**Information Advice and Guidance within the Apprenticeship Journey**

***IAG runs throughout the whole apprenticeship journey and set out below are the key stages of the apprentice’s journey, the roles undertaken by staff, the IAG delivered to apprentices and issues to be considered.***

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| **Stage** | **Who** | **When** | **IAG delivered** | **Issues to consider when delivering IAG** |
| **Apprentice recruitment** | **Learner Recruitment and Retention Staff** | Schools presentations in line with individual school events.  Vacancies advertised on AVOL within week of being notified of a vacancy. | * Providing information to year 10 and 11 pupils on apprenticeship options available. * Guidance on why an apprenticeship may be the best option for some young people. * Advice on how to apply for an apprenticeship and understanding of the recruitment process (which is significantly different from progressing into 6th form or a full-time college course). * Providing information to young people who have completed A levels but decided not to go immediately to university and are looking to go directly into work via the apprenticeship route. * Information on progression routes beyond completing an apprenticeship. | * Explore various communication strategies including:   + Schools presentations   + Workshops   + Website   + Face book   + Twitter   + Webinars * Age of learners. * Aspirations of learners. * Ensure options discussed are in best interest of young people and not that of the training provider. |
| **Employer Engagement** | **Business Development Consultants** | Following enquiry and/or contact made through direct sales, initial meeting held within one week of initial contact. | * Informing employers on the apprenticeship model, including;   + Employers responsibilities   + Terms and conditions of an apprentice   + Grants   + Employer health and safety responsibilities   + Safeguarding   + Equality and diversity | * Employer’s expectations. * Being fully aware of the employer’s understanding and commitment to the apprenticeship programme. * What are their motives for recruiting an apprentice? * Are they fully committed to spending time and resources to train an apprentice? |
| **Apprentice Initial Screening** | **Learner Recruitment Officer**  **and/or Business Development Consultant** | Potential apprentice invited into presentation and interview within one week after receiving online application. | * Post 16 options, including further education. * Range of apprenticeships offered by ITEC. * Apprenticeships with other training providers not covered by ITEC. * How to produce a CV. * Interview Skills. | * Age of learner. * Confidence and maturity of learner. * Is apprenticeship the best option for learner? * Ensure no overload of information. * Encourage use of ITEC’s website. |
| **Recruitment by Employer** | **Employer and/or Work Based Supervisor** | Employers expected to shortlist, interview and reach decision within two weeks after receiving application forms. | * Information on candidates presented in an easy to understand format. * Advice on how to carry out an interview (especially for SME’s who may have no interview experience) * *Please note candidates details forwarded to employers for short listing do not include name, gender, age, address and telephone number.* | * Employers understanding that an apprentice is not the finished product and that employers need to reflect this in their expectations of the young person’s skills, knowledge and confidence. |
| **Initial Assessment** | **Learner Recruitment Officer,**  **Business Development Consultant and**  **WBL Tutor** | Process commences prior to start date and completed within one month of the apprentice’s start date. | * Advice on importance of initial assessment, re-enforcing that it is not a test. * Information on the different levels of functional skills. * Guidance on supporting learners to reflect on their strengths and weaknesses. * Guidance on identifying any barriers that may restrict apprentice’s progress. * Guidance on understanding APL and how it can be mapped. | * Ensure functional skills initial assessment tests are carried by the learner. * Ensure learners take initial assessment serious so that the appropriate individual learning plan can be put in place. |
| **Induction** | **WBL Tutor** | Process commences on or prior to start date and completed within one month of the apprentice’s start date. | * Information to the learner on the content and delivery of apprenticeship. * Advice on behaviour in the workplace, especially with regard to accessing social media. * Advice on their responsibilities including health and safety. * Information and advice on health and safety, equality and diversity and safeguarding. * Guidance on balancing learning and work commitments. * Guidance on using the virtual learning environment (VLE) * Guidance on independent learning | * Ensuring the pace at which information and advice is delivered allows the learner time to take in and understand the information provided. * Information and advice must be relevant to learner taking into account previous experience and age. |
| **Individual Learning Plan** | **Learner Recruitment Officer,**  **Business Development Consultant,**  **WBL Tutor and**  **Work Based Supervisor** | Process commences on or prior to start date and completed within one month of the apprentice’s start date. | * Guidance on selecting appropriate qualification units. * Advice on the pace at which the learner will complete each component of their apprenticeship. * Advice on managing expectations. * Information on assessment methods deployed throughout the apprenticeship. | * Ensure the qualifications to be taken are not too daunting for the learner. * Take into account learners age, previous experience and qualifications. |
| **On the job training/**  **Work placement** | **Work Based Supervisor supported by WBL Tutor** | Throughout period of apprenticeship. | * Advise employers on planning and delivered a on the job training plan. * Guide learners in how to use evidence from the workplace to contribute to their qualification e.g. product evidence * Guide the learner in seeking out additional responsibilities | * Encourage employer to have a structured on the job training plan that the apprentice can follow. * Advise on benefits of job rotation and role of work place mentor. * Challenge employers if limited on the job training is taking place and job role is restricted. |
| **Off the job training** | **WBL Tutor** | As agreed schedule and/or through monthly one to one coaching/mentoring in apprentice’s working environment. | * Guidance on independent learning by encouraging apprentice to access and use resources on Moodle. * Provide information on content and relevance of planned off-the-job training. * Guidance where to access resources online. | * Ensure appropriate off the job training is delivered to meet apprentices need. * Direct apprentices to other specialist staff e.g. Functional skills tutor. * Check apprentice’s access to technology. |
| **Additional Learning needs** | **Functional Skills Tutor** | Monthly one to one coaching/mentoring in the apprentice’s working environment. | * Guide apprentices on how to access online BKSB resources. * Guide apprentices through appropriate strategies to develop functional skills. * Advise apprentices on the importance of functional skills within the working environment | * Ensure support reflects apprentices starting point and the appropriate teaching methods. |
| **Action planning and assessment** | **WBL Tutor** | Monthly meeting in apprentice’s working environment. | * Guidance on the assessment process. * Information on various assessment methods. * Guidance on planning and preparing for an observation. * Guidance on the type of evidence the apprentice can produce. | * Ensure guidance is built into feedback on assessment decisions. * Advice and guidance on slow progress and poor quality work. * Awareness of sector specialist standards. |
| **On Line Testing** | **Test Administrator** | At a determined date when agreed by WBL Tutor and/or Functional Skills Tutor. | * Advice on the testing procedure, what are the rules and protocol to be followed throughout the test. * Information on when and how notification of results will be communicated to apprentice. * Advice on process apprentice does not pass and how they would go about re-sits. | * Clear advice is given so that the apprentice feels relaxed and not put under unnecessary stress. * Ensure appropriate testing environment has been created and no disruption to take place. |
| **Review** | **WBL Tutor along with Worked Based Supervisor and apprentice** | Every twelve weeks in apprentice’s working environment. | * Guidance addressing any issues regarding apprentice’s progress with regard to completing qualification and development of employability skills. * Inform and guide employer through their role within the review meeting. | * Ensure opportunity is available for both apprentice and employer to fully participate within the review. * Be mindful of sensitive issues, particularly when there may be issues apprentice/employer wants to discuss without the other party being present. * Challenge employers on issues re: disciplinary and consistent grading. |
| **Exit interview/**  **progression** | **WBL Tutor** | At last visit in the apprentice’s working environment. | * Guide apprentice on progression routes after completion of apprenticeship, including;   + Moving to a higher level apprenticeship   + Going to university   + Further education course   + Applying for promotion/another job * Inform learner of links on Moodle where apprentice can access information. | * Encourage apprentice to see benefits of continuing to learn and acquire additional qualifications. * Encourage apprentice to update their CV to take into account the completion of their apprenticeship. |
| **Apprentice Wellbeing** | **Business development team and WBL Tutors** | All interactions with apprentice’s including;   * One to one meetings * Emails * Telephone * Group training sessions * Shared resources in line with current wider issues | * In event of apprentices raising issues/concerns or staff identifying issues/concerns that cannot be addressed by either ITEC or the employer then advice/information/guidance should focus on signposting apprentice to the appropriate organisation. | * Use resources on Moodle to signpost apprentice. * Follow up to see if apprentice as taken action. * If any safeguarding concerns identified report directly to either Head of Operations or Business Development Manager. |