

# Recruiting an Apprentice

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## What is an apprenticeship?

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the apprenticeship experience from training delivered to meet narrowly focused job needs.

The training is paid for by the government's Apprenticeship Levy, and more information can be found on the [government website](#). This levy pays for training only and the person's wages must still be funded as they normally would.

Hiring an apprentice offers access to a new pool of talent and brings skills back into the team that may have been lost.

Apprenticeships can be done at a range of levels (entry to degree) and in a diverse range of occupations including:

- Hospitality
- Digital and IT
- Finance
- Grounds based
- Laboratory based
- Leadership
- HR

Hiring apprentices is a productive and effective way for us to grow our own talent by developing a motivated, skilled and qualified workforce.

If you have a substantive post within your area at a grades B or C this would be an ideal opportunity to recruit an Intermediate (Level 2) or Advanced (Level 3) Apprentice into the role. Your HR Advisor can work with you to create a suitable Job Description for the apprenticeship role.

If you have a substantive post within your area at a higher level your HR Advisor can work with you to create a suitable Job Description for the apprenticeship role. A higher or degree apprenticeship at levels 4 and above may be more suitable for the role.

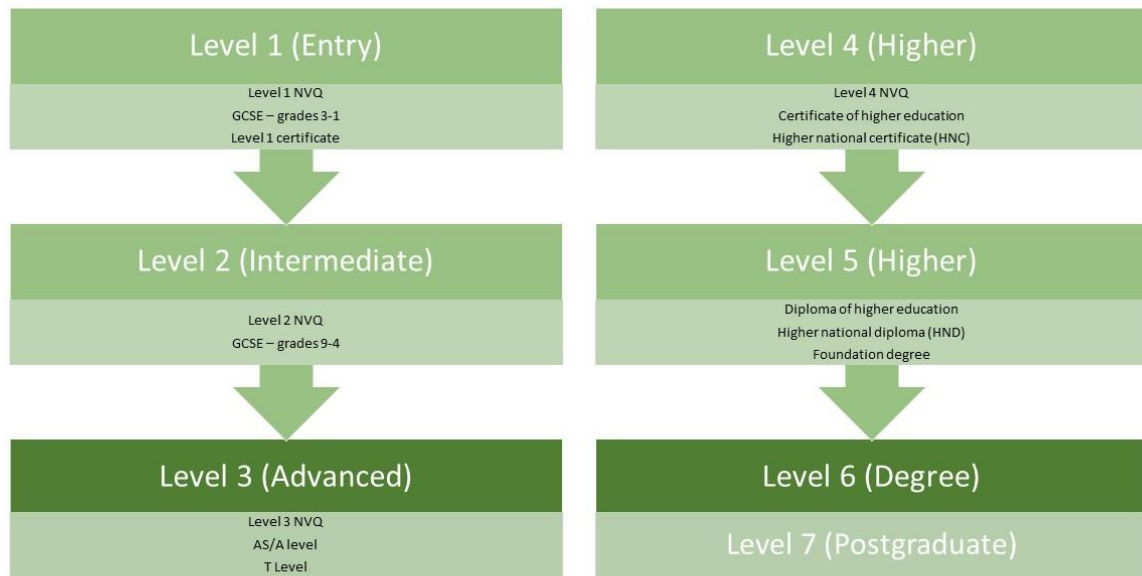
If a vacancy arises within your department/service you can consider developing the role as an apprenticeship post. This may also be part of your workforce/succession planning. The HR team can support you in developing this role.

Apprenticeships are about new skills, not just new people. With the growth in Higher and Degree level apprenticeships, there are now more opportunities than ever for apprenticeships.

**Alan Orgée**, Gas Manager & Deputy Manager for Direct Works

"In my professional opinion training apprentices are critical for individual services/companies to improve skill retention; apprenticeships have allowed our business to secure a supply of people with the skills and qualities that the business required and which are often not available on the external job market."

Frequently asked questions can be at the end of this document and may help you decide if you could benefit from an apprentice. If you decide to go ahead the recruitment steps are outlined below.



**Example of qualifications gained during apprenticeships.**

## Hiring an apprentice

Many aspects of the hiring process for apprentices are the same as the normal hiring process. However, there are some notable differences so please read the below carefully.

## Identify the training and a suitable provider

You can search for apprenticeship standards on the [Institute for Apprenticeships webpage](#). The HR apprenticeships team ([apprenticeships@exeter.ac.uk](mailto:apprenticeships@exeter.ac.uk)) can also help you identify the correct standard for your role and inform you of the training providers we have used before.

## Raise the vacancy

[An eSR1 will need to be raised.](#)

Please give the eSR1 role an appropriate job title for the role the apprentice will be doing. The job title does not need to have the word "apprentice" in it, as this may potentially limit the number of applicants who might apply. It should, however, be allocated the correct apprenticeship salary band and should be listed against the "Apprenticeships" and "Professional, Managerial" Job Category on our [jobs.exeter.ac.uk](http://jobs.exeter.ac.uk) website.

See eSR1 starting salary scale points ([Apprentice salary scales and oncosts](#)). Ensure you use the correct apprenticeship salary bands in your eSR1.

- Grade B Apprentice - 1005
- Grade C Apprentice - 1007
- Grade D Apprentice - 1014
- Grade E Apprentice - 1023
- Grade F Apprentice - 1032

## Grade G Apprentice – 1039

### Notes:

- The apprenticeship level alone does not dictate the grade of the post. The grade of the role is determined by the HERA'd Job Description: primarily the responsibilities and accountabilities, skills and knowledge, experience and behavioural characteristics required for the role. The level of qualifications, education and associated training are also a factor, however, this varies greatly depending on the requirements of the role and the candidate's prior knowledge and skills. Candidates may undertake intermediate (levels 2 and 3) or advanced (levels 4 and above) apprenticeship training to enable them to meet the requirements and skills for the role.
- Recruiting managers should use the University Job Description for the vacancy they are looking to fill. All new posts and existing posts that have substantially revised job descriptions must be graded using the HERA job evaluation scheme before they can be advertised, to ensure consistency across the University. [More information on job descriptions and grading can be found here.](#)

## Advertise the role & shortlisting

A University Advert will need to be completed for the vacancy.

The HR Services Recruitment team will advertise your vacancy for you, and will also send the advert, Job Description and job link to the training provider. The training provider will advertise the vacancy on the national "Find an apprenticeship" website and through their own job boards.

### Shortlisting

You should follow the normal process for shortlisting applications, the applications will also be sent to the training providers so they can feedback on eligibility and suitability for the course. All feedback to candidates needs to come from the Chair of the Panel as they are best placed to provide accurate and constructive feedback.

The recruiting manager will need to plan the interview day with the training provider. Contact [apprenticeships@exeter.ac.uk](mailto:apprenticeships@exeter.ac.uk) so we can put you in touch with the training provider.

## Interviews

Training Provider interview – to check the eligibility of the candidate for the course. The Training provider initial assessment will take the format of a Functional Skills Assessment (generally sent via an email to the candidate), they will also check the candidate's qualifications and personal circumstances.

Ideally, both the initial assessment and the university interviews should take place on the same date in the same location (you should book 2 meeting rooms, one for the training provider and one for your interviews) to make things easier for the applicant and our staff.

HR Services/the recruitment panel chair should ensure that the training provider is informed of the successful candidate(s). The training provider will contact the recruiting manager and the successful applicant to arrange a date for the sign-up discussion during the first week of employment. Offers of the apprenticeship post are made subject to the candidate obtaining a place on a relevant course with the training provider.

## Eligibility

To use levy funds the individual must:

- Start their apprenticeship after the last Friday in June of the academic year in which they have their 16th birthday. No upper age limit.
- Be able to complete the apprenticeship within the time they have available. If you know an individual is unable to complete the apprenticeship in the time they have available, they must not be funded.
- Spend at least 50% of their working hours in England over the duration of the apprenticeship. When determining eligibility at the start of the apprenticeship, you must be confident that the apprentice will spend at least 50% of their working hours in England over the duration of the apprenticeship. For working hours to be counted in the 50% limit, they must be regular, planned, and known at the start of the apprenticeship.
  - You must make separate arrangements with the relevant devolved administration if you are planning to deliver apprenticeships to individuals who spend more than 50% of their working hours in a devolved administration over the duration of their apprenticeship, including time spent on off-the-job training. Have the right to work in England.
- The individual must have a valid and eligible residency status.
  - UK nationals are eligible for funding if they have been ordinarily resident in the UK, the British Overseas Territories, or Crown Dependencies (the Channel Islands and the Isle of Man) for at least the previous three years before the start of the apprenticeship.
  - Right of Abode in the UK - The right of abode is a status under United Kingdom immigration law that gives an unrestricted right to live in the United Kingdom. It was introduced by the Immigration Act 1971. Individuals with the right of abode are eligible for funding if they:
    - have been ordinarily resident in the UK, the British Overseas Territories, or Crown Dependencies (the Channel Islands and the Isle of Man) for at least the previous three years before the start of the apprenticeship.
  - UK nationals in the EEA - In line with the government guidance, UK nationals who have been living in the EEA prior to their apprenticeships are eligible for funding if they:
    - have been ordinarily resident in the EEA for at least the previous three years before the start of the apprenticeship; or
    - have been ordinarily resident in a combination of the UK and EEA for at the previous three years before the start of the apprenticeship. EEA nationals in the UK
  - Irish nationals are eligible for funding if they have been ordinarily resident in the UK, Ireland, or the EEA for at least the previous three years before the start of the apprenticeship.
  - All other EEA nationals are eligible for funding if they have obtained either pre-settled or settled status under the EU Settlement Scheme; have been ordinarily in the EEA, Gibraltar, or the UK for at least the previous three years before the start of the apprenticeship.
  - Non-UK nationals. A non-UK national (with exception to those that fall into the categories above) is eligible for funding if they have permission from the UK government to live in the UK (not for educational purposes) and have been ordinarily

resident in the UK for at least the previous three years before the start of the apprenticeship.

See page 95 of the [Apprenticeship Funding Rules](#) for the full details.

## Children, young persons and vulnerable adults

There are some restrictions/specific guidelines on the employment of people below the age of 18 under The Management of Health and Safety at Work Regulations 1999 and the Working Time Regulations 1998. A younger worker has rights that an employer needs to consider that can differ from the rest of the workforce.

Therefore, where the successful applicant is under 18, the Faculty/Service should contact their HR Business Partner in the first instance before making an offer of employment. In addition to the rights a worker gets (Workers have rights including a minimum of 5.6 weeks paid annual leave, not to be discriminated against on the grounds of their age, and to relevant National Living Wage rates) they have further rights including the right to request flexible working, not to be unfairly dismissed and to family-friendly rights such as maternity leave.

It may be necessary for a Line Manager, or other members of staff who will supervise an under 18-year-old apprentice, to undergo a DBS check. The normal University policy and procedure will apply when this is the case.

If your apprentice is under the age of 18 you must review the safety guidance on Children, young persons and vulnerable adults on the University safety standards website, specifically the section on "Work experience, placements & apprenticeships" (sections 10, 11, 12, 13 and 18). You will need to complete a Children, young people and vulnerable adult risk assessment in July 2016 and read the Guidance on the Planning for Work Experience Placements and Apprenticeships.

### Working Time Regulations

If your apprentice is under 18, the following "Working Time Regulations" govern the hours they can work (for each 7-day period) and, for young workers, provide a right to:

- at least two consecutive days off per week.
- a daily rest break of 12 consecutive hours (usually the break between finishing work one day and starting work the next).
- a 30-minute break if the shift lasts more than 4.5 hours.
- a limit of 8 hours of work per day and 40 hours of work per week.

The standard University working pattern of 36.5 hours Monday to Friday, 7.3 hours each day ensures that these requirements are met.

### Disclosure & Barring Service (DBS)

You should also contact your HR Business Partners and Advisors for advice on whether Disclosure & Barring Service checks need to be carried out for you or the apprentice mentors.

### Additional payments

- Additional payments totalling £1,000 for the training provider and £1,000 for the University if the apprentice is defined as a 16- to 18-year-old or an eligible 19- to 24-year-old. The University and the provider will receive a payment towards the additional cost associated with training [para E83 page 19 refers] if, at the start of the apprenticeship, the apprentice is:

- aged between 16 and 18 years old (or 15 years of age if the apprentice's 16th birthday is between the last Friday of June and 31 August).
- aged between 19 and 24 years old and has either an education, health and care plan provided by the local authority or has been in the care of the local authority from August 2017, all 19+ continuing students (those continuing on a study programme they started when under the age of 19) are funded under the 16 to 19 funding model. Previously many of these students were funded under the adult funding regime.
- Additional payments will be paid to the training provider as follows:
  - 90 days after the apprentice starts, 50% will be paid (£500 for each eligible apprentice).
  - 365 days after the apprentice starts, the remaining 50% will be paid (£500 for each eligible apprentice).
- The training provider must pass these on in full to the University within 30 working days of receiving this funding.
- The context for these payments is that it is generally stated that recruiting and training a 16-18-year-old brings additional pressures in terms of tutors, mentors, support in the workplace etc.
- Where we attract additional payments, the University will work with respective line managers to ensure we use this funding to enhance the apprentice's experience.

#### Additional payments FAQs:

- What is the rationale for these additional payments? Additional payments are intended to help with costs associated with employing apprentices from priority groups (young learners) and those from disadvantaged backgrounds (likely support needs).
- Does the payment have to be spent on the learner that triggered the payment? The ESFA do not specify in the funding rules what this payment must be spent on. It is up to the University what they do with the payment. However, the provider should not keep the money up front; the ESFA rules are clear in that there must be a transfer of funds from the provider to the University. Once the funds are with the University the ESFA have no claim on them.
- Who will receive the £1,000 additional payment? Both the provider and the University will receive a payment (currently £1,000) if, at the start of the apprenticeship, the apprentice is deemed a priority learner. Priority learners are those that are (1) aged 16-18 years old or (2) aged 19-24 with either an EHC plan provided by their local authority or who have been in the care of their local authority.
- How are the payments claimed? The £1,000 additional payments, for the provider and University, are split into 2 equal payments and are paid automatically if the apprentice is still in learning at 90 and 365 days. Note that providers are only paid once a month so it doesn't necessarily translate that they themselves will receive the payments at 90 and 365 days from the ESFA. Both payments are paid to the provider and the provider should pass on the University payment within 30 days of receipt of this funding.
- The additional payments will be paid into our main University account and will then be transferred into the HR budget. Once the funds are in the HR Budget, they will then be journalled across into a budget in your reporting unit (you will need to specify the budget code and let me know).

- Can a provider and employer get more than one £1,000 additional payment for a learner? E.g., the Level 2 apprentice recruited last year qualified and then progressed to a level 3 apprenticeship and they are still 16-18. Yes, this is a new start on a new programme and as they are still aged under 18, they would qualify.

**David Gregory**, Mechanical Engineering Manager

"Apprentices not only make a valuable contribution to the university and industry in general but also to the working community campus-wide, now that they are being incorporated into every aspect of business. It's a very rewarding experience mentoring and managing an apprentice because it offers us the opportunity to witness the development of someone with great expectations, few skills and an open mind, coming to fruition through hard work and innovation."

## Contract

Apprentices should be employed on a permanent (open-ended) contract (36.5 hrs Mon-Fri 7.3 hrs each day) where possible. If the post is a substantive post in your business plan and the apprenticeship contract will be open-ended. Continuance in the post then depends upon successful, timely, completion of the apprenticeship.

It is a condition of the apprentice's employment that they will attend as required and work hard to succeed in all aspects of their apprenticeship. They must aim to successfully meet the requirements of our syllabus and maintain a body of evidence to support any claims for their completion.

## Training during apprenticeship

Whilst attending training with their training provider/College the apprentice will be classed as being on duty and the same rules apply, regarding sickness, absence, discipline, attendance and conduct as if they were in their college/service and in addition to

notifying their line manager of any absences, they are also required to notify their training provider of any absences affecting training. The apprentice must notify their line manager of all training provider/College breaks/holidays, and on days where they are not required to attend college/training, they must attend work to carry out their role unless they have pre-booked and approved holidays.

Apprentices are required to comply with the agreed rules and regulations of their training provider. Their tutor will report immediately any absences or wrongdoing to their line manager of her/his nominated representative.

Failure to pass phases/segments/ the endpoint assessment or academic levels required, and conduct/performance

Progression is dependent on fulfilling the criteria of review meetings, demonstrating academic capability for progression, including personal performance, conduct and attendance.

Apprentices who are making unsatisfactory progress at a review meeting may not be allowed to continue their academic studies and may have their apprenticeship terminated.

The award of a certificate of completion (or equivalent) will be dependent on the satisfactory achievement of all the requirements of the syllabus and successful completion of the endpoint assessment and any qualification as set out in the apprenticeship standard as appropriate. Any apprentice who does not gain a pass in any of the phase, segment or academic tests or at the endpoint assessment, may at the sole discretion of their Service/Faculty be given the opportunity to re-sit. However, normally only one re-sit will be allowed. An apprentice will not be eligible for progression to the next phase until a phase has been successfully completed. Failure to pass the



necessary tests within the scheduled completion time may lead to early termination of your contract of employment.

Failure to pass the endpoint assessment or gain certification of completion (or equivalent) will lead to automatic termination of the apprenticeship and their employment on the date their apprenticeship is scheduled to end (or the last day of any extension agreed by the Faculty/service, if later), without the need for further notice.

If the apprentice's contract of employment is terminated (under the paragraphs above), then the notice periods set out in in the terms and Conditions of Employment will apply.

The University recognises that their role as apprentice means that we are responsible for ensuring they receive training, and support in the workplace. Furthermore, it is appreciated that initially, the apprentice will not have the same level of knowledge, skill and experience as other employees. However, we require the apprentice to meet satisfactory levels of conduct and performance relevant to their role and will take disciplinary action if they unreasonably fail to meet such standards.

#### Fixed-term contracts

If the applicant is on a fixed-term contract, the employment end date must be after the apprenticeship training completion date. Recruiting managers must confirm training start and end dates with the training provider, and University HR, to ensure that the correct contract end date is entered in the 'appointment' tab on the eSR1. Failure to do this at this stage will subsequently require the recruiting manager to submit a 'change request' through the eSR1 system to extend the contract end date.

The length of the contract will depend on prior skill levels of the successful applicant, the qualification obtained and the industry sector. Generally, the apprenticeship takes between one to four years to complete (minimum of 12 months and 1 week).

Upon completion of the apprenticeship, their employment will end (without the need for notice) unless the faculty/service offers you further employment, which is not guaranteed. You will have no claim on the faculty/service to continue employment at the University of Exeter.

As the contract is linked to the training programme, the expiry of a fixed-term contract does not constitute a dismissal, therefore, there is no obligation for the University to provide work for the Apprentice at the end of the apprenticeship period. This is allowable under the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002. However, it is important that the University takes a 'reasonable' approach in each case. If the role is to continue and is a post within a business plan, the apprentice should be given priority consideration for this role along with other staff who are considered 'at risk' of redundancy under the University's Priority Treatment for Vacancies policy.

## Pay

- All new apprentices will start on the first point apprenticeship salary scale of the relevant grade.
  - The apprenticeship level alone does not dictate the grade of the post. The grade of the role is determined by the HERA'd Job Description: primarily the responsibilities and accountabilities, skills and knowledge, experience and behavioural characteristics required for the role. The level of qualifications, education and associated training are also a factor, however, this varies greatly depending on the

requirements of the role and the candidate's prior knowledge and skills. Candidates may be required to undertake intermediate (levels 2 and 3), advanced (levels 4 and above), or degree level (levels 6 and 7) apprenticeship training to enable them to meet the requirements and skills for the role.

- Under the agreed Conditions of Employment, 'Subject to satisfactory performance, and subject to a minimum of six months' service in the grade, increments are payable on 1 August each year until the top progression point of the grade is reached.'
- 'Normal' progression points are awarded where the performance of an employee is assessed as 'satisfactory'. Annual progression through the 'normal progression range' is conditional upon the employee fully meeting the requirements of their role.

#### Salary on completion of training

When apprentices have completed their apprenticeship and are appointed to a substantive position in the same grade, they will be moved to an appropriate point on the main pay scale which is nearest to (but no less than) their current salary.

#### Other terms of employment

Line managers should follow the standard University performance management procedures. Where there are issues with an apprentices performance and/or attendance the University and the Training Provider will work together to support the line manager in resolving the situation.

### Performance management and legal rights of Apprentices

It is vital that you go through a proper disciplinary procedure when dealing with problems and have sufficient evidence that any eventual dismissal is justified. This will include a proper investigation and an opportunity for the apprentice to appeal. Fair grounds might also include a legal reason that the apprentice can no longer work.

#### Background

The Apprenticeships, Skills, Children and Learning Act 2009 (ASCLA) introduced the concept of an apprenticeship agreement which, as a "contract of service", does not give rise to the enhanced rights applicable under a common law contract of apprenticeship. Under an apprenticeship agreement, an apprentice will not have any greater rights than ordinary employees.

Under the Deregulation Act 2015, a new simplified statutory framework for apprenticeships was introduced in England with effect from 26 May 2015. Under this regime, apprenticeship frameworks are to be phased out and replaced by approved apprenticeship standards.

As a result, we currently have different statutory regimes that apply to apprenticeships in England, depending on when they were entered into and whether an approved apprenticeship standard has been published. By way of summary:

1. Apprenticeship agreements entered into before 26 May 2015 are covered by the previous regime;
2. Apprenticeship agreements entered into on or after 26 May 2015, in sectors where there is not yet an approved apprenticeship standard and an apprenticeship framework still applies, continue to be subject to the old statutory regime; and

3. Apprenticeship agreements entered into on or after 26 May 2015, in sectors where there is an approved apprenticeship standard, are covered by the new regime. These are referred to as Approved English Apprenticeships.

Some of our apprentices will be training to the new apprenticeship standards (3 above), whereas others are training in line with current frameworks (1/2 above).

What additional employment rights (particularly around termination) do apprentices covered by an apprenticeship framework have over those covered by an apprenticeship standard?

Where an apprentice is employed under an Approved English Apprenticeship agreement or an Apprentice Agreement (under a framework) the normal principles for breach of contract and unfair dismissal claims apply. There is no difference in terms of employment rights under the two types of agreement.

In both cases, you can performance manage under-performing apprentices as you would any employee in the business.

The expiry of a "limited-term/fixed-term contract" without renewal will constitute a dismissal under the Employment Rights Act 1996 (ERA) for the purposes of unfair dismissal, statutory redundancy pay and the right to written reasons for dismissal. It is therefore generally accepted that completion of an apprenticeship will trigger a dismissal under this legislation.

Where you do not continue to employ the apprentice after the expiry of the fixed term, this is likely to constitute a dismissal for "Some Other Substantial Reason" (SOSR) as opposed to redundancy. As with any dismissal, you would also need to demonstrate that you followed a fair procedure and that the decision to dismiss was within the band of reasonable responses.

## Completion

If the apprentice has been working on a fixed-term contract, then the contract is linked to the training programme the expiry of the contract does not constitute a dismissal. Therefore, there is no obligation for the University to provide work for the apprentice at the end of the apprenticeship period. This is allowable under the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

Towards the end of the apprenticeship placement, managers will receive a (4M notice) Fixed Term Contract email notification. The following options are available to recruiting managers (in priority order):

Option 1: Progression (Preferred option)

If you were looking to extend the duration of your apprentices' contract to allow progression on to the next level course (i.e., level 2 to level 3) you can do this by raising an eSR1 "Change" through your HRA or the HR recruitment team. **Note:** you will need to ensure that new employment end date is after the apprenticeship training completion date. Liaise with the [apprenticeships@exeter.ac.uk](mailto:apprenticeships@exeter.ac.uk) to discuss apprenticeship course dates when the eSR1 is raised, so that arrangements can be made with the relevant training provider.

### [Apprenticeship Progression Process](#)

Option 2: Potential vacancy arises

Assess the requirement to recruit to a new post, or to refill existing post (your HR Business Partner is available to assist you with this):

- is the role/function still required?
- could the role/function be carried out by redistributing duties to other staff?
- could the duties be outsourced – cost implications?
- is the post full-time or part-time?
- do you need someone permanently or for a short period of time? (Fixed term)
- does the job description need updating?

If you were looking to make your apprentice's current role a permanent role you will need to advertise the role to ensure fair competition – you can do this as an "Internal only" recruitment. This means that only those employed on a formal University of Exeter contract of employment on the main payroll (including Apprentices and Graduate Business Partners working at the university) can apply for the vacancy.

#### Option 3: Non-renewal of contract

If a decision has not yet been reached, or if you are not able to extend your apprentice's contract, then please arrange to meet with your apprentice to discuss this further. You should contact your apprentice in writing at least two weeks before this meeting and explain why the contract will not be extended. Further information can be found in the University's Procedure for Non-Renewal of Fixed Term Contracts and the Managers guide to fixed-term contracts. Please note that your apprentice may opt-out of this meeting by advising yourself and/or HR in writing and has the right to be accompanied to this meeting by a fellow worker or trade union representative. Managers should let the HR Admin team know if they would like to be accompanied by a member of the HR team.

The manager should send the HR Admin team an email with the following details:

- Name of the person holding the meeting
- Name of employee
- Name of other persons present and their role (e.g., fellow worker, HR or trade union rep)
- Date of meeting
- Reasons for non-renewal explained by manager.
- Response(s) to comments/suggestions made by employee.

#### Further information

Should you have further queries regarding how apprentices may work in your College/Service or what support is available to Managers who have apprentices working for them, then please contact your HR Advisor.

## FAQs

### **What are the benefits of hiring an apprentice?**

Hiring apprentices is a productive and effective way for us to grow our own talent by developing a motivated, skilled and qualified workforce.

#### *Benefits for Apprentices*

- Gain new knowledge.
- Learn new skills.
- Gain valuable on the job experience whilst in a working environment.
- Develop a greater understanding of the chosen industry/occupation area.
- Work-based learning.
- Gain a recognised qualification.
- Develop transferable skills.
- Earn a competitive salary.
- Develop a portfolio of evidence.
- No training fees.

#### *Benefits for the service area*

- Upskill/Build skills capacity of the workforce.
- Apprentices bring a valued contribution.
- Support continuous development.
- Gain fresh perspectives and new ideas on projects.
- Promote the career pathways in your college/service as exciting choices for those entering employment.
- Wide range of development opportunities for current staff.
- Use Apprenticeships Levy to pay for training fees.
- Investing in future skilled trades and ensure existing skills are passed on and not lost.
- Apprenticeships are a great way to gain experience and get people into work.
- Provide line managers and mentors with the opportunity to develop their management skills and experience helping people to develop new skills
- Have a positive impact on the rest of the workforce.
- Reduce recruitment costs.
- Reduce staff turnover - more loyal, remaining longer than non-apprentices.
- Improve productivity in the workplace.

#### *Benefits to the University*

- Build the Universities' reputation as an employer of choice.
- Raise the profile of our services and the work we do.
- Promote career opportunities in Higher Education.
- Promote staff development.
- Meet our social responsibility to support young people and disadvantaged adults to be work-ready when they enter the employment market.
- Enhance the diversity and social mobility of our workforce.
- Increasing employee satisfaction - investing in the development of our new and existing staff.

## **Aren't apprenticeships for people who didn't do well in their exams or school leavers?**

Apprenticeships are a prestigious alternative to traditional further and higher education routes. Traditional academic routes may not suit everyone, and apprenticeships give people the opportunity to earn while they learn in a more practical, hands-on way.

Apprentices must be over 16 years old, however, there is no upper age limit. Historically our apprentices have all been aged between 18-40 years old, with the average apprentice being 24.

Most early-career apprentices are very motivated individuals who are keen to learn. In some cases, apprentices can even be more motivated and productive than the team they are working with.

## **Taking on an apprentice – what do I need to consider?**

The fixed-term nature of the relationship needs to be understood. You should make sure you entitle your apprentices to the same benefits as other staff unless you can objectively justify a decision to treat them differently. Clearly, if they are treated differently, you could face discrimination claims, including under the legislation protecting fixed-term employees.

## **I have a vacancy to fill, could this be an apprenticeship and what do I do next?**

If you have a substantive post within your area at a grades B or C this would be an ideal opportunity to recruit an Intermediate (Level 2) or Advanced (Level 3) Apprentice into the role. Your HR Advisor can work with you to create a suitable Job Description for the apprenticeship role.

If you have a substantive post within your area at a higher level your HR Advisor can work with you to create a suitable Job Description for the apprenticeship role. A higher or degree apprenticeship at levels 4 and above may be more suitable for the role.

## **I would like to offer an apprentice role but there isn't a vacancy available?**

If a vacancy arises within your Faculty/Service you can consider developing the role as an apprenticeship post. This may also be part of your workforce/succession planning. The HR team can support you in developing this role.

Apprenticeships are about new skills, not just new people. With the growth in Higher and Degree level apprenticeships, there are now more opportunities for current staff to complete apprenticeships. This means that you can upskill for the role you are already in, whilst your pay and terms and conditions of service remain the same.

## **Can current University staff do an apprenticeship?**

Yes - Current members of staff are eligible to undertake an apprenticeship at the same level as, or at a lower level than, a qualification they already hold, if the apprenticeship will allow them to acquire substantive new skills and they can evidence that the content of the training is materially different from any prior qualification or a previous apprenticeship they hold. See the 'Apprenticeships as CPD' tab in the managers' area for more details and how to apply.

## **How long will an apprenticeship last?**

Apprenticeships can take between one and five years to complete depending on the level of apprenticeship, accreditation to prior learning, and the apprentices' ability. It will vary between the job role and the relevant qualification.

- Level 2 (Intermediate level) typically 12-18 months.

- Level 3 (Advanced level) typically 18-24 months.
- Level 4 and 5 (Higher level) typically 24-36 months.
- Level 6 and 7 (Degree level) usually between 4-6 years.

### **Can I employ the apprentice on a fixed-term contract?**

Yes, apprentices can be employed on fixed-term contracts. Contracts should last for a minimum of 12 months, but typically they may be around 18 months to 2 years long.

There must be a genuine job available during the apprenticeship. By genuine we mean that:

- the apprentice must have a contract of employment which is long enough for them to complete the apprenticeship successfully.
- the cost of the apprentice's wages must be met by you as their employer
- the apprentice must have a job role (or roles) within the organisation that provides the opportunity for them to gain the knowledge, skills and behaviours needed to achieve their apprenticeship
- the apprentice must have appropriate support from within the organisation to carry out their job role

### **What contract rights will the Apprentice have?**

The apprentice will be a University of Exeter employee with the same rights, terms and conditions, responsibilities and obligations as normal employees. This means the normal principles in relation to breach of contract and unfair dismissal claims will apply.

### **Would an apprentice's leave/holiday requests need to be checked by the training provider before approving?**

The apprentice will need to attend all the training providers' college/classroom days. Therefore if an apprentice is requesting holidays the dates should be checked against the required attendance days. If in doubt you should check with the skills tutor or your training provider contact.

### **My apprentice is under 18, do I be required to do a young persons risk assessment or a DBS check?**

If your apprentice is under the age of 18 you must review the safety guidance on Children, young persons and vulnerable adults on the University safety standards website, specifically the section on "Work experience, placements & apprenticeships" (specifically sections 10, 11, 12, 13 and 18). You will need to complete a Children, young people and vulnerable adult risk assessment July 2016 and read the Guidance on the Planning for Work Experience Placements and Apprenticeships.

It may be necessary for a Line Manager, or other members of staff who will supervise an apprentice (under 18 years old), to undergo a DBS check. The normal University policy and procedure will apply when this is the case.

This will be assessed on a case-by-case basis by our training providers. It will most likely be limited to apprentices that work on a 1:1 basis with a single person, or if they are considered 'vulnerable'. If the apprenticeship has caring responsibilities the apprentice may need to complete a DBS check.

You should also contact your Human Resources Business Partner for advice on whether Disclosure & Barring Service checks need to be carried out for you or the apprentice mentors.

### **I'm concerned about confidentiality, what can I do?**

There may be a few areas of work that it would not be appropriate for apprentices to be included in, however it is usually possible to plan around this. It is a good idea to have a conversation with the apprentice about confidentiality and, like other members of staff, they should also complete the Protecting Information Mandatory training module as part of their induction.

### **Who pays the apprentice's salary and training?**

The salaries (and oncosts) for the post will need to be funded by each Faculty/Service. The apprentice is your employee. These should be part of your staffing plan (PRG) funded posts.

There are no training costs for faculties/services under the new apprenticeship levy. The University apprenticeship training fee costs are managed and paid through our Apprenticeship Service digital account.

### **Can apprentices claim travel costs?**

The Apprenticeship Funding rules state that funds in our apprenticeship levy digital account must not be used for travel costs for apprentices, under any circumstances.

Therefore, normal travel policy, expenses policy and the driving for work standard cover the details for staff expenses. Apprentices should not be treated any differently to any other member of your staff.

### **What are the key features of an apprenticeship?**

Training is a combination of on the job and off the job. The training provided depends on the sector and skill levels of the apprentice. There's considerable variation across the devolved nations of the UK but they all comprise core elements: a competence-based element, a knowledge-based element, and transferable or functional skills.

- Transferable skills - These skills are variously referred to as functional/key skills, core skills, or essential skills, but all these terms describe a core set of skills that people need in today's workplaces. They include English, maths, and information and communications technology (ICT) using practical applications.
- Competence - The competence (technical skills) aspects of the apprenticeship are usually based on National Occupational Standards and are completed in the workplace.
- Knowledge - The knowledge part of the apprenticeship covers the technical knowledge and theory that is relevant to the practical skills an apprentice will develop in their job role.
- Employee rights and responsibilities - An apprentice should be told about their rights as an employee – what they are entitled to expect and what their obligations are to their employer and colleagues. This is mandatory in England, Wales and Northern Ireland.
- Personal learning and thinking skills (PLTS) (England) or wider key skills (Wales) - These are the skills that help an apprentice to succeed at work as independent enquirers, creative thinkers, team workers, reflective learners, self-managers, and effective participators.

### **What are the typical qualifications gained by the apprentice?**

There is a vast array of qualifications available within an Apprenticeship. The typical qualifications gained at each level are:

- Level 2 (Intermediate level) NVQ, BTEC, Certificate and Diploma (QCF)



- Level 3 (Advanced level) NVQ, BTEC, Certificate or Diploma (QCF)
- Level 4 and 5 (Higher level) HNC/HND, Fd
- Level 6 and 7 (Degree level) BSc, Ba, BEng, CILEx, CFA etc

### **How are the apprenticeship qualifications delivered?**

Apprenticeships are delivered in a variety of ways depending upon the apprenticeship type:

- Workshop based (practical skills) - Most training providers are flexible and will work around the model that best suits the business.
- Day release – 1 day per week in training, 4 days per week at the employer
- 100% Workplace - assessor visits workplace
- Block release - 1 week every 3 months

During their time conducting off-the-job training, the apprentice will be learning skills and knowledge that directly relates to their occupation, and will, therefore, be able to put their new skills into practice the very next day. This means they will become more and more productive and will be able to complete tasks more quickly and efficiently as time progresses.

### **What is off-the-job training?**

Off-the-job training is defined as "learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship". This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties. Off-the-job training must teach new knowledge, skills and/or behaviours that will contribute to the successful achievement of an apprenticeship.

The apprenticeship reforms, which give employers a real stake in the apprenticeship system, are designed to make sure that all apprenticeships are of the highest quality and deliver the right skills and training for everyone. Quality is at the heart of the changes made to the apprenticeship system, with the aim to fundamentally reform what apprenticeships are, and the long-term opportunities they can provide. Reforms, including the change from frameworks to standards (These reflect the skills and competencies needed to meet their business needs and enable apprentices to embark on successful careers), internationally benchmarking what an apprenticeship is and ensuring apprentices spend at least 20% of their time on off-the-job training have been important in driving up quality.

Apprenticeships must last a minimum of 12 months and involve at least 20% off-the-job training. This 20% off-the-job training requirement is measured over the course of an apprenticeship (as opposed to over an academic year).

The off-the-job training is an essential part of an apprenticeship and therefore must take place during the employed time. If training must, by exception, take place in an evening, or outside of contracted hours, we would expect this to be recognised (for example, through time off in lieu).

We recognise that some apprentices may wish to undertake study or training outside of their working hours, however training undertaken outside paid employment (and therefore outside the apprenticeship) cannot be counted towards meeting the 20% requirement.

The off-the-job training must be directly relevant to the apprenticeship framework or standard and could include the following:

- The teaching of theory (for example lectures, role-playing, simulation exercises, online/distance learning or manufacturer training),
- Practical training: shadowing, mentoring, industry visits and attendance at competitions,
- Learning support and time spent writing assessments/assignments.
- Can take place at an employer's workplace or off-site. It is the activity, rather than the location, that determines whether an activity satisfies the funding rules. It is possible to be undergoing training activities outside of normal working duties while physically at your normal workstation.

Off-the-job training does not include:

- English and maths (up to level 2) which is funded separately.
- Progress reviews or on-programme assessment needed for an apprenticeship framework or standard,
- The training which takes place outside the apprentice's paid working hours.

**What training will be delivered to an apprentice, and how could we ensure they cover everything they need for their role?**

Our training providers can supply fact sheets and course documents that give you the details of the courses and content for the desired apprenticeship qualification. Our HR team can always put you in touch with the assessor, to check.

**Does the 20% off the job training consider annual leave and sickness?**

Off-the-job training is an essential part of an apprenticeship and therefore, must take place during the employed time. If by exception, training takes place in an evening, or outside of contracted hours, this should be recognised (for example, through time off in lieu).

Should an apprentice not be able to attend a planned training session (due to leave, sickness, operational pressures) the apprentice should be given the opportunity to catch up on what they missed (e.g., by attending one to one sessions with their provider or using on-line learning materials). As above, this should take place during paid working hours.

The programme is sufficiently flexible to accommodate exceptional periods of leave or sickness.

**We support employees to learn on-demand when they want inside or outside working hours. If they choose to do out of hours why does that not count?**

It is unfair for an individual to work full time and then be expected to complete an apprenticeship in their own time. An apprenticeship is a work-based learning programme and the 20% off the job training must take place within paid working hours.

We are keen to utilise the levy to develop existing employees (in addition to new starters) and the biggest sticking point is the 20% off the job?

An apprenticeship is one of many programmes on the market. Other programmes may be a better fit for an individual or an employer but where an apprenticeship has been chosen as the best option, then the funding rules apply and this includes the 20% off-the-job training requirement.

An individual should only be undertaking an apprenticeship if they are new to a job role or require significant new learning to undertake an existing role. If the person doesn't need significant new

skills and can perform their job without an apprenticeship, then they should not be on the programme.

Whilst we appreciate that there may be an initial loss of productivity, due to the time away from the day-job, in the longer term, the new skills that the person brings back to the workplace should compensate for this. The 20% originated in the development of the new apprenticeship standards and has now been incorporated into apprenticeship policy across the board.

In order to comply with the funding rules, each apprentice should have a commitment statement that, along with other information, outlines the programme of training that the apprentice should receive. This statement should set out how the provider intends to fulfil the 20% off-the-job training requirement. ESFA audit will explore (through the audit) whether the training offered aligns with the expected training, as set out in this statement. The ESFA does not require the creation of any new documents for the purposes of audit, they anticipate that many systems might already be in place and so they will use these existing records of an apprentice's learning. These records may include registers, timesheets, learning logs, HR or training systems that record courses (e.g., Trent).

### **How much extra support will I need to give our apprentice?**

Apprentices may require some additional support; however, you can minimise the impact this has on your team resources if you plan this in from the start. By committing to providing additional support in the short term, you will ensure long term benefits. This will help your apprentice to feel like a valued member of your team.

Existing staff, who coach and mentor apprentices, develop skills themselves and help to develop others around them. As a mentor, you should offer support and use your knowledge, skills and connections to help the apprentice develop in their new role.

Spending some time in the early months will help the apprentice become more self-aware and allow them to take responsibility for solving their own problems. Apprentices who work shadow can pick things up more quickly.

All new staff, apprentice or not, require inductions, training, and take time to “learn the ropes” in their new role. It really depends on the candidate as to how much support they will need – some people pick things up and learn quickly, and others require more support – this is true for all new staff.

### **If things go wrong, are there any specific requirements we need to be aware of in terms of dismissing Apprentices?**

No, an apprentice is a member of staff like any other and so your usual employment terms and conditions apply. You should, however, keep the Training Provider informed as the apprenticeship is an employed status programme and dismissing them also effectively terminates their apprenticeship.

### **What will the monitoring process for ensuring employers aren't thinking short term/cheap labour?**

The SFA will use their own data, HMRC data and intelligence from a range of sources to identify possible non-compliance, alongside a comprehensive risk-based assurance, visiting and audit regime. They are aware of sectors where it is normal for apprentices to leave after completion, for example when on a fixed-term contract or to work for an employer in a levy payer's supply chain.

### **Can you please clarify the employer's commitment to support Maths and English provision?**

Where an apprentice requires English and maths provision, the employer must allow the apprentice to complete this within their working hours. This is additional to the 20% off-the-job training that the apprentice will also need to have. In terms of funding support, EFSA will provide separate funding for English and maths up to and including level 2. Where higher levels of English and maths are required, the cost must be met from the funding band assigned to the apprenticeship and will be funded from the employer's digital account or through government-employer co-investment. Where the agreed price of the apprenticeship training and assessment including these higher levels of English and maths exceeds the funding band maximum, the employer must pay the difference.

**If apprentice fails End Point Assessment (EPA) who pays for re-sit?**

This is a matter for the employer and provider to agree between them. If the total cost of the apprenticeship is not already above the funding band maximum, levy funds or government employer co-investment could be used to pay for the re-sit.

**Does the university have to guarantee a job at the end of an apprenticeship?**

Apprentices must have a contract of employment that allows them to complete their apprenticeship. Apprentice contracts must be a minimum of 12 months long on a fixed-term contract. There is no obligation to provide an apprentice with a permanent contract once their apprenticeship has expired. Line managers may wish to let the apprentice know of any opportunities that might be coming up so they can then apply in open competition along with any other candidates. The skills and knowledge the apprentice has learnt may give further strength to their application.

**Does the university have to meet the minimum 2.3% apprenticeship starts target set by the UK Government?**

In relation to the minimum of 2.3% apprenticeship starts each year target, the UK Government stated: "Further education colleges and universities are a unique hybrid of the public and private sector and we do not intend to include these bodies in scope". Therefore the 2.3% target does not apply to the University of Exeter.

The University has not yet set a target for new apprenticeship starts but may set internal targets in the future.

**In order to meet targets for new apprenticeship starts, has the University reduced recruitment of staff who are not apprentices?**

No - off-the-job training is an essential part of an apprenticeship and therefore, must take place during employed time. If by exception, training takes place in an evening, or outside of contracted hours, this should be recognised (for example, through time off in lieu).