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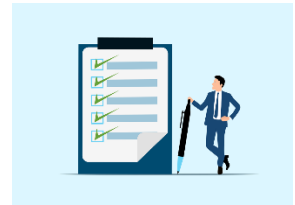


MENTOR GUIDELINES

APPRENTICESHIPS

Your role is vital to the success of the Programme in ensuring that your new learner fits in with the team and acquires the necessary skills to become competent and professional within their chosen career.





Induction Guidelines

Please ensure that a full induction has been carried out within the workplace for your learner/apprentice. The induction training will help learner/apprentice settle quickly into your company by helping them understand the environment in which they are based and the job which they are doing. Protocol will also carry out an induction to advise the learner about their learning Programme.

By the end of the induction Programme your learner/apprentice must:

- Understand and be trained in the organisation's health and safety and safeguarding policies and procedures (including fire, accident, security, and emergency)
- Have an awareness and understanding of equal opportunities and anti-discriminatory issues and knowledge of your policy and any associated policies
- Understand the organisation's procedure for making a complaint
- Understand the grievance and disciplinary procedures
- Have an overview of the organisation's business, the sector within which it operates, its structure, personnel, terms and conditions and training objectives.
- Be familiar and comfortable with the physical working environment
- Be introduced to the key people who will be involved in their training, assessment, and supervision
- Have an awareness and understanding of the organisation's policies, procedures, and values

A written contract should be issued immediately to the learner/apprentice being employed by you. To assist you in covering the necessary requirements an Employer Rights and Responsibilities, a member of the Protocol Team will complete the workbook with your learner/apprentice. You will be required to assist the learner/apprentice with the completion of the workbook and to sign to confirm that all aspects have been covered if they are on an Apprenticeship Programme.



Your Role as a Mentor

Your role is vital to the success of the Programme in ensuring that your new learner/apprentice fits in with the team and acquires the necessary skills to become competent and professional within their chosen career.

It is a demanding role and if you have any queries or a situation that you need help with do not hesitate to contact the Protocol Team on:



TEL: 0121 236 2634



EMAIL US AT: contactus@protocolgroup.co.uk



IMPORTANT POINTS:

- Please advise us of any accidents (RIDDOR) at work or if your learner/apprentice takes time off due to illness. If applicable a copy of a self- certification form or doctors' certificate will be needed for our records.
- Please ensure that you are aware of any dates planned for the training/EPA and that you make sure your learner/apprentice attends them
- If your learner/apprentice is under 18, please do not allow them to **open and close the office**, be left for long periods on their own and take cash to the bank unescorted
- Learner/apprentice can work a maximum of **40 hours** per week
- Please **notify us immediately** if your Apprentice leaves their place of work or fails to turn up
- Please allow Protocol access to your learner/apprentice for assessment in the workplace with pre-booked appointments
- Please notify us if your learner/apprentice/employee changes job role or department
- Please ensure you and your learner/apprentice are available for agreed progress reviews with Protocol, which are essential to monitor the progress and well-being of the learner

THERE ARE CERTAIN OBLIGATIONS TO RECEIVING PART OR FULLY FUNDED GOVERNMENT FUNDING FOR LEARNING SUCH AS: -

Supporting the Learner in Their Work Based Training



Following the investment that your company has made in recruiting the learner/apprentice, you will want to ensure that they stay with you and complete their learning Programme. Occasionally some learner/apprentice, particularly those who come straight from school, will change their minds regarding their choice of career and their training Programme, after they have joined the company. We will work closely with you to ensure that learners are given proper support and that any potential problems are identified and addressed as early as possible.

Your role in supporting your learner/apprentice will be to:

- Attend an online mentor workshop (approx. 1.25 hours in duration) to gain an understanding of your role in supporting the learner/apprentice as a mentor
- Help learner/apprentice to understand the long-term benefits of training and qualifications.
- Ensure they have received the right initial advice and guidance.
- Provide opportunities for learner/apprentice to practice their skills.
- Monitor learner/apprentice via online platform Moodle & Mahara.
- Give learner/apprentice time at work to develop their portfolio of evidence.
- Encourage learner/apprentice to attend and show real interest in their off the job training.
- Be aware of any problems or difficulties that may be facing your learner/apprentice.
- Share any concerns with the Protocol team.
- Give assistance with workbooks & assignments.
- Motivate your learner/apprentice.
- Counsel your learner/apprentice as necessary.
- Look after their best interests.
- Keep learner/apprentice to target dates.
- Link the work-based learning to job role content and progression opportunities.



Learners must be paid at least the current Apprenticeship Wage, NMW and/or above and allowed the full 20% off the job training (min 6 hours per week).

Course Schedules and Off the Job Training



At the commencement of the apprenticeship, you and your learner will be given a schedule showing the training dates and course content. Depending on the office location, type of business and prior learning, some individuals may progress faster, and course schedules will be adapted to the individual learner.

Functional Skills are a significant part of the qualification Standard, and these will be covered along with the qualification but certificated separately.

Functional Skills address the personal development of an individual and cover: English reading, writing, and speaking and listening, Functional Skills are an essential part of occupational competence. An external assessment of 2 of the Functional Skills, English and math's has been introduced; the dates of the external assessments will be on your learner's course schedule and attendance for these assessments and training is compulsory.

Off-the-job training must amount to 20% (minimum of 6 hours per week) of the apprentice's contracted and paid for employment hours across the whole apprenticeship. Functional skills requirements are in addition to this.

Definition of 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 and includes off the job training at Protocol."

- Inductions can count only if they have **educational content** linked to the apprenticeship.
- Progress reviews **do not count** towards 20% off-the-job hours, but are fundable.

English and Maths must be additional to the 20% off the Job Training



Quality

At Protocol we are constantly striving to maintain excellence and high standards and quality. Your feedback as a mentor is vital to help us improve on our training. We hold quality forum meetings and reviews with learners and employers to discuss any improvements that we can make to our existing Programme. Your input into these forums is of great importance to us.

A quality questionnaire will also be issued to you, and we would like you to complete and return to us, to help make further improvements. An ONA (Organisation and Needs Analysis) will be completed at the beginning of the learner's Programme and reviewed to measure the objectives set at the start of the training and the impact on learning.

Your learner will also be asked to attend and contribute to focus groups which are very useful in highlighting improvements and suggestions.



Individual Training Plans & Work Study Plans

To help you to get the best from your learner and to develop their skills, knowledge, and behaviors, we have planned a learning Programme that meets both their needs and your Company's needs.

An individual training plan will be developed for your learner to ensure that they achieve their qualifications with realistic target dates. We will obviously take into consideration their current knowledge, skills, behaviours, and experience when doing this, via a skills scan and interview. A copy of the individual learning plan is held by the learner and with the Training Adviser and will be updated throughout their training program. You will also be given a copy of the individual training plan to keep on your Protocol file for your involvement so that you can agree and monitor your learners progress towards their targets. You will also be given a log in to monitor everything on our virtual learning environment.

A work/study plan will also be drawn up for everyone. The aim of this is to connect the on/off the job training provided to the learner. As part of your role, it will be your responsibility to ensure that this is updated monthly, and the learner is receiving the relevant on-the-job training and understands the evidence requirements.

Having planned the learner's training programme we will work with you to deliver the training that is required to develop the learner's skills and to help them achieve their qualification. Much of the training will take place within the workplace itself. This will typically involve the learners developing their skills through observing others perform activities, practicing themselves and learning from their appointed mentor.

Your main aims will be:

- To help learners develop their knowledge, skills, and behaviours by providing a wide range of learning and training opportunities
- Allow learners to attend off the job training sessions at the agreed times
- Help learners put into practice what they have learnt during off the job learning sessions
- Give learners time in the workplace to compile their evidence
- To advise us if you have any concerns about any aspect of the training delivery.
- Review the learners individual training plan
- To make time to participate in assessment and review meetings and offer improvement suggestions as necessary.



Assessing Learner Competence

The basis of the assessment system is the collection of evidence by participants to show that they can achieve the national standards outcomes. The Individual training plan in the front of your learner's portfolio or on the e portfolio main view shows completion dates for this and should be looked at in conjunction with the course schedule and work/study plan issued to your learner.

As a major part of the qualification is based on a learner's ability to perform tasks competently in the workplace, we shall be asking you to state that your learner can do just that. You will also have to confirm with us that the learner is ready for the Gateway and EPA.

Assessments take place approximately every 4/6 weeks, the proposed dates for assessment are shown on the individual learning plan/course schedule. The Training Adviser will notify you of the actual date of the assessment a minimum of 7 days prior to the date or forward plan a visit after the current visit. If these visits are cancelled by the employer or learner for anything other than illness, then the company may be liable for a cancellation charge if less than 48 hours' notice is given.

Ideally the learner will come to Protocol once a month and then the Training Adviser will visit the workplace every 8/12 weeks and complete marking of assignments and desk-based assessments.

Assessment will be carried out by a qualified Training Adviser. The Training Adviser is responsible for judging whether the learner is competent by assessing the evidence presented. This may include observation of carrying out the task, oral and or written questions, professional discussions, or other relevant evidence. Training Advisers will have occupational expertise directly relating to the qualification they are assessing and at least the same or higher level.

The Training Adviser will give you feedback after the assessment has taken place. If the learner has not been successful during assessment and any on the job training requirement have been identified, you will be made aware of this and asked to plan it into the learners on the job learning programme.

You will be asked by the Training Adviser to read, authenticate, and agree candidate statements, unit summaries and professional discussion that have been completed. Once the portfolio of evidence is complete, the Training Adviser will make a judgement. If the evidence is sufficient to convince the Training Adviser of competence, the appropriate assessment units will be signed off and forwarded for internal and external quality assurance

and finally certification by the awarding Organisation. You will also be asked to complete witness testimonies to enhance the evidence. Learners on Standards also require their readiness for EPA to be confirmed by all parties.



Reviewing Learner's Progress

To ensure that the learner is getting the most out of their learning programme it is important to monitor their progress at regular intervals.

This will ensure that any additional learning or support needs are identified properly and addressed. The formal reviews will be undertaken at a minimum every 10/12 weeks with yourself, and your learner and the proposed dates can be found on your learner's individual learning plan. The actual date will be notified to you no less than 7 days prior to the actual review date or forward planned after the current visit. We reserve the right to apply a cancellation charge if notified less than 48 hours of the appointment and for reasons other than genuine illness.

The review guidelines for the timing of the formal review visit are suggested as follows: -

20 minutes minimum with the learner

10 minutes with mentor

10 minutes or more with both together to go through the main aspects of the review and any agreed action points that apply.

During these reviews we will be asking you about:

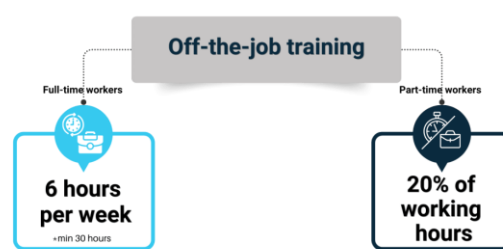
- How the learner is progressing in the workplace.
- The progress your learner is making towards their targets on the individual learning plan this includes Functional Skills and units and knowledge, skills, and behaviours.
- Updates of work reviews or appraisals to help identify any additional learning needs.
- Any concerns which you may have regarding the learner's progress.
- Any accidents or injuries whilst at work to the learner & equal opportunities issues.
- Training received in Health & Safety, Safeguarding, Prevent, British Values, Children and Families Act 2014 and Equal Opportunities and that the learner
- Understands their responsibility.
- Reviewing the training programme and making recommendations as necessary to improve quality.
- Training received within the workplace
- The learners Continuous Personal Development log (CPD) as part of them on and off the job learning experiences.
- Any changes in the learner's role, increased responsibility, and local community initiatives.
- Learner's level of math's and English and how they are embedding it in the workplace

Your role is to:

- To support both the learner and the provider throughout the programme and have input in designing the program
- To take part in discussion with inspectors by pre-arranged appointment during inspections as required.
- To allow inspectors to take part in discussion with learners during the inspection process.
- Provide us with feedback on the quality of our training Programmes on an ongoing basis and on the Ofsted website.

Quality Initiatives:

At Protocol we are constantly striving to improve our standards and quality. Your feedback as a mentor and your learner's feedback are vital to help us improve our training. We hold focus group meetings and a Quality Forum with learners and employers to discuss any improvements that we can make to our existing programme. If you are interested in being part of this group, then please contact Sue Tipton at Protocol for further details.



20% Off the Job Training

A typical Apprenticeship (Level 2 and Level 3) lasts between 12 and 18 months (Level 4+ 18 months plus) (Foundation Apprenticeships 8 months) where the employer must give the apprentice (existing employee must have an employment contract) a contract stipulating hours of work minimum 30 hours – maximum 40 hours, pay at least the apprenticeship minimum wage, minimum wage for their age and/or the living wage per hour from the 01 April 2024 <https://www.gov.uk/national-minimum-wage-rates>, annual leave of at least 20 days minimum plus Bank Holidays etc. The apprentice must also be paid when completing Off the job training. You would be supplied with an Off the job course schedule which would lists dates and times of the training.

Off-the-job training must amount to 20 per cent (minimum of 6 hours per week) of the apprentice's contracted and paid for employment hours across the whole apprenticeship.

"It cannot include time spent on English and Math's, or on training to acquire skills, knowledge and behaviours that are not required in the standard."

Definition of off-the-job training (CPD)

"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."

Inductions

Inductions can count only if they have **educational content** linked to the apprenticeship.

The role of progress reviews and assessment in off-the-job training

Off-the-job training must teach new knowledge, skills and/or behaviours that will contribute to the successful achievement of an apprenticeship.

By progress reviews, we mean reviewing and testing what an apprentice has already learnt, rather than teaching new knowledge, skills, and behaviours. Progress reviews **do not count** towards 20% off-the-job hours, but are fundable. It is important that training providers monitor the progress of their apprentices and although progress reviews do not count towards the 20% off-the-job minimum requirement, they are fundable as an eligible cost in the funding rules.

Blended learning

Distance learning can be used effectively as part of the off-the-job training requirement when it is used as part of a blended learning package. This can take place wherever it suits the apprentice and the employer. The funding rules do not permit all off-the-job training to be delivered via distance learning, it must be as part of a blended approach. The following illustrative examples demonstrate what a blended approach may consist of.

English and Math's

Apprenticeships are designed to have sufficient stretch to require 20% off-the-job training. They are designed on the basis that an apprentice already has the required levels of English and math and therefore training for English and math's must be on top of the 20% off-the-job training requirement.

Measuring and recording off-the-job training

As well as being a core principle of a quality apprenticeship, the requirement for all apprenticeships to include a minimum of 20% off-the-job training is included in the DfE funding rules. Compliance with this requirement will therefore be considered as part of normal audit arrangements.

To comply with the funding rules, each apprentice should have a commitment statement that, amongst 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.



Moodle & Mahara

Logging in for the First Time.

Once learner has been registered you will receive an email with log in details which will include username & password.

This will allow you to monitor learners progress and give feedback.



COMPLAINTS PROCEDURE

Protocol's aim is to improve the quality of all that we do, by establishing effective systems for handling feedback and complaints.

You, as a customer, are valued and considered in the right, no matter what the circumstances. Our main aim is to maintain our high-quality image and reputation and to ensure that you are completely satisfied as one of our valued customers. Your complaint will be dealt with by a standard procedure that has been set up by the Protocol Group.

If received, all complaints will be given equal status and will be dealt with promptly. All complaints will be recorded on a Confidential Record Form or complaints form. Once the facts have been established, we will put forward what action is to be taken which is suitable for you and us. This will be acted on immediately and you will be kept always informed as to what is happening to your complaint. We guarantee acknowledgement of a written complaint within 5 working days of receipt and investigate and respond promptly. We will ensure you received a satisfactory conclusion within 10 working days.

We are solution minded, and anxious in putting things right, especially if dissatisfaction or misunderstanding occur.

If you have any views of our work, whether good or bad: You can:



write to us



You can telephone



You can visit us



You can email us

You could ask someone else to speak to us on your behalf if you prefer.

Contact details:

The Old Guild House

1 New Market Street

Birmingham

B3 2NH

Tel: 0121 236 2634

Email: suetipton@protocolgroup.co.uk

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