crucial to the process and will require consultation and participation at all stages of the recruitment process.

DfE rules state that employers must use the Find an apprenticeship - GOV.UK ([www.gov.uk](http://www.gov.uk)) tool to recruit apprentices, where they decline to do so they must state why on the enrolment documentation. The website also includes a survey to rate the provider, the results of which

are published on the site and are used as part of the accountability framework. Delivery teams are responsible for ensuring employers are aware of the use of this survey.

Delivery teams must ensure that employers are aware of their requirements/obligations to digital apprenticeship service, including arrangements for contracts and payments. The apprenticeship should not continue until obligations are fulfilled.

Delivery teams must work to promote the merits of prospective apprentices who represent disadvantaged or under-represented groups. This should not seek to place these learners at an advantage over other candidates (which could be deemed positive discrimination). It should simply ensure a proportional representation in the recruitment phase (positive action). The groups may include (not exhaustive): gender representation, ethnicity, disability or difficulty, low household incomes and refugees.

The recruitment process is tailored to suit individual employer requirements, although a number of consistent features are present in the recruitment process:

- Confirmation of the apprenticeship type (sector, level, standard).
- Confirmation of the skills, knowledge and behaviours required, both at the start and end of the apprenticeship.
- Promotion of the vacancy by recruiting teams (business services or similar) through the find an apprenticeship microsite of gov.uk. <https://www.gov.uk/apply-apprenticeship>
- Initial Assessment of English and mathematics.
- Skills-scan, review of PLR, and work experience.
- Pre-Interview and suitability screening.
- Communication of provisional / firm offers of employment.

### 3.4.2. Enrolment

The bespoke nature of apprenticeship recruitment will ensure that enrolment is ongoing throughout the academic year although periods of particularly high activity are at the start/end of the academic year. Delivery teams must consider an appropriate end date for the training – for example an end date early in the academic year will help tracking and monitoring of the cohort in focus.<sup>2</sup>

It is the responsibility of the employer-facing teams that information collated is accurate and timely and complies with General Data Protection Regulations (GDPR).

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<sup>2</sup> For example, an apprentice with a planned date in July will unlikely complete end point assessment before the close of the academic performance year on the 31<sup>st</sup> July. An end date in August/September will make the in-year tracking more straightforward and achievement rates for the year will become more settled early in the year.

### 3.4.3. Apprenticeship Induction

Apprentices require a specific induction due to the additional complexities associated with employment legislation, health and safety in the workplace and the specific policies that relate to apprenticeship training.

Designated delivery teams will ensure that the delivery plan information and associated evidence is completed at the point of enrolment and documented in the delivery plan and first review. This will include as a minimum:

- Health, safety, insurance, and welfare compliance assurance.
- Safeguarding and Prevent training, with explicit contextual examples of potential risk, including workplace, work setting, community and online.
- Arrangements and content of apprentice progress review.
- Assessment of competency.
- Overview of Apprenticeship rights and responsibilities.
- Overview of the relevant programme.
- Introduction to training and teaching staff.
- Introduction to the college, including a tour/familiarisation of training facilities.
- A timetable, delivery plan and knowledge organiser.
- Introduction and training of Smart Assessor.
- Arrangements for regular progress reviews of KSBs.
- Where applicable, arrangements for any reasonable adjustments, special considerations and learning support'.
- Access to personal services, including specialist college services for careers, welfare and safeguarding, and applications such as FIKA. Distribution of Personal Protective Equipment.
- Regulations relating to health, safety, and equalities at NCG and in the workplace.
- Reporting of accidents and safeguarding welfare concerns.
- Reinforce any employer expectations / procedures.

### 3.4.4. Compliance & Learner Review

All colleges will comply with relevant legislation to ensure the health, safety, and welfare of apprentices in employment. The college will use only competent persons to assess the Health & Safety suitability of all external learning locations prior to any work-based learning taking place. This is a legal duty arising from the Health & Safety at Work 1974 Act and the Management of Health & Safety at Work Regulations 1999. The compliance will be recorded formally and

stored for compliance monitoring.

Delivery teams must have a member of staff trained to at least IOSH Working Safety or equivalent. They will ensure that the employer has appropriate measures/risks assessments are in place, and that employability liability insurance is in date. This will be recorded on the e-portfolio.

At no time should an apprentice be placed with an employer if the employer file is incomplete. In doing, so the member of the delivery team would place the apprentice, employer, college, and Group at risk. This would be deemed by the Group to be grossly negligent.

Where appropriate, DBS checks will be carried out prior to commencement of the apprenticeship start – the requirements for this will be set out in college procedure and will be mandatory for all apprentices aged 16-18 and vulnerable adults in placement where they are likely to be supervised and have primary contact with a single person, rather than team of persons. Additional legal requirements are in place for sectors such as health and education which will be followed at all times.

Delivery Teams will ensure that the apprentice receives a formal induction in the workplace, in addition to the College induction. This will be noted on the Delivery Plan

The content of the employer-based induction will vary depending on the nature of employment and organisation but as a minimum must contain:

- Specific health and safety arrangements, including prohibitions if applicable.
- Company specific policies and procedures.
- Details relating to wage, terms, and conditions.
- The job role and expectations.
- Details of supervision/mentors, and key personnel.
- Arrangements for any special adjustments and learning support whilst at the employer
- Clear instructions with regard to the reporting of safeguarding and welfare concerns

An initial review must be conducted 4 weeks after the start of the apprenticeship. It will then be every 8 weeks until the apprentice completes and achieves the apprenticeship (therefore including those in gateway). Apprentices who require additional support should be visited more regularly.

The progress review should focus on the safety and welfare of the apprentice, the progress they are making in the workplace, and the specific development of new KSBs in line with the delivery plan with a clear focus on employer involvement.

College principals must assure themselves that they have a process in place to effectively monitor health and safety compliance, employer liability insurance, Disclosure Barring Service (DBS) clearance and learner review, all through smart assessor.

### **3.4.5. Apprenticeship Management**

With a significant number of apprentices following different standards in locations throughout the region and sometimes the country, it is important that the college adopts a formal process for the ongoing coordination, review, and evaluation of the provision.

Senior leaders must implement a process by which key operation managers provide assurance that apprentice progress is understood and coordinated. In doing so a senior manager will be delegated to oversee the provision, supported by a suitably experienced operations manager. Whilst not exhaustive key functions of these leaders will include planning, management, and assurance that:

- The requirements of this policy are implemented in full.
- That the college is fully compliant in terms of health and safety and safeguarding in relation to apprenticeship provision.
- That apprenticeship contractual compliance is in place, including initial assessment, learning support, progress reviews, off the job training and timely claim of achievement, unplaced learners, exams, data capture.
- Processes are in place to have oversight of apprentice recruitment, onboarding, delivery quality, attendance, welfare, and progress.
- That the college works toward continuous improvement review, internal business assurance visits and external audit and receive reports for the purpose of development and continuous improvement.

### **3.4.6. Completion and claiming the apprenticeship standard**

It is the responsibility of the delivery team to record timely the point the apprentice has completed – this is the point when all learning has been delivered and the apprentice enters the end point assessment gateway.

It is the responsibility of the delivery team to report the timely achievement of the apprentice, only after obtaining end-point assessment results. This is to ensure achievement is claimed and the apprenticeship can be closed. The same will apply for legacy framework apprenticeships.

The consequences of poor record keeping can have a material impact of the apprentice's achievement, in addition to funding and performance implications for the Group.

### **3.4.7. Unplaced Learner Procedure**

It is the responsibility of the delivery team to notify college apprenticeship administrators should an apprentice lose their job or

be made redundant.

Delivery teams will take a view as to whether the apprentice is permitted and suitable to continue. In some cases, the delivery team will support the apprentice with finding a new job, or in some circumstances completing and achieving the apprenticeship.

An apprentice has to be employed continuously for the duration of the apprenticeship. If their employment is terminated, the individual cannot continue with their apprenticeship (with the exception of redundancy) where the break has been longer than 30 days.

Apprentices in certain circumstances may continue their apprenticeship training without being employed under an apprenticeship agreement. This applies only to apprentices who have been made redundant and are within six months of the final day of their planned delivery end date, or they have completed at least 75% of the practical period specified in the delivery plan/agreement.

Apprentices who have their apprenticeship agreement terminated by reason of redundancy, and who, on the day of dismissal, have completed less than 75% of the practical period specified in the apprenticeship agreement, and the remaining training represents a training duration of six months or more, may continue their apprenticeship training for 12 weeks while a new employer is being sourced. If a new employer is not found the apprentice must be withdrawn after 12 weeks.

### **3.4.8. Learners Past End Date**

Delivery plans are expected to adhere to the approved delivery model be achievable within the planned training duration and a reasonable allowance to complete end point assessment. The duration of the delivery plan is an important consideration to this end. The expectation is that apprentices at NCG will achieve within 6 months of entering gateway (worst case) and ideally within 3 months (target).

Apprentices who pass 360 days since their planned end date should typically be withdrawn/failed unless a compelling case is made. This will only be permitted due to mitigating personal and/or employment circumstances. The decision to continue past 360 days will rest with the senior college leader responsible for apprenticeships, however the volumes of these learners will be monitored by Group Quality and Group LDS, who reserve the right to intervene if necessary. The senior leader must be aware of the DfE Accountability Measures and the consequences of the decision to continue.

### **Annex A – Typical Roles & Responsibilities**

#### **College Senior Leadership Team**

- Responsible for developing the apprenticeship offer in line with college priorities and regional and / or national skills needs.
- Ensuring that appropriately skilled and knowledgeable staff are deployed to the management and delivery of apprenticeships.
- Implementing procedures to maintain compliance for health and safety, wellbeing and safeguarding.
- Maintaining compliance with regulatory and contractual requirements that underpin this policy, extending to safety, equality, quality, performance, and funding.
- Make arrangements so that the progress of apprentices is comprehensively understood.
- Monitoring the contract profile and ensuring remedial measures are in place to achieve agreed performance metrics.

#### **NCG Apprenticeship Council**

- Please refer to the NCG Curriculum and Quality Policy.

#### **Senior Leader responsible for Apprenticeships**

- Responsible for leading the delivery teams to ensure provision and resources are in place to meet the apprenticeships recruitment targets.
- Develop, implement, and monitor a Delivery Plan that is in line with standard and framework requirements.
- Ensure the delivery teams offer high quality teaching, training, and learning in the class, laboratory, and applied learning workshop/salons/kitchens to ensure the employer receives the value for money.
- Make arrangements with administrative functions to ensure apprenticeship contracts are set-up and claimed in a timely and effective way.
- Liaise with business development teams to ensure recruitment sectors are priorities are understood (based on college strategic plans).
- Maintain consistent and frequent communication channels with employer partners.
- Monitor the quality of provision and intervene where provision is seen to be less-than-standard for the college.
- Appoint an experienced operational manager to ensure the above is achieved.
- Managing and resolving complaints in line with NCG complaint policy.

### **Apprenticeship Administration**

- Working with delivery teams to ensure that all systems and records are compliant with contract and quality procedures.
- Liaise with other key teams such as Group LDS, exams teams, and Group Quality on matters associated with compliance and performance
- Ensuring that management reports and financial information to the senior leadership team is accurate and timely.
- Supporting delivery teams by proactively flagging any key, relevant information that may support the apprentice, employer, or team in the delivery of the programme.

### **Delivery Teams (including managers, tutors, teachers, skills trainers, instructors, assessors, learning support)**

- Collectively responsible for the high-quality delivery and relevant administrative requirements of this policy.
- To ensure that the apprentice and employer have a positive experience, that the apprentices achieve on time and progress successfully.
- That the quality of training, assessment and review is continuously high, and as result those apprentices develop new KSBs in line with their delivery plan.
- That the apprentice's start point is considered and that any learning need is planned and supported on programme, through to end point assessment.
- To understand the NCG expected standard in all aspects of delivery (as set out in the Staff Handbook) and maintain compliance with all records and administration.