

Apprentice Policy

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REVIEW DATES AND DETAILS OF CHANGES MADE DURING THE REVIEW

V4 Updating of policy and processes to remove elements that no longer occur e.g. Public Duty of Care reporting and reflect current environment in which we work e.g. Safe Learning Charter, agenda for change annex 30 no detriment to pay. Standardise system referencing e.g. DAS/ASA and ensure scope reflects the existing appendix flows for new and existing colleagues. Supporting document links updated and current Trust role fit conversation processes added.

V3.1 November 2020 Minor amends to update the manager workshop title, to update appendix C which aligns and standardises the approach to post learning across roles and update to the narrative to align with the new academic year funding rules including the national removal of frameworks and term of learning changes for standards.

V3 Updated to ensure it aligns to Education and Funding Agency Rules, removal of old frameworks and strengthen equity of opportunity for apprentices post their training for automating recruitment into a substantive post where funding/vacancy exists.

V2 Updated processes now levy is established are included in the policy. Clarification on recruitment post Apprentice role and summary guidance information for extra hours for Apprentices. Stripped back to ensure only posts that are reliant on an Apprenticeship Education Programme being completed are included. Change of title from Apprenticeships to Apprentice Policy to support its primary focus. Removal of information that can be found in other national documents/websites. Removal of bonus from pre levy arrangements.

V1 Original Policy - New policy linked to launch of national apprenticeship levy to support recruiting Apprentices.

KEY WORDS

Apprenticeships/ Apprentice, Levy, Training and Education

1 INTRODUCTION and Overview

- 1.1 This policy sets out how the Trust will recruit, support and manage apprentice training posts. It will also provide some guidance for existing colleagues who wish to undertake an apprenticeship.
- 1.2 University Hospital Leicester recognises that Apprentices are essential to growing the workforce of the future. Apprentices will work alongside qualified and experienced staff to gain the confidence and work skills essential to support the quality of services demanded throughout the Trust and build Apprentices' work experience in readiness for substantive employment.

2 POLICY SCOPE

- 2.1 This policy sets out how the Trust will recruit, support and manage new to Trust Apprentices and staff who are appointed into a role that requires them to complete an Apprenticeship Education Programme as part of that trainee role.
- 2.2 The policy provides a procedure and pay guidelines for existing colleagues who complete an apprenticeship as part of their role or career development. These colleagues are also supported through their terms and conditions of employment and the Staff Development and Study Leave Policy.

3 DEFINITIONS AND ABBREVIATIONS

3.1 Apprenticeship Education Programme

Learning through a nationally recognised standard which may include an additional embedded qualification(s). The terms of these programme will vary and will be no less than 1 year (depending on level of qualification and minimum term required by awarding body).

3.2 An Apprentice

- A new to Trust employee recruited to complete an Apprenticeship Education Programme (any level) as part of their apprentice role. These colleagues are typically on a temporary contract and earn an apprentice wage, annex 21 wage or set wage for that professional pathway. E.g. Business Admin or Care Apprentice
- A training post that an individual has applied for which has attached to it an Apprenticeship Education Programme e.g. Nursing Associate/Assistant Practitioner
- An existing member of staff who is completing an Apprenticeship Education Programme as part of their role or career development with no change to their existing terms and conditions of employment.

The term apprentice in this policy will cover the new to Trust and training posts only. The development of existing staff is supported and managed through terms and conditions of employment and the Staff Development and Study Leave Policy.

3.3 Levy Funding

Money that supports the funding of the Apprenticeship Education Programmes (not the wages of an apprentice etc.). To qualify for levy funding there is nationally set criteria that apprentices must meet.

3.4 Young Person

Defined as any person who has not attained the age of 18 years.

3.5 Functional Skills

Are maths, English and ICT. Functional Skills are Government requirements for apprentices at varying levels, dependent on programme, to ensure the apprentice has gained or stretched beyond their existing functional skills level to operate effectively and independently in life and work. An initial assessment must be completed in a timely manner as part of the apprenticeship enrolment and the required level of functional skills must be met and evidenced in each Apprenticeship Education Programme to qualify for levy funding and to complete the programme.

3.6 Apprentice Probation Standards

A 3 month period of time when new to Trust Apprentices are reviewed against set workplace performance standards. This is a manager responsibility to complete this.

3.7 Apprenticeship Agreement

An agreement between an employer and an apprentice in accordance with the Education and Skills Funding Agency Apprentice funding requirements. This commits the manager to supporting the apprentice until their programme of learning is completed.

There must be evidence that the apprentice has an apprenticeship agreement which is typically held by the training provider.

3.8 Apprenticeship Education Programme Levels

- Intermediate Level Apprenticeships – where learning is at level 2 (5 x GCSE equivalent)
- Advanced Level Apprenticeships where learning is at level 3 (2 x A level equivalent)
- Higher Level, Degree and Master Apprenticeships where learning is at level 4 or above (Foundation degree or Undergraduate degree level equivalent).

3.9 Apprenticeship Service Account (ASA)

The system where all Apprenticeship Education Programmes are recorded on to enable levy funding to take place. Previously referred to as the Digital Apprenticeship System (DAS).

3.10 Apprenticeship Standard

A set of knowledge, skills and behaviours needed by a profession to fulfil a role. All apprentices will be following a standard that links to their role..

3.11 Register of Apprenticeship Training Providers (RoATP)

A register of approved organisations that are eligible for receiving Government funding to train Apprentices

3.12 Procurement

The centralised process the Trust uses to ensure the best value for money and best quality of learning from the Training Provider.

3.13 End Point Assessment

This is the final element of an Apprenticeship Standard that an individual goes through once learning is complete to gain the Apprenticeship award.

3.14 Gateway

This is the point where learning is completed and a check takes place with the Training Provider, apprentice and manager to see if the apprentice is ready to go through their End Point Assessment.

3.15 Off -the-job Training

To be eligible for government funding an amount of time, typically at least 20% of an apprentice's normal working hours, must be developmental. This is over the planned duration of the apprenticeship practical period and should be planned in advance linked to the requirements for the standard, apprentice and role. Guidelines on what counts towards off the job learning can be found in the ESFA funding rules.

3.16 Training Provider

The organisation providing the learning for the Apprenticeship Education Programme standard.

3.17 ESFA

This is the Education and Skills Funding Agency. ESFA is an executive agency, sponsored by the Department for Education. The ESFA monitor the Trusts use of the levy.

3.18 Centre Staff

Staff who work in Learning and Development or Nursing Development to deliver apprenticeships as the internal training provider. NB: They are not the employer and cannot get involved with employer and employee issues and they are not able to represent all training providers delivering apprenticeships to UHL staff.

3.19 Employer

The manager and department who is responsible for the apprentice and will support and manage them under the organisations policies and procedures, including safeguarding, wellbeing and health and safety.

4 ROLES AND RESPONSIBILITIES

4.1 Chief People Officer

Will be responsible for:

Ensuring the development and implementation of appropriate guidance on the provision and use of Apprenticeship Education Programmes and the utilisation of the apprenticeship levy.

4.2 Workforce Manager

Will be responsible for:

- 4.2.1 Ensuring CMG's have Apprenticeship Education Programmes/new to Trust Apprentices and training roles in their workforce plans
- 4.2.2 Ensuring Professional leads have Apprenticeship Education Programmes/new to Trust apprentices and training roles in their career frameworks and workforce plans
- 4.2.3 Strategic workforce planning that determines the cost, number and nature of apprentices that will be employed within the Trust
- 4.2.4 Identifying, with the CMGs/Corporate Directorates and Learning and Development Team, roles suitable for conversion to an apprentice role.

4.3 Learning and Development Team (L&D)

Will be responsible for:

- 4.3.1 Providing a suitable induction for apprentices
- 4.3.2 Managing the Apprenticeship Service Account (ASA)

- 4.3.3 Providing information on learning available to managers that supports the identification of posts suitable for conversion to an apprentice post
- 4.3.4 Identifying suitable Training Providers to deliver the Apprenticeship Education Programmes, leading on procurement and contracting arrangements for these
- 4.3.5 Working in partnership with ESFA, in an effort to keep up to date with any key changes and updates to apprenticeships
- 4.3.6 Tracking, reporting and managing apprentice information to monitor levy, protected characteristics, attainment rates and return on investment
- 4.3.7 Supporting and guiding managers as needed and ensure a programme of Apprentice Managers Workshop are available regularly
- 4.3.8 Supporting the development of case studies with learners and managers to showcase the opportunities available
- 4.3.9 Promoting the value of Apprenticeship Education Programmes as development opportunities within the Trust, across a variety of pay bands, levels and roles
- 4.3.10 Supporting professions and CMG's with standard Apprenticeship Education Programme materials for attraction and recruitment events they run. NB: A minimum of 1 months' notice should be given to enable the work to be scheduled in and L&D will confirm what materials are available to select from. Once the requirements are known arrangements for collection/printing will be made
- 4.3.11 Authorising apprenticeship vacancies on TRAC and match to suitable programme confirming employment contract duration, provider and wage details. Provide Recruitment Services through the TRAC system with the email address for any additional job advert marketing links that are needed. Manage the principles for sharing unspent levy, and share the levy appropriately, ensuring the Trust complies with ESFA rules and limits.

4.4 CMG/Corporate Directorate Recruiting Managers

Will be responsible for:

- 4.4.1 Liaising with the Learning and Development team to identify appropriate job roles/apprenticeship standards and contract timeframes prior to advertising / developing job descriptions for new to Trust apprentice
- 4.4.2 Understanding the programme the apprentice will be completing and support their engagement in it
- 4.4.3 Completing Appendix I for new to Trust apprentice requests
- 4.4.4 Completing recruitment (Appendices A and B) and line management of the apprentice in line with the Trust's employment policies and procedures. Noting and adhering to the ESFA visa rules; the country may allow a person to work in the UK but not learn through an apprenticeship. Eligibility to draw down levy to pay for an Apprenticeship Education Programme should be checked and be compliant before an Apprentice employment offer is made. Should there be issues with continuation of placement, educational competence/pace of learning, pausing of placement, location of placement or if an apprentice leaves in an unplanned way then appendices E, F and G will support managers in addition to the Trust policies in light of levy funding rules.
- 4.4.5 Be aware of their commitments and responsibilities should an apprentice be made redundant by the employer or be removed from training by the training provider

- 4.4.6 Workforce planning to ensure their workforce is made up of colleagues on an Apprenticeship Education Programme
- 4.4.7 Promotion of their vacancies and professions through the arrangement of open days and visits, attending events and schools as required, agreeing to be a Health and Social Care Ambassador to support attraction wherever possible
- 4.4.8 Induct new to Trust apprentices and develop a programme of underpinning knowledge sessions and related assessments to support the 3 month probation period and ongoing development
- 4.4.9 Providing an off the job plan for the practical period of learning which supports the standard. Ensuring there are cross department/organisation opportunities for learners to stretch their skills. NB: This could include accepting apprentices from other areas or organisations as well as own apprentices
- 4.4.10 Ensuring any associated budgets are in place across relevant financial years e.g. wages for new to Trust Apprentices, any travel costs and additional items to support the apprentices; including a buffer in the budgets should the contract term for an apprentice be extended due to e.g. long term sick, differentiated learning needs (and time extensions), maternity leave etc.
- 4.4.11 The identification of suitable mentors for Apprentices and supporting the mentor attending the mentoring masterclass programme
- 4.4.12 All apprentice managers should ensure they attend an Apprentice Manager workshop
- 4.4.13 Completing the 3 month Probationary Period Standards (Appendix H) at 4, 8 and 11 weeks for new to Trust apprentices
- 4.4.14 Raising concerns throughout the probation review period with the relevant CMG/Corporate Directorate HR contact before the probationary 3 month period expires
- 4.4.15 Advising the Learning and Development team if the apprentice is off work for more than 4 weeks at a time. This is a necessity of the levy funding rules to prevent overpayment to the Training Provider NB: any clawback from the ESFA for un notified periods may come direct from the departmental budget
- 4.4.16 Preparing, attending and contributing fully to all Training Provider 12 week learning progress reviews and filling in any necessary paperwork in a timely manner. Managers should be supporting progress and identifying learning opportunities to develop and stretch their apprentice. These are a national requirement of the levy funding NB: the department may have to pay back levy funding if the ESFA rules are not followed.
- 4.4.17 Ensuring that no new to Trust apprentice is left unsupervised until they are competent in the task set
- 4.4.18 Ensuring that no new to Trust apprentice is to be left in charge of a service/unit or ward. Failure to do so may result in disciplinary proceedings
- 4.4.19 Alerting and discussing with the Learning and Development Team should an apprentice be unable to complete any of the academic or work-based components of an Apprenticeship Education Programme
- 4.4.20 Identifying options to progress new to Trust apprentices onto substantive posts and further development to ensure the investment in development is retained in the health and social care system wherever possible

- 4.4.21 Supporting the apprentice in identifying and communicating any additional learning support requirements with the Training Provider
- 4.4.22 Providing timely feedback and evaluations to enable the provision of apprenticeships to continually evolve
- 4.4.23 Supporting Learning and Development team with information required for OFSTED and ESFA audits
- 4.4.24 Ensuring departmental and apprentice risk assessments are completed and the apprentice is aware of how to avoid any local risks. Guidance for departmental risk assessments can be sought from the Health and Safety team/policy. Guidance for the apprentice risk assessment can be found on appendix J.
- 4.4.25 Following the Safe Learning Environment guidelines; keeping apprentices safe and well at work and in learning. Ensure that adequate safeguarding is in place in the department for the apprentice and referral routes are known should concerns arise.

4.5 Recruitment Services

New to Trust apprentices will be recruited in line with the Trust's Recruitment and Selection Policy and ESFA guidelines; with all apprentice posts being approved by the Learning and Development Team also.

Recruitment services will advertise all new to Trust apprentice opportunities on the Trust's own website and on the National Apprenticeship Website. There may be occasions when other advertising routes are requested e.g. through the Training Provider/UCAS and the email address for the advert link will be shared with the Recruitment Services via TRAC by Learning and Development team.

Recruitment Services will support the Nursing and Midwifery Education and Practice Development Team with attraction and recruitment events for e.g. Care Apprentices and training roles.

Recruitment Services will support the Trust with Recruitment events and Career Fairs.

4.6 The Nursing and Midwifery Education and Practice Development Team

The Education and Practice Development Team will (as both Trust and Training Provider) be responsible for:

- 4.6.1 Providing a suitable quality induction to their programme
- 4.6.2 Supporting the development of Care Apprentices by co-ordinating educational activities, delivery of the Care Certificate and assessments of learning appropriate for the apprentices within the CMGs across the Trust
- 4.6.3 Delivering the academic element for the Associate Nursing Apprenticeship standard under the Learning and Development team main provider status and comply with all OFSTED and ESFA rules
- 4.6.4 Leading on the recruitment of training posts e.g. Nursing Associates and new to Trust Care Apprentices; running career and recruitment events to attract where necessary; adhering to all recruitment policies and ESFA rules e.g. visa requirements
- 4.6.5 Managing EPA processes to support apprentice completions

- 4.6.6 Meeting the levy funding rules in all areas e.g. enrolment paperwork, changes to learning, break in learning, withdrawals, accredited prior learning, 12 week reviews and off the job learning
- 4.6.7 Ensuring the 'Centre staff' files who lead on Nursing Associate programmes comply with ESFA and OFSTED requirements and have evidence that supports safeguarding
- 4.6.8 Ensuring the apprentice paperwork for the 'Learner files' is up to date and accurate including Functional Skills Initial Assessments and certificates; complying fully with the ESFA and OFSTED requirements
- 4.6.9 Ensuring learners and Centre staff are safe and well at work and in learning. Follow the guidelines in the Safe Learning Environment Charter: <https://www.england.nhs.uk/long-read/safe-learning-environment-charter/>.

4.7 Workplace Buddy / Mentor

The relationship and support of the buddy/mentor will vary depending on the role, department or apprentice they are working with. This helps the apprentice to settle in and progress in their learning. Responsibilities may include:

- 4.7.1 Helping your new apprentices to navigate their way around the department and the site this could include short tours
- 4.7.2 Showing them how to do aspects of their role
- 4.7.3 Answering questions and being patient as new starters take in a lot of information, often in a short time.
- 4.7.4 Providing information, signposting information and providing informal support
- 4.7.5 Introducing them to other colleagues who are important to their role
- 4.7.6 Helping them to understand the formal and informal culture and structures in the work area
- 4.7.7 Encouraging them to ask questions if unsure about any aspects of their role
- 4.7.8 Seeking additional support for the apprentice if required
- 4.7.9 Arranging to go for coffee or lunch sometime so they can enjoy the social side of working and feel part of the team
- 4.7.10 Raising concerns e.g. safeguarding, to ensure the apprentice is supported, safe and well
- 4.7.11 Follow the guidelines in the Safe Learning Environment Charter specifically in terms of feedback, support, learning, communication and induction.

The buddy or mentor should complete a mentor workshop. This can be found on HELM under 'Apprenticeships - Mentoring (Unlocking Potential).'

5.1 Terms and Conditions of Employment

Apprentices and training roles will be issued with a Training Contract of Employment by the People Services recruitment team. This makes sure their rights as an Apprentice are protected including their right to train.

New to Trust Apprentices are recruited on a 3 months probationary period and reviewed by their manager against Apprentice Probation Standards (Appendix H).

Apprentices will be managed by managers in line with Trust policies and this will form part of their terms and conditions of employment.

Post a successful apprenticeship period the apprentice will be able to move into a post at UHL through an automatic route or role fit conversation route.

5.2 Pay

5.2.1 New to Trust Apprentices

5.2.1.1 Line Managers are responsible for ensuring legislation around apprentice rates of pay are adhered to

5.2.1.2 It is the responsibility of the manager to ensure their apprentice is paid correctly and any appropriate paperwork is completed and submitted in a timely manner.

5.2.1.3 National Apprentice rate of pay is only applicable for the first 12 months of the fixed term contract for the first Apprenticeship Education Programme an individual completes.

5.2.1.4 When the contract exceeds 12 months, or it is the second Apprenticeship Education Programme for an individual, it is the line manager's responsibility to complete the appropriate forms and ensure finance then pay the national minimum wage. Noting that the manager will need to ensure new forms are processed as birthdays occur to ensure the right national minimum wage rate for the apprentices age is paid.

5.2.1.5 Managers should ensure they have budgeted accordingly for this for each financial year the Apprentice will be working in and ensure that a buffer budget is in place should the individualised learning exceed the expected plan e.g. long term sick, maternity leave, break in learning, learning support needs.

5.2.1.6 There are currently no national or local guidelines on whether it is acceptable for an apprentice to do extra hours/bank work and at what rate of pay this should be at. Significant caution must be given prior to any local approval to ensure the apprentice is not breaching national guidelines for hours of work (linked to age) or levy funding rules.

- It is imperative that both themselves and the patients are not put at risk and that they are familiar with the area they are working in for the additional hours. The employee would need a full Care Certificate (as appropriate for role) and should be competent in the duties the additional hours would cover; being able to work competently with less supervision than in the apprentice role.
- There should be a contract in place to support the additional working with all relevant mandatory training for the role being compliant.
- Ideally the individual will have been in the apprentice post for at significant length of time prior to additional hours/bank work being undertaken. It would be recommended that a professional representative or

CMG/Corporate Directorate decision is taken in each, and every, instance based on the line manager's information and recommendations.

- The CMG would be responsible for ensuring the relevant budgets were in place. There is no overall Trust support for additional hours or bank work by apprentices.
- The health, wellbeing and safety of the apprentice is paramount.

5.2.2 Existing Employee

- 5.2.2.1 In situations where an existing employee commits to undertake a formal apprenticeship programme which is beneficial to themselves and the service, Agenda for Change Annex 30 will be followed. This is to ensure staff do not experience any detriments to pay. Examples of this can be found on UHL Connect.

5.3 Apprenticeship Progression Routes

- 5.3.1 Apprenticeship Education Programmes are about supporting individuals to develop knowledge, skills and behaviours within the workplace. For many, a new to Trust apprentice role will be their first step on a career ladder within a particular field. At the end of their Apprenticeship Education Programme individuals should have developed their behaviours, skills, knowledge and experience to prepare and enable them to apply for the next role.

In terms of career progression there are a wide range of opportunities which may be available. CMG's, Corporate Directorates and professional leads should work together to develop workforce plans and career progression ladders which support the development and retention of apprentices. The Trust is monitored nationally by the Government on what happens to our apprentices once their learning is over.

- 5.3.2 Apprentices within the Trust will typically be from a fixed term of at least 1 year depending on level of qualification and the minimum term required by the awarding body. This may vary depending on a variety of situations including prior learning, hours worked and support needs. .
- 5.3.3 Managers of apprentices are strongly encouraged to provide support to apprentices 3 months before their expected end date to explore career progression routes within their department if budgets are in place or the wider Trust to support employment into an appropriate vacancy.

This would be through a role fit conversation (Appendix D), not a competitive interview

The apprentice should be encouraged to keep abreast of suitable roles and opportunities which may become available across the health and social care community and support should be provided in helping them with the recruitment process.

A successful apprentice with no sickness or performance issues should, at the end of their Apprenticeship Education Programme

- progress automatically into a substantive band 2 vacancy if a suitable one is available in the department.
- Identify suitable vacancies in UHL. Progress to a non-competitive (e.g. with non-apprentice applicants) role fit conversation.
- A formal conversation for both of these routes should be held between the apprentice and Manager so there was an understanding of the change in role and future training requirements identified. This should be documented and kept in the personnel file.

A flow chart detailing the substantive role process for Apprentices to roles can be found on Appendix C.

It should be noted that at the Trust the requirement is for the member of staff to complete the Apprenticeship Education Programme wherever possible prior to moving into another non apprentice role.

5.3.4 There may be occasions when the apprentice has been in the apprentice role a substantial number of months, is progressing well with the learning and meets all the minimum essential criteria to apply for an alternative post. Providing the Apprenticeship Education Programme can be completed as part of the new role, and the usual recruitment process is followed, then if the apprentice is the preferred candidate they may move to the new role sooner than at the completion of their apprentice temporary contract.

The completion of their Apprenticeship Education Programme would then be in their new position. The current and new manager should meet and discuss the handover to ensure the apprentices learning is full supported. NB: The Trust and Training Provider are monitored on completion rates and if the Apprenticeship Education Programme cannot be completed in the new role the CMG/Professional Lead should consider when the role should begin to enable the learner to gain their award. This supports retaining the workforce, talent management and the appropriate use of levy funding.

6 EDUCATION AND TRAINING REQUIREMENTS

6.1 The responsibility for the implementation of the policy is with the Learning and Development Department (L&D). L&D will provide advice and guidance to individuals and managers who may be considering an apprentice or training role within their team.

6.2 An Apprentice Managers Workshop should be attended. This is available on HELM via 'Apprenticeships – Manager Workshop.' Recruiting managers should read the ESFA funding rules [[Apprenticeship funding rules - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/apprenticeship-funding-rules)] in terms of responsibilities and eligibility for funding as well as the UHL Managers Guide to Supporting Apprentices on UHL Connect [[Apprenticeships | Learning & Development - UHL Connect \(uhl-tr.nhs.uk\)](https://www.uhl-tr.nhs.uk/learning-development/apprenticeships)]. These will raise awareness and prepare managers for selecting and supporting their apprentice on the Apprenticeship Education Programme.

7 PROCESS FOR MONITORING COMPLIANCE

The monitoring of this policy is as stated below:

Element to be monitored	Lead	Tool	Frequency	Reporting arrangements
Number of apprenticeship starts (New and existing)	Training and Development Manager	Apprenticeship Service Account	Monthly	Directorate / CMG Boards Committees, escalated to Workforce, Training and Education Steering Group as required
Estimating apprenticeship funding: to calculate how much the Trust will have to spend on apprenticeship training	Training and Development Manager Senior Learning and Development Manger	Apprenticeship Service Account	Annually	Directorate / CMG Boards Committees, escalated to Workforce, Training and Education Steering Group as required

8 EQUALITY ANALYSIS

8.1 The Trust recognises the diversity of the local community it serves. Our aim therefore is to provide a safe environment free from discrimination and treat all individuals fairly with dignity and appropriately according to their needs.

8.2 As part of its development, this policy and its impact on equality have been reviewed and no detriment was identified.

9 SUPPORTING REFERENCES, EVIDENCE BASE AND RELATED POLICIES

Recruitment and Selection Policy (B43/2009)

Induction UHL Policy (B4/2003)

Improving Performance (Capability) Policy (B12/2014)

Health and Safety of Young People at Work (Employment and Work Placement) Policy and Procedure (B52/2006)

Safeguarding Children Policy (B1/2012)

Safeguarding Adults Policy (B26/2011)

Study Leave and Funding Support for Non-Medical Staff Policy and Procedures (B32/2004)

Other references:

Talent for Care

<https://www.hee.nhs.uk/talentforcare/wideningparticipation>

NHS Long Term Workforce Plan

<https://www.england.nhs.uk/long-read/nhs-long-term-workforce-plan-2/>

Apprentices 2020 vision

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482754/BS-15-604-english-apprenticeships-our-2020-vision.pdf

The Health and Safety (Young Persons) Regulation 1997

<http://www.legislation.gov.uk/ukxi/1997/135/made>

Apprenticeship Standards

www.instituteforapprenticeships.org

Apprenticeship Levy

<https://www.gov.uk/guidance/manage-apprenticeship-funds>

Institute of Apprentices

<https://www.instituteforapprenticeships.org/>

Skills for Health

<https://haso.skillsforhealth.org.uk/>

Apprenticeship Funding Rules August 2024 – July 2025

https://assets.publishing.service.gov.uk/media/664620c4993111924d9d36ad/Apprenticeship_Funding_Rules_2024-2025_version_1.pdf

NHS Employers Recruiting Young People

<https://www.nhsemployers.org/recruiting-young-people>

Safe Learning Environment Charter

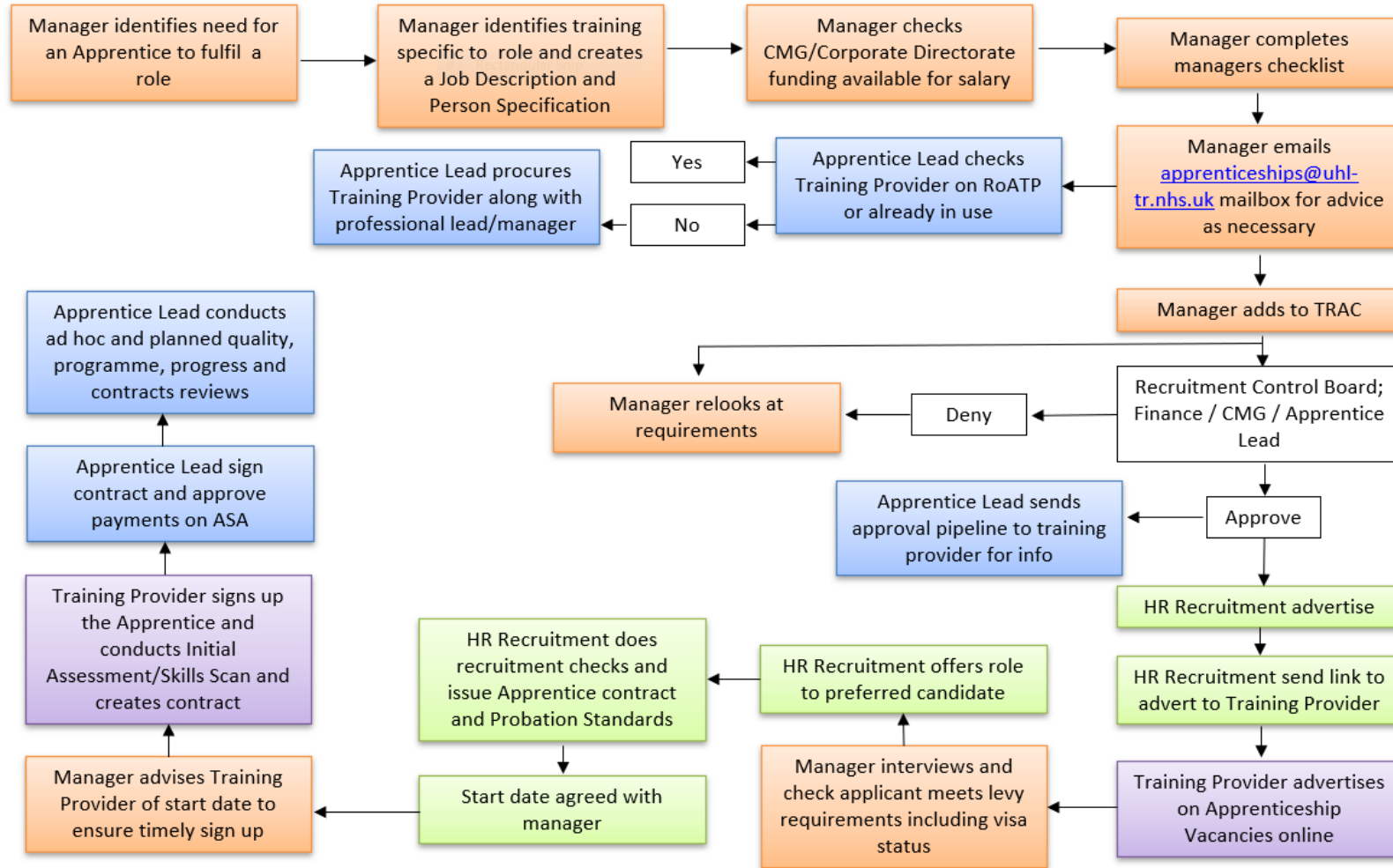
[NHS England » Safe Learning Environment Charter – what good looks like](#)

10 PROCESS FOR VERSION CONTROL, DOCUMENT ARCHIVING AND REVIEW

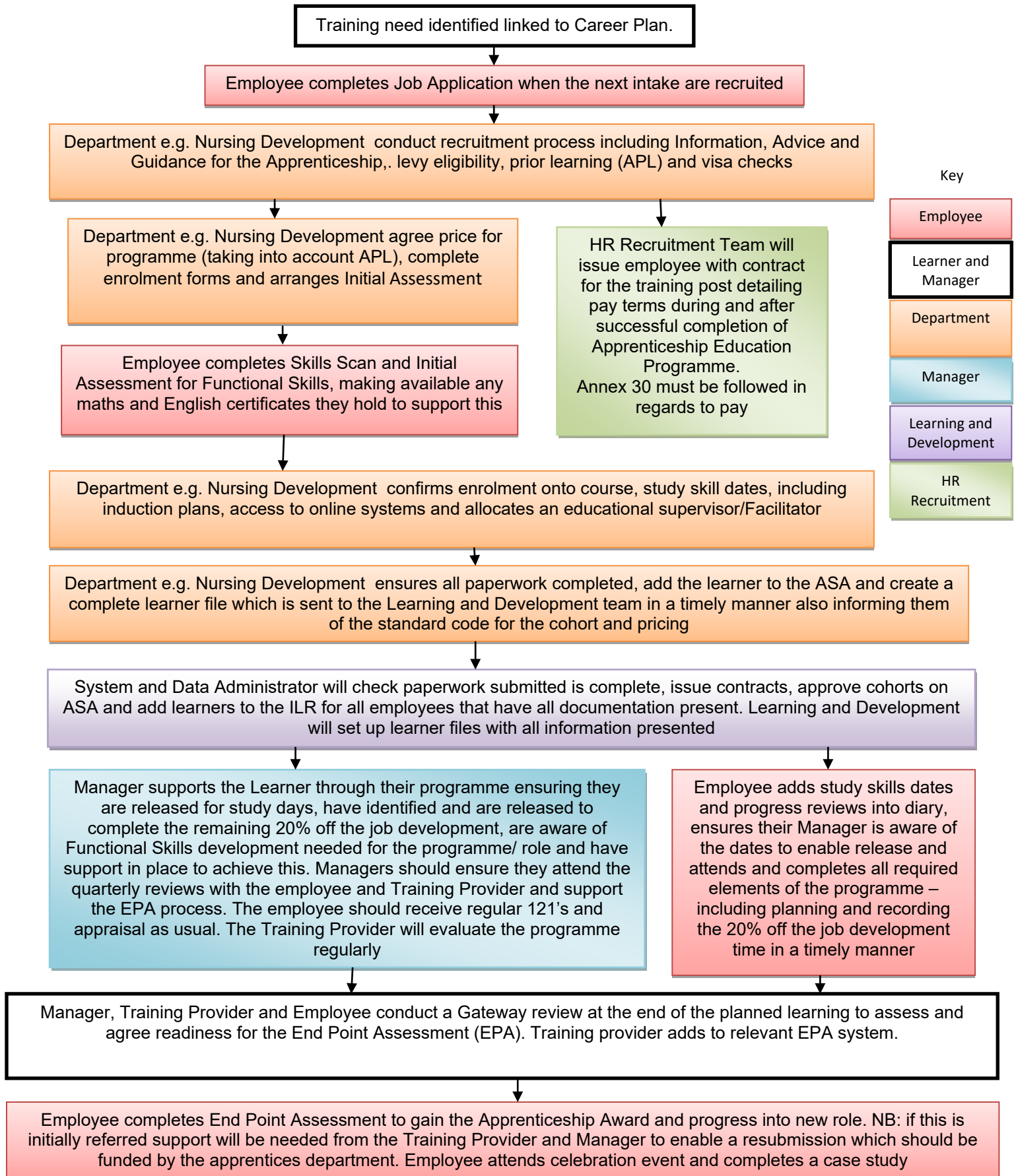
This document will be uploaded onto SharePoint and available for access by Staff through the intranet. It will be stored and archived through this system.

A full review will take place every three years by the Chief People Officer unless legislative changes determine otherwise.

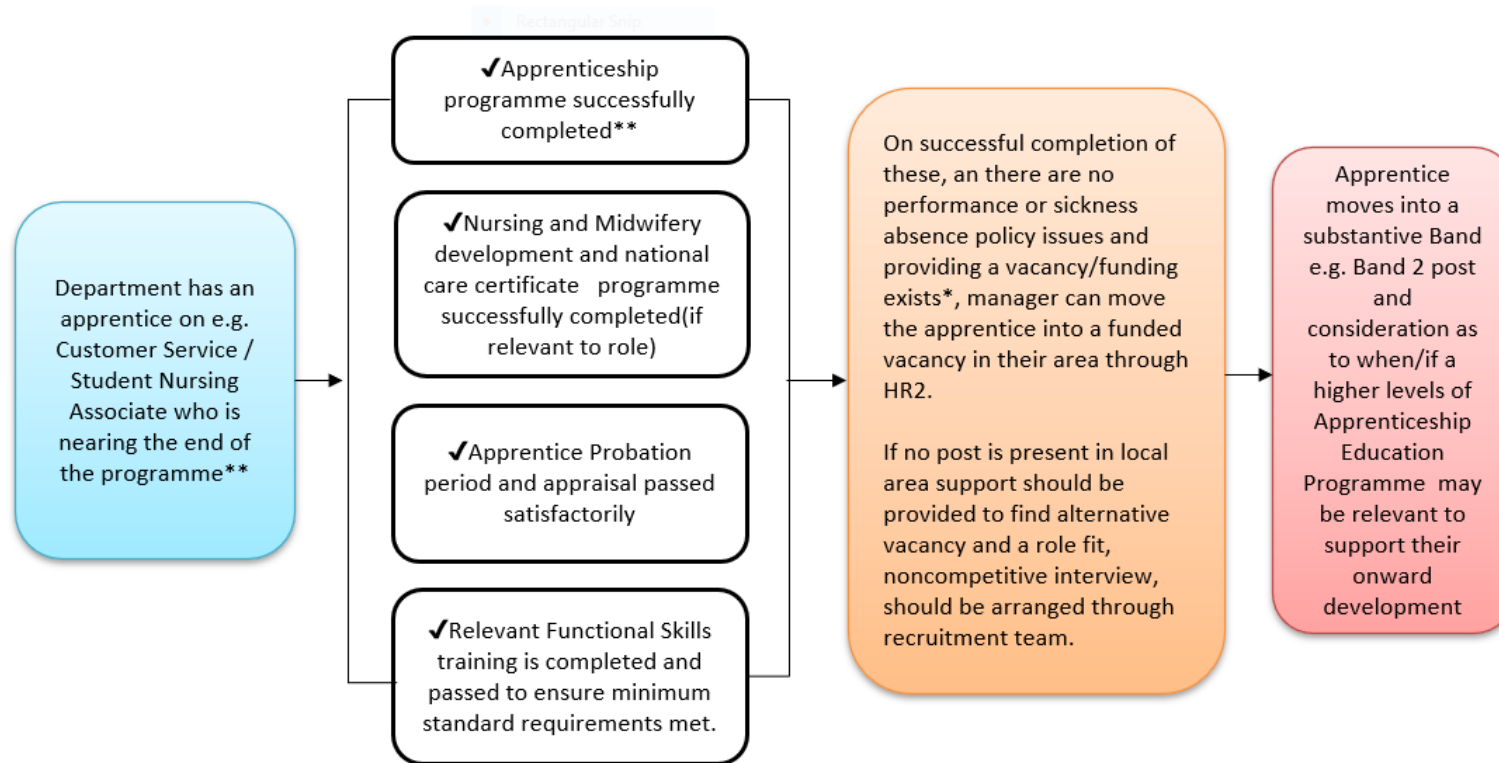
Recruitment Process for New to Trust Apprentice



Process for Existing Staff Wishing to Apply for an Apprentice Training Post



Recruitment Process for Apprentice to Substantive Post

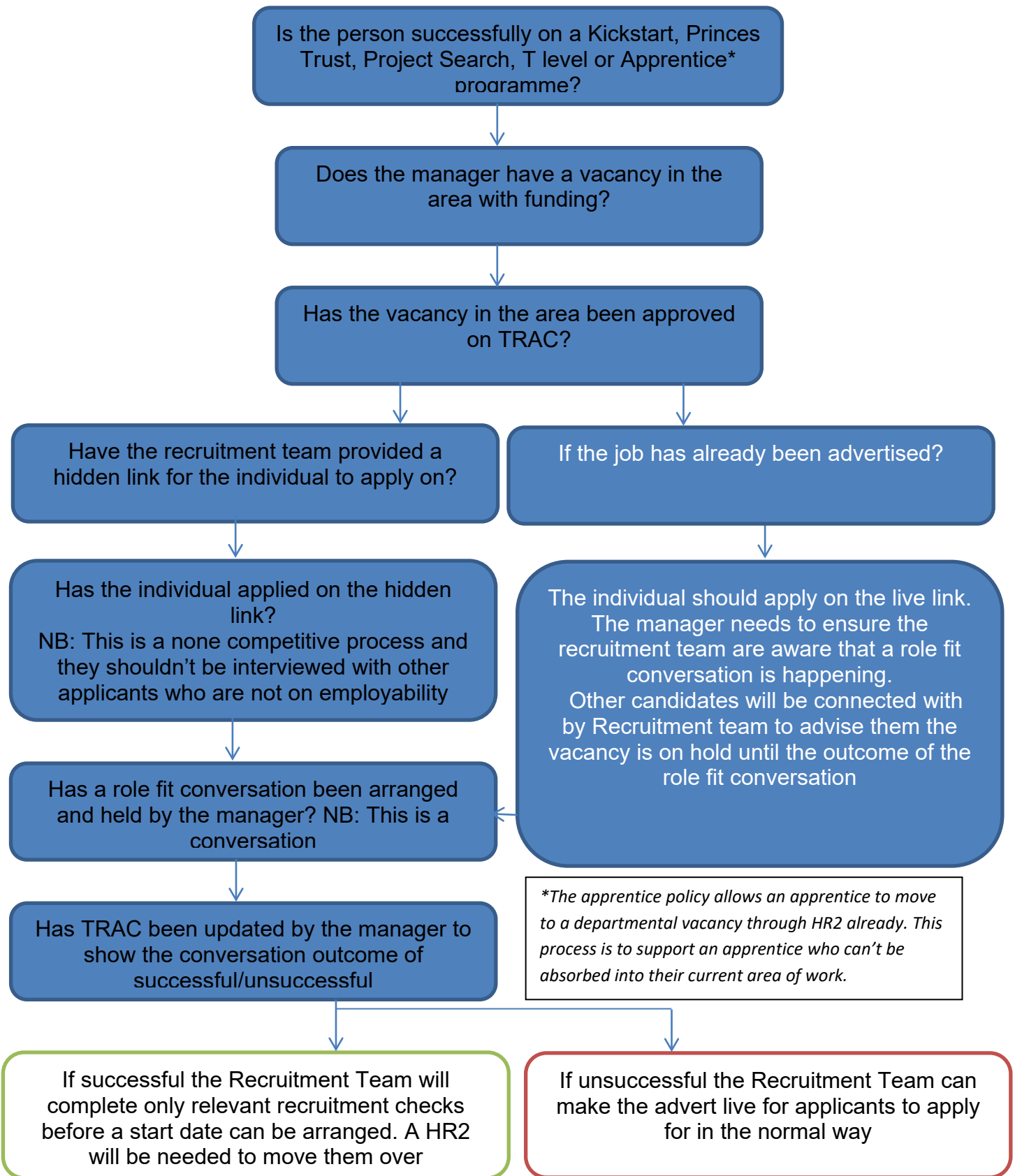


**if a vacancy does not exist within your area, please speak with the People Services Recruitment Team Lead prior to terminating the Apprentice as positions may be available in other areas.*

*** Should a move to a substantive post be made sooner than at the end of the apprenticeship the expectation is that the learner will both continue and complete their apprenticeship education programme in their new role. Before gaining a new role the apprentice will need to meet all the role criteria and where applicable gain permission from professional leads prior to application for the position.*

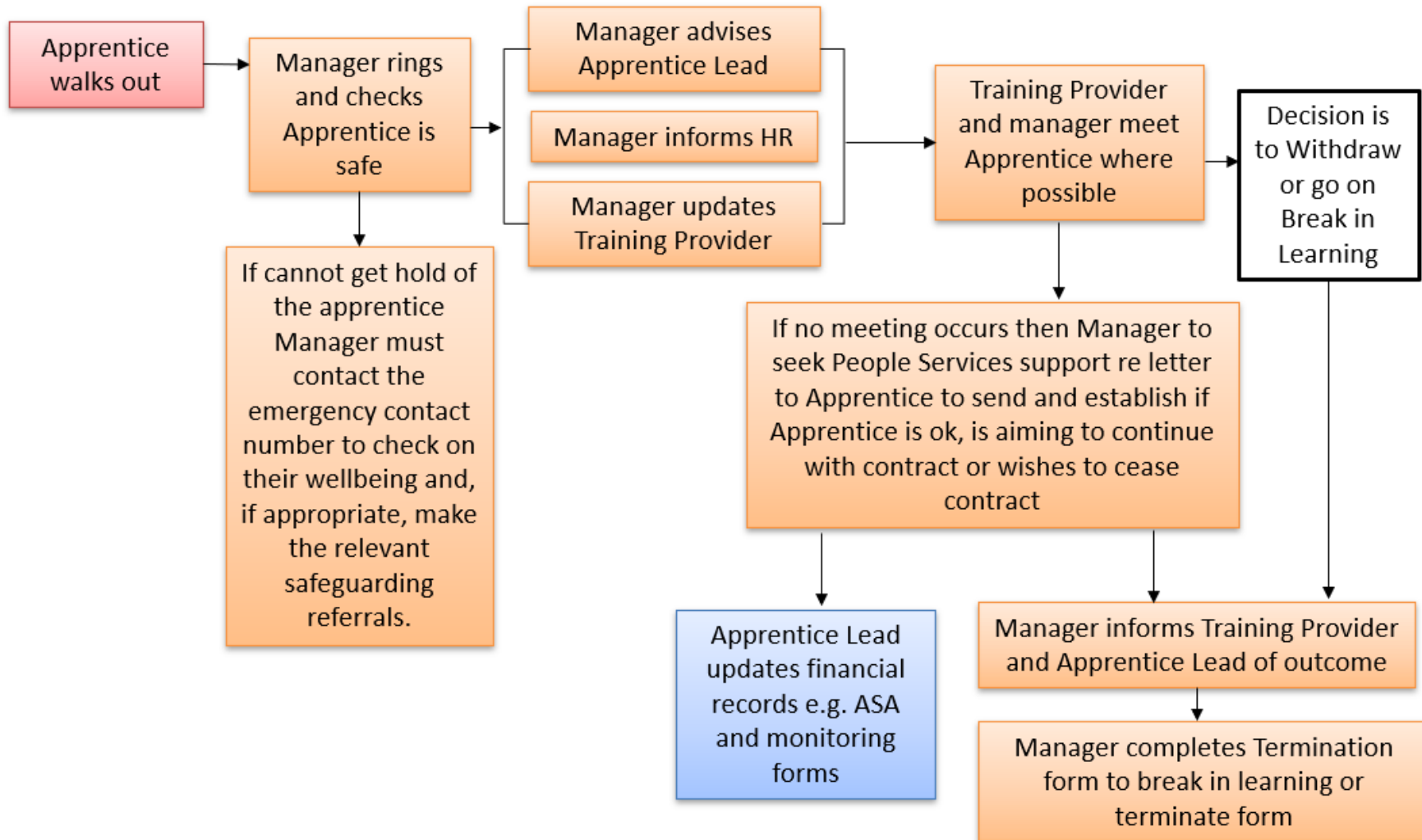
Version 3 20240424

APPENDIX D ROLE FIT CONVERSATION PROCESS



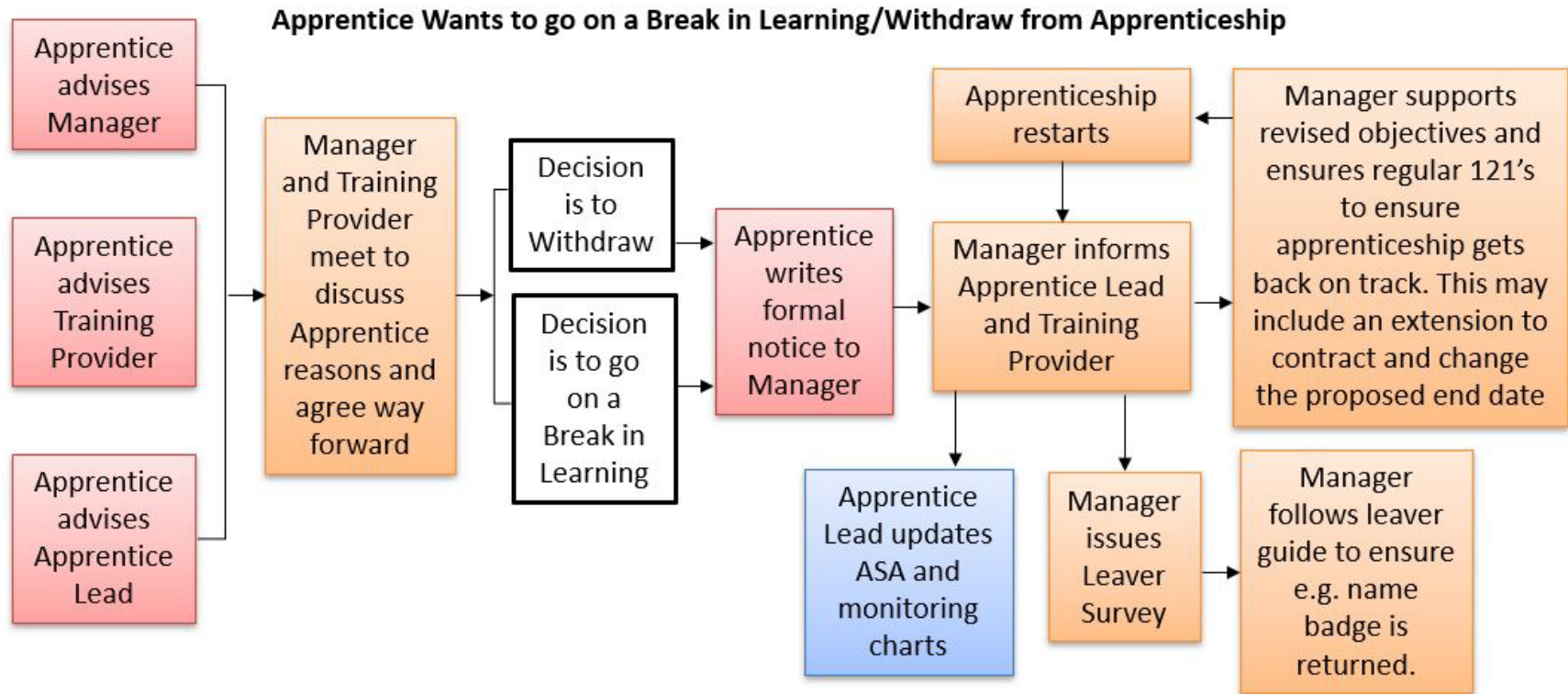
**The apprentice policy allows an apprentice to move to a departmental vacancy through HR2 already. This process is to support an apprentice who can't be absorbed into their current area of work.*

Apprentice Walks Out; Apprentice Wants to go on a Break in Learning/Withdraw from Apprenticeship



Version 2 20240424

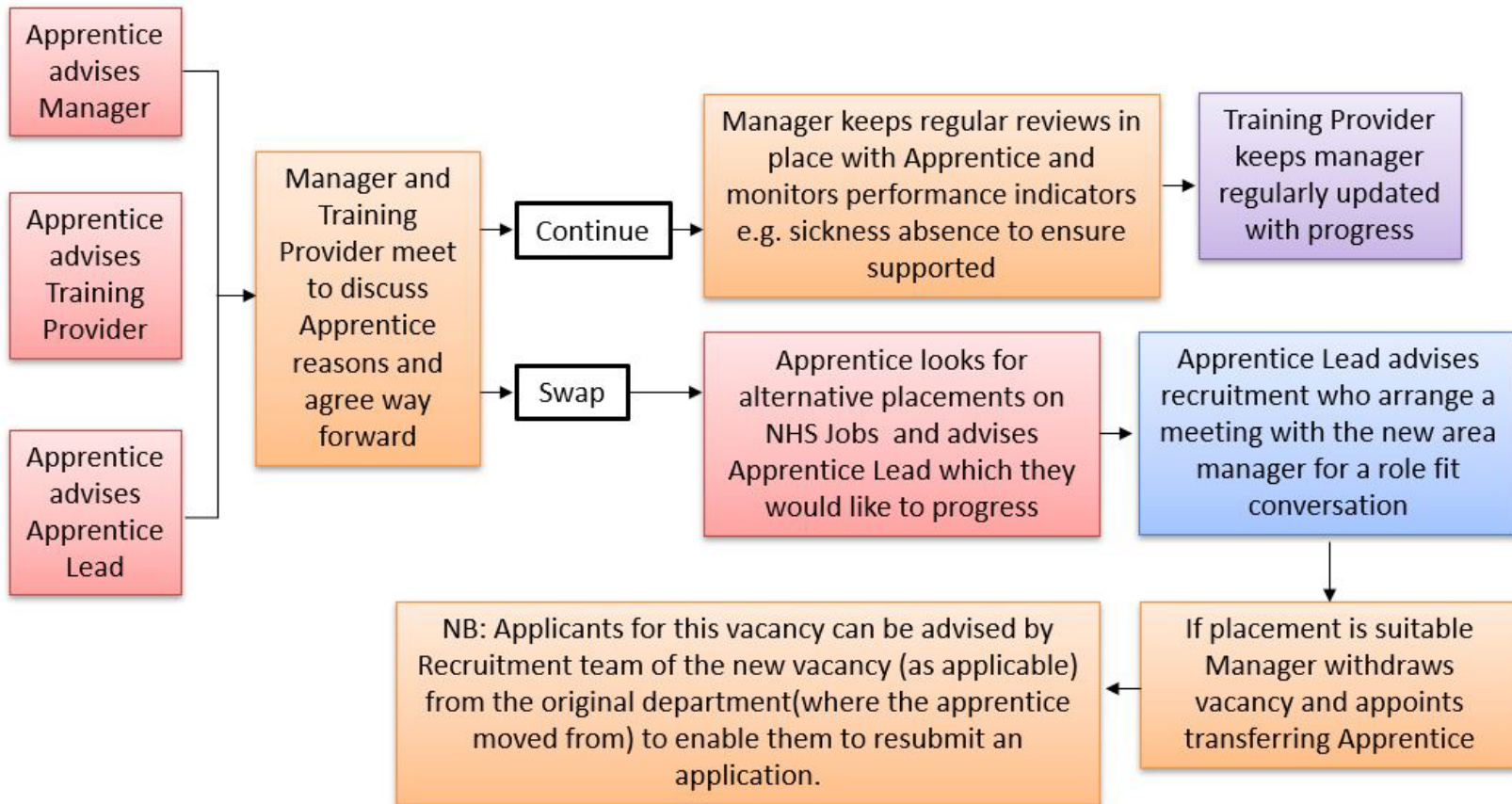
APPENDIX F



NB: The Apprenticeship Education Programme and Apprentice salaried role for a new to Trust Apprentice are reliant on both the employment and education aspects being in place. Levy funding rules would need to be checked before any pauses in learning could be granted.

Version 2 20240424

Apprentice Wants to Change Department



Version 2 20240424

Apprentice Probation Standards – Manager Guide

Standards must be reviewed at least three times with the apprentice and their line Workplace Manager; the last review being at the end of the probationary period.

It is recommended that the first review takes place at 4 weeks, the second at 8 weeks and the third at 11 weeks (1 week before end of probation period).

Please add developmental comments and positive feedback on the probation document so you can see growth and change during the period; please sign and date at each review meeting.

Please consider both what your apprentice is doing and how they are doing it. Do they need any adjustments or learning support? Are they aware of the communication routes and support/feedback available?

Think about their work and their learning progress. Ensure you have a clear and consistent way of providing continuous feedback to support the apprentice in place and a transparent process so they know how they are doing. Do you have a clear off the job plan for the apprenticeship standard/role?

If you need employment support for an Apprentice not meeting the probationary standards please do contact your People Partner so they can support you with the contract extension/termination as appropriate. Ensure your apprentice has clear objectives, a supported development plan and understands their role. They must be safe, well and supported during their programme.

The usual Trust Corporate and Local induction should be followed.

Probation Standards and Behaviours

Standards must be reviewed at least three times with the apprentice and their line Workplace Manager; the last review being at the end of the probationary period.

Apprentice Name	
Start Date	
Probation Period End Date	

It is recommended that the first review takes place at 4 weeks, the second at 8 weeks and the third at 11 weeks (1 week before end of probation period).

General Standards		Meeting Standard (Y/N) If no, state concerns at the end of this document.		
Standard		First Review Date:	Second Review Date:	Final Review Date:
Good timekeeping (inc. arriving to work on time, and breaks)?		Y / N	Y / N	Y / N
Reporting any absences in the correct way?		Y / N	Y / N	Y / N
Breaching an attendance target during the probation period?		Y / N	Y / N	Y / N
Concerns which may amount to a breach of the Conduct/Disciplinary Rules?		Y / N	Y / N	Y / N
Patient/customer complaints which would give cause for concern?		Y / N	Y / N	Y / N
Review	What's going well	It would be even better if...		
1				
2				
3				

1. We are compassionate		Meeting Standard (Y/N) If no, state concerns at the end of this document.		
Standard		First Review Date:	Second Review Date:	Final Review Date:
We care for patients and care for each other with kindness, dignity and respect		Yes Somewhat No	Yes Somewhat No	Yes Somewhat No
Responds to feedback positively		Yes Somewhat No	Yes Somewhat No	Yes Somewhat No
Probation Notes				
What's going well	It would be even better if...			
We practice kindness in our everyday actions – speaking, listening and behaving with warmth, empathy and consideration	1	1		
	2	2		
	3	3		
We treat everyone with dignity by providing privacy when it is needed and wanted, and speaking with everyone as equals	1	1		
	2	2		
	3	3		
We are civil and respectful of every person, and we take the time to listen	1	1		
	2	2		
	3	3		

2. We are proud		Meeting Standard (Y/N) If no, state concerns at the end of this document.		
Standard		First Review Date:	Second Review Date:	Final Review Date:
We are proud of what we do, are responsible for our actions, and continuously improve to be the best we can		Yes Somewhat No	Yes Somewhat No	Yes Somewhat No
Completes assigned tasks to a good standard and to required deadlines/timescales		Yes Somewhat No	Yes Somewhat No	Yes Somewhat No
Review		What's going well		It would be even better if...
We are proud of what we do by recognising and celebrating what we do well	1	1		
	2	2		

	3	3
We take responsibility for the safety and wellbeing of our patients, ourselves and each other and have the courage to say 'sorry' if we fall below our high standards	1	1
	2	2
	3	3
We continuously improve by creating a workplace where everyone can learn from each other and our patient voice	1	1
	2	2
	3	3

3. We are inclusive		Meeting Standard (Y/N) If no, state concerns at the end of this document.		
Standard		First Review	Second Review	Final Review
		Date:	Date:	Date:
We promote fairness and equity, celebrate diversity and challenge discrimination where we find it.		Yes Somewhat No	Yes Somewhat No	Yes Somewhat No
Understands Equality, Diversity and Inclusion		Yes Somewhat No	Yes Somewhat No	Yes Somewhat No
Review	What's going well	It would be even better if...		
We promote fairness and equity, by treating people how they would like to be treated	1	1		
	2	2		
	3	3		
We celebrate diversity by embracing our cultural differences	1	1		
	2	2		
	3	3		
We are not afraid to challenge discrimination and speak up when we see something that is unfair	1	1		
	2	2		
	3	3		

4. We are one team		Meeting Standard (Y/N) If no, state concerns at the end of this document.		
Standard		First Review	Second Review	Final Review
		Date:	Date:	Date:
We work together to make a difference for patients, partners and communities		Yes Somewhat No	Yes Somewhat No	Yes Somewhat No
Works well as part of the team		Yes Somewhat No	Yes Somewhat No	Yes Somewhat No
Supports others and asks for help when required		Yes Somewhat No	Yes Somewhat No	Yes Somewhat No
Review	What's going well	It would be even better if...		
We work together to ensure our patients receive the best care	1	1		
	2	2		
	3	3		
We work alongside our colleagues and partner organisations so that we can deliver the best care	1	1		
	2	2		
	3	3		
We are part of our local communities, and are there for everyone	1	1		
	2	2		
	3	3		

Probation Outcome

Probationary Period Outcome (tick relevant box)

- Probation Passed with no outstanding concerns
- Probation Passed with some concerns which have been discussed and documented
- Probation Failed (refer to HR)

Date		Conducted by		Signature of Reviewer	
Summary comments for decision and agreed next steps				Signature of Learner	

Probation Review Summary

Meeting 1

Review 1 Date		Conducted by		Signature of Reviewer	
Summary comments for the review				Signature of Learner	

Action Plan for Development Areas

Standard Identified as Not Met	Evidence / Issue Identified	Actions /Support Required	Comments following a review of progress on this

Leaner Comments

Meeting 2

Review 2 Date		Conducted by		Signature of Reviewer	
Summary comments for the review and comments on progress from developmental action plan set in review 1				Signature of Learner	

Action Plan for Development Areas

Standard Identified as Not Met	Evidence / Issue Identified	Actions /Support Required	Comments following a review of progress on this

Leaner Comments

Meeting 3

Final Review Date		Conducted by		Signature of Reviewer	
Summary comments for the review and comments on progress from developmental action plans set in reviews 1 and 2				Signature of Learner	

Action Plan for Development Areas

Standard Identified as Not Met	Evidence / Issue Identified	Actions /Support Required	Comments following a review of progress on this

Leaner Comments

Managers Checklist for Employing a New to Trust Apprentice

Checklist Item	Managers comments / progress for item	Complete (please tick / date and put name in as actioned)
Pre appointment – Information To Check and Be Aware Of		
<p>I can confirm that the apprentice(s) will be employed in a real job(s) and I am responsible for supporting them to work towards gaining employment at the end of their programme. I have an awareness of appropriate career pathways and will support career development opportunities. NB – they may be an existing employee or a new hire to the Trust.</p>		
<p>I can confirm that a job description and person specification are available for this apprentice and that this mentions Apprentice in the title and text.</p>		
<p>I understand the salary for the apprentice is to come from within my departmental budget and that I am responsible for ensuring the apprentice in my team is paid legally and correctly and all increases are applied in a timely manner. I will adhere to annex 30 of agenda for change and ensure the apprentice suffers no pay detriment.</p>	<p>Trust prefer provider Role fit conv</p>	
<p>I can confirm that I have the funding to support the salary and on costs for the apprentice. I am aware and have budgeted for extensions in contract due to e.g. support needs, long term sick etc. Please state the budget code and any budget reference number. Cost Code <input type="text"/> Cost Centre <input type="text"/></p>		
<p>I can confirm that I am aware that the apprenticeship levy does not support any additional costs e.g. travel and that I have budgeted for any incidental costs.</p>		
<p>I can confirm that the apprenticeship is for at least 12 months and 1 day minimum or the minimum term of the programme whichever is shortest. The Training Manager and Training Provider will confirm the final term needed post enrolment which I will adhere to. Please state the term of the apprenticeship (NB: apprentice standards will need to be for a period greater than 12 months to allow for the end point assessment to be completed. If you are unsure please contact Apprentice Lead/Training Provider). I am aware this period may be extended to support the apprentice completing their programme. Term of apprenticeship <input type="text"/></p>		
<p>I can confirm that I have selected an apprenticeship standard that is suitable to follow to support the role. Please state which one. Apprenticeship standard <input type="text"/></p>		
<p>I can confirm that I have identified a preferred provider*Please state which one. Provider <input type="text"/> Is the provider on the RoaTP (if unsure please check with Apprentice Lead)? Provider on ASA <input type="text"/> Yes / No / Don't know Is the provider on a Dynamic Purchasing System (if unsure please check with Apprentice Lead)? Provider on DPS <input type="text"/> Yes / No/Don't know</p>		

*I am aware the Trust will complete tendering and contracting for the training provider and I whilst I may have a preferred provider the Trust's decision is final.		
I can confirm that I am aware that the apprentice must complete planned off the job learning, which amounts to at least 20% of their contracted hours. I commit to ensuring a full plan is in place for the 20% off the job training which must be directly relevant to the apprenticeship standard, role and person. I should contribute to the plan but not need to develop the plan but I must be aware one is in place (it is the responsibility of the Training Provider and Apprentice to develop and record this).		
I am aware that functional skills (math, English and ICT) will need to be studied outside of the 20% off the job training as part of the apprenticeship to a required level if the employee doesn't already have that level. Opportunities to develop maths, English and essential digital skills will be found within the work environment for both those studying the topics and to refresh and stretch skills for those who have the qualifications. Those with GCSE certificates will be supported to continue to develop and grow/regain their knowledge and skills in these areas.		
I will support my apprentice in obtaining a mentor or buddy during their studies and that the mentor and buddy both has sufficient capacity to conduct the role and is appropriately trained.		
I will ensure risk assessments for area and apprentice are in place and the apprentice is safe, well and thriving in their programme.		

Pre appointment – Getting Approval for Your Apprentice		
I can confirm that I have CMG / Corporate Division approval to recruit to this apprenticeship. Please state who approved this and when. Approved by _____ Date ____/____/____		
I can confirm that advert text has been supplied in TRAC as part of the recruitment process and that this includes the words Apprentice.		
I can confirm that I have advertised via TRAC, (linking to NHS Jobs) and with the Training Provider. Yes/No		
I confirm I have checked the visa requirements to draw down apprenticeship levy and will ensure any appointments qualify		
Establishment Requirements for Your Apprentice		
I will ensure all Appointment, Change and Termination forms are completed in a timely manner at the relevant parts through the apprentice cycle to ensure ESR data is correct.		
I can confirm that if my position changes I will hand over the apprentices to a named colleague and inform apprenticeships@uhl-tr.nhs.uk to enable continuation of support.		
I can confirm that I am committed to ensuring: <ul style="list-style-type: none"> • Regular checks of the apprentice wellbeing and progression • A safe learning environment for the apprentice • That the apprentice is supported locally to complete the qualification as required with quality feedback, development plans and objectives • That no more than one month will elapse without a discussion with the apprentice, full People Services policies will be used to support the apprentice and regular 121's and appraisals will occur. 		
Once in post		
I can confirm that the individual has not completed a qualification of equivalent level. Please state what the new learning will be within this qualification. Where the levy does not support the funding due to the material not being substantially new/different enough compared to their existing qualification I can fund the apprenticeship(s). New learning _____		
I can confirm that I know which person will assess the apprentice? (Training Provider arranges this but Manager needs to be aware) Name of Assessor _____		
I can confirm that the Training Provider has accounted for any prior learning. Please state what has been completed and to what level. Training completed _____ Level _____		
I can confirm that an off the job plan is in place.		
I can confirm that I have checked the eligibility of the apprentice and that these checks included but were not limited to: (NB full recruitment checks should be conducted for new apprentices to the Trust) <ul style="list-style-type: none"> • Having the right to work in England • Having the correct visa to draw down levy funding • Spending at least 50% of their working hours in England • The apprentice will work for the Trust as defined by HMRC. 		
I can confirm there is an apprentice agreement in place with the apprentice (this applies to both existing staff completing an apprentice and new staff completing Apprenticeships). The standard format should be used.		

I can confirm there is a training plan in place between me the manager, the Apprentice and the Training Provider (this applies to both existing staff completing an Apprenticeship and new staff completing Apprenticeships). This forms part of the apprenticeship programme contract.		
I can confirm there is a staff development and study leave agreement in place (this applies to just existing staff completing an apprentice).		
I can confirm that I have checked whether the Apprentice has any requirements for additional learning support and I have advised the Training Provider of any support that is required.		
I can confirm I have checked the age of the Apprentice. Please state whether the Apprentice is under 19 at time of starting apprentice. Under 19 years old? Yes / No if yes please state DOB. Please ensure you are aware of safeguarding procedures at UHL, the team are up to date on safeguarding training and referral routes for concerns are known. Please ensure a risk assessment for your new apprentice is conducted and relevant elements only are shared with the training provider to support the learning process		
I can confirm that apprenticeships@UHL-tr.nhs.uk have received notification of the Apprentice.		
I will immediately advise the Apprentice Lead if learning is suspended for a period of 4 weeks or more due to ill health, change of circumstance or a work related incident.		
I confirm I will hold a meeting at least 12 weeks before the apprenticeship is completed to support recruitment and retention skills and activities with the apprentice.		
I confirm I understand the retention post apprenticeship and role fit conversation opportunities.		
Actions for Apprentice Lead		
I can confirm that the Apprentice is recorded on the ASA (Digital Apprenticeship Service System).		
I can confirm that payments have commenced for this Apprenticeship.		
Actions for HR Recruitment		
I confirm that I have provided the link to NHS Jobs to the Training Provider noted on TRAC to support dual advertising.		
I can confirm that the recruitment of the Apprentice has followed the UHL recruitment process.		
I can confirm that there is a job title on ESR for this Apprentice with the word apprentice in the title e.g. Assistant Practitioner Apprentice, if this is a newly recruited Apprentice.		
Please state the position number used for this Apprentice. Position Number <input type="text"/>		

Appendix J Example Apprentice Risk Assessment

APPRENTICE RISK ASSESSMENT FORM

Site:		Location:	
CMG /Department:		Date completed:	
Manager Name:	Apprentice Name:	Reviewed by:	
Date due for review:	Date reviewed:		

**** PLEASE ADD/DELETE or AMEND RISKS/SCORES/DETAIL FROM EXAMPLE ONE AS PER AREA AND APPRENTICE NEED****

Description of activity													
Member of staff completing an Apprenticeship Education Programme as part of their role or new to Trust Apprentice													
Supporting information (for example, case of need, explanation of activity)													
Apprentices are at risk within the workplace; this risk increases for young employees because of a relative lack of experience and in some cases a lack of maturity which may reduce their awareness of existing or potential risks. This risk assessment supports education requirements to check that apprentices (new to Trust and existing staff) are safe in their workplace. This should be completed in addition to UHL Department risk assessment.													
Risks, Controls and Assessment													
No.	Risk Identified	Controls in place	A- Objectives	B- Harm	C- Experience	D- Service Delivery	E- External	Likelihood	Risk Score (Highest Score A-E x Likelihood)	Priority Indicator Score (A+B+C+ D+E)	Does the control adequately address the risk? Yes / No	Is the control measure documented and communicated? Yes / No	Is the control Measure in operation and applied consistently? Yes/ No
1	Breach of confidentiality or data protection legislation Access to patient information eg clinic lists, addresses	Apprentices and learners required to read and sign declaration of confidentiality. Information governance covered at induction. Participants not given access to patient files and databases.	3	3	3	2	2	2	6	13	Yes	Yes	Yes
2	Slips, trips and falls Damaged flooring, other trip hazards	Induction will familiarise apprentice and learners with the environment. Spillages cleared up immediately. No running in building. Workspace inspections. Faults and defects reported to	2	2	2	2	1	2	4	9	Yes	Yes	Yes

		Estates. Aware of keeping areas tidy and walkways clear of obstructions.											
3	Electricity Fire, shock, burns	All electrical equipment within the environment is PAT tested. Supervision in use of equipment as needed and as relevant to age of apprentice or learner. Induction will identify equipment to be used and potential training requirements.	3	3	3	2	2	2	6	13	Yes	Yes	Yes
4	Fire Smoke inhalation, burns	Throughout premises: Programme of weekly fire alarm call point testing in place. Fire risk assessments conducted on premises. Induction to familiarise apprentice or learner with local arrangements in the event of fire Weekly audibility tests.	3	3	3	2	2	2	6	13	Yes	Yes	Yes
5	Toxic, irritant , harmful, corrosive Substances hazardous to health: cleaning products Substances used for clinical procedures, latex, body fluids	Appropriate storage and disposal arrangements are in place for chemicals. Personal protective equipment is provided and individuals are trained to use it. Spillage kit located centrally within clinic areas and staff trained in use. Apprentices and learners told not to deal with spillages at induction.	3	3	3	2	2	2	6	13	Yes	Yes	Yes
6	Exposure to ionising and non-ionising radiation sources	The apprentice or learner will not be allowed to work in areas where they might be exposed to radiation if they do not qualify	3	3	3	2	2	2	6	13	Yes	Yes	Yes

		with the legal age requirements. Apprentices and learners will only work in these areas if they meet the legal age requirements and they are required to do so as part of their training and this would be under the direct supervision of a competent supervisor and only where the Radiation Protection Advisor has assessed the risk and advised on safe participation.												
7	Clinical waste and sharps Infection, needle stick injuries	Sharps are disposed of according to policy of organisation. Apprentices and learners will not be directly handling clinical medical devices including sharps unless trained and appropriate to do so. . Waste segregation and identification. Apprentices and learners will be supervised by staff.	3	3	3	2	2	2	6	13	Yes	Yes	Yes	
8	Aggression, abuse Members of the public	Apprentices and learners are not to undertake any form of lone working without additional risk assessment. Young apprentices should not undertake lone working. Apprentices and learners instructed to seek assistance in the event of any concerns.	3	3	3	2	2	2	6	13	Yes	Yes	Yes	
9	Infectious diseases Illness	Follow infection control procedures with regard to hand washing as outlined at induction and training updates	3	3	3	2	2	2	6	13	Yes	Yes	Yes	

10	Manual handling of office equipment and consumables Musculoskeletal injuries resulting in back pain from handling heavy objects	Use equipment if provided for lifting and carrying e.g. trolleys. Follow good practice with regard to lifting as outlined at induction.	2	2	2	2	2	1	2	10	Yes	Yes	Yes
11	Use of display screen equipment Posture problems and pain, discomfort or injuries to hands and arms from improper use Headaches and sore eyes from work environments e.g. poor lighting, glare etc.	Workstation to be set up for apprentices and learners according to good practice. Apprentices and learners advised to take regular breaks/change of activity e.g. for young learners this could be every 50 - 60 minutes, and to report any concerns to supervisor.	2	2	2	2	2	1	2	10	Yes	Yes	Yes
12	Hot Liquids Scalding	Local induction to include instruction to carry hot liquids on a tray and avoid overfilling of cups.	3	3	3	2	2	2	6	13	Yes	Yes	Yes
13	Stress caused by: travelling to unfamiliar locations unfamiliar surroundings and meeting new people exposure to distressing situations	Clarification of activities and timetable with supervisor. Apprentices and learners to be asked to raise any concerns with supervisor.	3	3	3	2	2	2	6	13	Yes	Yes	Yes
14	Attending non-trust premises e.g. patients' homes, nursing homes NB even where a visit is considered low risk, supervisors should carefully consider the patient and their treatment before planning to bring a student. Heightened likelihood of some risks covered above, especially slips, trips, falls; aggression/abuse; breach of confidentiality.	Only accompanying where it is a follow up visit to a known patient without any known behavioural issues and the staff member is confident that there will be no issues with any other Occupants of the property. The member of staff being satisfied the apprentice or learner displays an appropriate level of maturity e.g.. a home visit would not be the first activity timetabled with	3	3	3	2	2	2	6	13	Yes	Yes	Yes

		a new apprentice. The environmental conditions outside and within the property do not present significant risks.											
--	--	---	--	--	--	--	--	--	--	--	--	--	--

Summary of action taken to date

Health and Safety is discussed at both corporate and local induction. Personal safety, online grooming and abuse indicators are also shared as part of the local induction. Staff in health and social care roles are expected to undertake, and subsequently keep up to date, new starter mandatory training across a suite of core topics to support keeping themselves and others safe. The compliance for these should be routinely maintained.

Local risk assessments in the area of work may also be in place for all staff or staff with specific needs. A suite of organisational policies are provided by the manager to staff, including apprentices, to read. These are relevant to their role and area of work. Apprentices are employed by organisations and managed under their risk assessment and policy guidelines.

Action Planning and monitoring (dependent upon score)

Risk Ref No.	Action still required	Cost (£) (If known)	By Whom	Due Date	Review Date	Revised Risk Score