
Apprenticeship employer guide

A Skills for Care guide for employers implementing adult social care Apprenticeship programmes

January 2014

“we’re helping employers to deliver effective Apprenticeship programmes”





Preface

“On behalf of the Skills for Care board, I am delighted to welcome this practical guide to help employers implement a social care Apprenticeship programme.

Our recent ‘*State of the Adult Social Care Workforce*’ report revealed that demographic change means our sector will need a significantly higher number of workers by 2025. It is therefore clear that finding new apprentices will be absolutely crucial if we are to create a skilled and confident workforce in England.

We recognise that if we want to find the next generation of workers we need to provide practical and user-friendly tools to help the 40,600 establishments offering adult social care to create sustainable apprenticeship programmes.

In this guide you will find information about what a social care Apprenticeship programme is, why your business should take on apprentices and practical steps to creating a programme for your business.

I would particularly draw your attention to the case studies in this document which clearly outline the business case for taking on apprentices, and demonstrate how an effective apprenticeship programme can provide you with highly motivated workers who are likely to stay with your business.

To support this document we also have some useful resources available on our website that are free to download. Visit www.skillsforcare.org.uk/apprenticeships.

I hope you find this guide useful. Skills for Care looks forward to working with you to create social care apprenticeship programmes that will deliver the skilled, knowledgeable and confident adult social care workers we will need to meet the significant challenges ahead for all of us.”



Professor David Croisdale-Appleby, OBE
Independent Chair, Skills for Care



Acknowledgements

Barchester Healthcare
Connexions
Hendra House
Hertfordshire County Council
Jobcentre Plus
National Apprenticeship Service
Norfolk and Suffolk Care Services (N&SCS) Ltd
Oaklands Community Care
Ofsted Report
Risedale Estates Ltd
Skills for Health
The Manor House, Chatburn

A Skills for Care guide for: employers implementing adult social care Apprenticeship programmes
Published by Skills for Care, West Gate, 6 Grace Street, Leeds LS1 2RP. www.skillsforcare.org.uk
© Skills for Care 2013

SfC Ref: QT033

Copies of this work may be made for non-commercial distribution to aid social care workforce development. Any other copying requires the permission of Skills for Care.
Skills for Care is the employer-led strategic body for workforce development in social care for adults in England. It is part of the sector skills council, Skills for Care and Development.

Bibliographic reference data for Harvard-style author/date referencing system:

Short reference: Skills for Care [or SfC] 2013

Long reference: *A Skills for Care guide for: employers implementing adult social care Apprenticeship programmes* (Leeds, 2013) www.skillsforcare.org.uk

The information in this Skills for Care guide for employers is correct as at March 2013. Please note, however, that the information is subject to change from time to time.

Contents

1.	Background	01
2.	What is a social care Apprenticeship programme? - Types of social care Apprenticeships	02
3.	Why introduce a social care Apprenticeship programme? - Return on investment - Research highlights success of Apprenticeships - Business benefits - Supporting young people into the adult social care sector - Opening up opportunities across various care roles	04
4.	How to implement an Apprenticeship programme - The Apprenticeship framework - Funding - Delivering Apprenticeship programmes - internal and external	10
5.	Recruiting apprentices - Different approaches - Support available - Training support - Getting started - Recruitment process - Additional tasks - Post-recruitment consideration	17
6.	Glossary	27
7.	Supporting sample documents and additional resources	28
8.	Current Health and Social Care Apprenticeship framework - England	29



1. Background

Changing demographics and the impact on social care

Our population is ageing and with it comes the need for a significantly higher number of employees in the adult social care sector. By 2041, the number of people in England aged 85 is expected to increase by 2.5 times the 2010 figure to 3.2 million representing 5% of the total population. In addition, the number of adults with learning disabilities is expected to rise between 47,000 and 113,000 in just ten years.

Skills for Care estimates that the number of paid adult social care jobs could increase from the current 1.63 million, to between 2.1 million and 3.1 million by 2025. It is therefore necessary to significantly increase the number of trained and qualified employees in the adult social care sector, or risk having inadequate care provision in the future, with severe staff shortages that could potentially lead to rising wage costs.

It is becoming more evident that recruiting new apprentices today is absolutely crucial in securing a skilled, competent and confident adult social care workforce for the future. In fact, Apprenticeships are high on the government agenda as a programme to address recruitment and skills issues. They offer many opportunities, including the chance for employees to develop a rewarding, long-term career in a growing sector.

Skills for Care and social care Apprenticeships

Skills for Care, in partnership with the Department of Health, actively promotes Apprenticeship programmes in the adult social care sector across organisations of all sizes in the public and private sectors. Working closely with the National Apprenticeship Service (NAS), Skills for Care ensures that those adult social care employers interested in Apprenticeships get the help and advice they need and gain a better understanding of the business benefits that they offer.

Skills for Care is responsible for creating the Apprenticeship framework for the adult social care sector, whilst the Skills Funding Agency supports organisations with training funding. Apprenticeships appropriate for adult social care are primarily designed by employers to ensure that they meet the needs of the growing sector.

2. What is a social care Apprenticeship programme?

An Apprenticeship is a work-based learning programme designed around the needs of employers, which leads to nationally recognised qualifications. It is available to anyone aged 16 and above and is made up of a practical competency component, on-the-job training and off-the-job learning.

The Apprenticeship for the adult social care sector is entitled 'Health and Social Care' as it shares its framework of qualifications with the health sector. For the adult social care sector, the Apprenticeship programme consists of both social care specific and generic components that provide a comprehensive structure to workforce learning and development.

It is aimed at those who want to start work and progress within an adult social care environment and/or within certain health-related roles, as well as those who already work in the sector and want to formalise their knowledge, gain new skills and develop their careers.

As well as Apprenticeships being a practical, cost-effective way to recruit and train new social care employees, many employers consider the framework to be a useful learning and development route for their current employees, across all ages and experiences.

Apprenticeships are a mixture of skills assessment and the delivery of new skills and knowledge. Assessment is done at the workplace whilst the apprentice performs their job. The delivery of new skills or knowledge is carried out at college with a training provider or, more frequently, off-the-job, but still at the workplace.

Apprentices can be employed full-time or part-time as long as they are contracted to work a minimum of 30 hours per week. This will be agreed between the apprentice and the employer. While the majority of apprentices are directly employed, some employers work with Apprenticeship Training Agencies that assume employer responsibilities, with the employer acting as a host.

Apprentices are employed and work alongside experienced staff to gain job-specific skills and experience.

Types of social care Apprenticeship

Currently, there are three adult social care Apprenticeships available:

- Intermediate Level Apprenticeship in Health and Social Care - level 2, equivalent to five good GCSE passes
- Advanced Level Apprenticeship in Health and Social Care - level 3, equivalent to two A-level passes
- Higher Apprenticeship in Social Care - Care Leadership and Management (England) - level 5, equivalent to the second year at Higher Education level.

All Apprenticeship programmes are open to new entrants into the social care sector, as well as existing employees aged 16 and above. The programme is not restricted by an upper age limit.

Adult social care Apprenticeships are open to individuals who have been assessed either by the learning provider or employer for their suitability to work in social care. They will also be assessed for their ability to undertake and complete all of the required components of the Apprenticeship framework. This may include pre-set entry requirements to help screen entrants, selection interviews, 'work taster' sessions and trial periods. The initial assessment would also inform the training plan, including any additional support required for the individual.

The Higher Apprenticeship is designed for managers in residential and non-residential settings as well as senior practitioners needing to develop a deeper, specialist knowledge of care.

Completion times range from generally 12 months for an Intermediate level to two years for an Advanced/Higher level. However, these times can vary depending on the skills, experience and the progress of the apprentice.

An Advanced Apprenticeship can be the progression route from the Intermediate Apprenticeship programme. However, many employees start on the Advanced level because of their previous experience in the workplace and/or because of their qualifications.

3. Why introduce an Apprenticeship programme?

Return on investment

Apprenticeships offer clear financial benefits to employers, with the return on investment often evidenced by the apprentices staying on as part of the workforce after the programme and remaining in the social care sector.

The cost of employing an apprentice varies. Employers offer a range of starting salaries, from the national minimum wage for apprentices. However, as skills develop, employers tend to increase wages to correspond with their increased productivity. Research has shown that apprentices earn an average net salary of £170 per week.

Employers need to consider the associated costs of supervision and mentoring that needs to be in place to support the apprentice. These associated costs are not insignificant, but the National Apprenticeship Service (NAS) will match employers' commitment to hiring apprentices by covering the training costs, in full or in part (source: NAS).

For up to date information on the national minimum wage for apprentices please visit the following website: <https://www.gov.uk/national-minimum-wage>.

Research highlights the success of Apprenticeships

In 2009, the Learning and Skills Council (LSC) surveyed businesses throughout the UK on the benefits of hiring an apprentice. Of those surveyed:

- 81% said that employing apprentices generated higher overall productivity for their company
- 66% said that their Apprenticeship programme made them more competitive in their industry
- 92% said that their Apprenticeship programme better motivated staff and increased job satisfaction
- 74% said that apprentices tended to be more loyal, remaining at their company longer than non-apprentices
- respondents also said that training apprentices is more cost-effective than hiring skilled staff, leading to lower overall training and recruitment costs.

(source: Populus)

Business benefits

There are many business benefits of the Apprenticeship programme to employers, ranging from low-cost training to increased staff retention.

Benefits to employers

- Apprenticeships can make workplaces more productive and profitable. They can introduce new skills and ideas and challenge long-standing practices. NAS reports that 80% of employers say that apprentices have improved productivity (2010).
- Apprenticeships can effectively address skills gaps in current and future workforce strategies.
- Apprentices offer employers a cost-effective, low risk way to grow the workforce. According to NAS, 79% think apprentices provide value for money (2010).
- Training and development support and government funding is available to organisations running Apprenticeship programmes.
- During difficult and increasingly competitive economic times, Apprenticeships are a vital way of improving the skills of staff and generating a committed, valuable and cost-effective workforce. NAS reports that 72% of employers have benefited from employing apprentices during a recession (2010).
- Apprentices can offer employers a flexible resource, helping them to exploit new business growth opportunities.
- Employers can create and manage a completely tailored Apprenticeship programme that meets the needs of their businesses.
- Employers can benefit from a more motivated, knowledgeable and competent workforce.

Benefits to apprentices

- Apprentices can earn a salary whilst receiving training, gaining qualifications and learning job-specific skills.
- Apprenticeships can offer a first step onto a career in social care, across a wide range of roles and employers.
- Apprentices take part in a structured development pathway, often leading to a rewarding, long-term career in the growing care sector.
- Existing employees can start an Apprenticeship as part of their continuing professional development, whereas new employees can be recruited straight onto an Apprenticeship programme from school, college or even another profession.
- Employees that are indirectly involved in the delivery of social care can also participate in an Apprenticeship programme, for example through catering, housekeeping or administration Apprenticeships.

Supporting young people into the adult social care sector

Skills for Care is working in partnership with the Department of Health to raise awareness of Apprenticeships as an entry route into the adult social care sector, in recognition of the valuable contribution that young people (16-17 year olds) can make to the adult social care workforce.

Data from the National Minimum Data Set for Social Care (NMDS-SC) shows that less than 1% of social care workers are aged 16–17 (Feb 2013). This is compared to data from The Office of National Statistics, which shows that 1.3 per cent of the overall national workforce are aged 16 and 17, over four times the proportion in social care. It is critical if we are to reach future workforce targets that we attract young people to the adult social care sector.

The Care Quality Commission (CQC) supports the view of Skills for Care that 16 and 17 year olds can make a valuable contribution to the adult social care sector. It is vital that, when working with this age group, providers not only meet the essential standards of safety and quality, but follow best practice guidelines.

[http://www.cqc.org.uk/sites/default/files/media/documents/gac - dec 2011 update.pdf](http://www.cqc.org.uk/sites/default/files/media/documents/gac_-_dec_2011_update.pdf)

Guidance for the employment of 16-17 year olds in adult social care

Adult social care workers, aged 16 and 17, are allowed to undertake all work tasks suitable for their level of employment. Age isn't an issue in recruiting care workers with the right values, who are really motivated to develop long-term careers in our sector; careers that will improve outcomes for people who use services.

Young practitioners can be employed in adult social care and can expect the same levels of support that employers provide for any member of staff. The following needs to be in place first:

- they have completed or are undertaking an approved training programme in health and social care
- the registered manager or a delegated person assesses the competence and confidence of the young worker to carry out all the tasks required of them including, where necessary, intimate personal care
- appropriate support is offered to the worker
- the consent of the person being supported and/or their advocate has been obtained
- inexperienced practitioners are not left in charge of a care setting or left to work on their own.

Approved training programmes are those recognised by Skills for Care as leading to qualifications that are included in the Qualifications and Credit Framework.

Assessing workers' competence, giving them appropriate support and obtaining the consent of those being supported are issues that apply to workers of all ages.

Adult social care workers aged 16 and 17 are allowed to undertake all work tasks suitable for their level of employment.

Sharon Allen, Skills for Care CEO, comments: "Our advice to employers is that one of most efficient ways to make sure their young workers are on an approved training programme is to support them to enrol on an Apprenticeship within the adult social care sector."

Employer case study: Hertfordshire County Council

Hertfordshire County Council's adult care services department has a workforce of over 1,400, working in 22 day centres and 18 supported living units. The council introduced an adult social care Apprenticeship programme in 2005 and was keen to attract a younger workforce through the Apprenticeship route.

Within five years the council had increased the percentage of staff aged 18–24 from 2.9% to 4.5%. This represents 47 young staff, including retained and current apprentices. Other posts have also been filled due to the enhanced reputation of the employer and the success of the Apprenticeship scheme. Overall, staff turnover has reduced from 12.2% to 9.6%, an estimated saving of £19,817 per cohort of apprentices.

Within five years, 90% of apprentices have completed the Apprenticeship programme and have gone on to permanent employment within the council. The retention of these apprentices currently stands at a staggering 90%. Apprentices have gone on to study a variety of care subjects including nursing, forensic psychology, social work, occupational therapy and community care work. In addition, apprentices have progressed to become senior support workers, supervisory staff and day service organisers, as well as deputy managers.

Paul Rainbow, senior learning and development officer of adult care services sees many improvements to the overall service from having more young people in the workforce. He says: "Young people who use services really appreciate having peers caring for them, and these relationships have transformed the council's approach to caring for young people."

The council was also recognised for its Apprenticeship programme at the 2010 Skills for Care Accolades, winning the 'Most effective employer of apprentices' category.

Opening up opportunities across various care roles

Social care Apprenticeships are a great way for employees to gain work experience, achieve recognised qualifications and follow a career pathway that can lead to a wide variety of occupations and graduate opportunities. Apprentices bring with them up-to-date skills, fresh ideas and a willingness to learn. They help to address skills shortages and the issues relating to an ageing workforce.

Social care Apprenticeships cover a wide range of job roles within the sector. Apprentices can work with people from different backgrounds who have a variety of needs. They may include older people, asylum seekers, those with mental health issues, learning disabilities and physical or sensory impairment.

Apprenticeship roles can include:

- personal assistant
- care worker
- senior care worker
- team leader
- community, support and outreach worker
- administration/office staff
- ancillary staff not providing direct care, including catering and maintenance work.

Apprenticeship roles can work within various settings, including:

- day care
- extra care housing
- residential care
- domiciliary care
- direct employment by the person being supported.

There are a number of career pathways leading on from Apprenticeships, ranging from senior carer to senior manager, dependent on experience and related training. Examples include:

- social worker
- outreach worker
- counsellor
- occupational therapist
- manager.

Employer case study: Hendra House

Hendra House is a privately owned care home in Ludlow, Shropshire, employing 29 members of staff who are responsible for the care of 28 older people.

Vince Birmingham took over Hendra House in 2002 and quickly established that Apprenticeship schemes could make a real difference to the quality of care, as well as to staff careers, within the home.

“Apprenticeships are a long-term commitment. They’re an investment in an individual’s career and a great way for both apprentice and employer to work out if it’s the right path for them,” explained Vince.

Vince found taking on apprentices an effective way to identify and train high calibre candidates, many of whom have gone on to pursue further related study or establish long- term social care careers. Over 64 per cent of staff have come through the Apprenticeship route, giving an indication of the value of this approach to Hendra House.

“Our apprentices are not left in isolation. There are three stakeholders in the process, the apprentice themselves, our learning provider and us. It’s about being clear what all sides hope to gain from the process, with the ultimate aim of delivering high quality, dignified, person-centred care to our residents.”

At Hendra House, Apprenticeships are not limited to care workers. They are expanding the scheme into catering and housekeeping, another way of providing new training and employment opportunities.

“We have apprentices of all ages and backgrounds, from 16 to 60 and have taken on our first youth apprentice. They come to us for a variety of reasons, perhaps a change of career, a fresh start, or maybe a desire to learn more about the social care sector,” Vince continues.

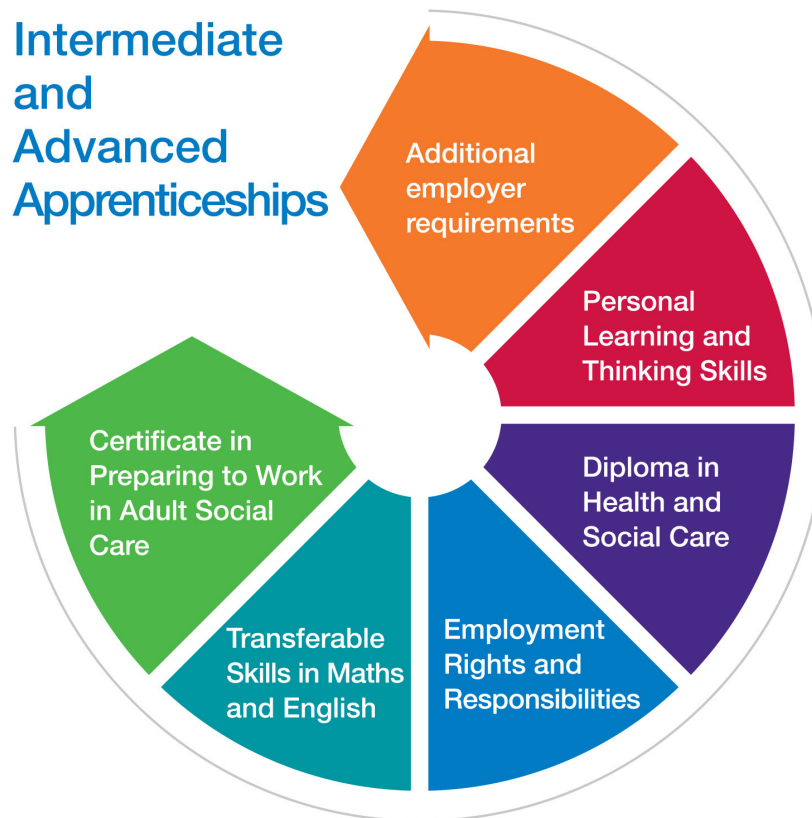
What is very clear is that this focus on training and a commitment to the aspirations of the individual means that staff retention is never really an issue.

“We must be one of the few care homes to have a waiting list for staff!” Vince laughs.

4. How to implement an Apprenticeship programme?

The Intermediate and Advanced level Apprenticeship framework

The Apprenticeship framework for adult social care at Intermediate and Advanced level consists of six components:



1. Diploma in Health and Social Care (Adults) for England (QCF)

The diploma at level 2 or 3 demonstrates competence in performing relevant skills, as well as developing knowledge. There are a range of units on different topics that can be chosen to reflect the needs of your business, including specialist dementia and learning disability pathways underpinned by the National Occupational Standards.

2. Certificate in Preparing to Work in Adult Social Care (QCF)

The certificate at level 2 or 3 allows learners to demonstrate knowledge and understanding of theoretical concepts relevant to the care sector. Working, whilst learning, enables apprentices to put the theory into context and develop a greater understanding.

3. Transferable Skills

Transferable skills at level 1 or 2 give learners the opportunity to develop, practice and apply skills in meaningful workplace contexts. They ensure apprentices meet a good level of communication and number skills. Information and communications technology (ICT) is not compulsory.

4. Employment Rights and Responsibilities

The award at level 2 provides the knowledge to equip learners with an understanding of the sector and their role within it. It covers areas such as statutory responsibilities and rights of employees and employers; awareness of their own occupational role and how it fits within the sector; and agreed ways of working with employers.

5. Personal Learning and Thinking Skills

These are identified as essential to successful life learning and work. They will provide learners with a solid foundation and the ability to transfer skills to other areas. The skills can be assessed alongside the diploma. Skills for Care has developed a mapping document (available on our website) to show where those opportunities can be found.

6. Additional Employer Requirements

In conjunction with the apprentice, employers can specify additional learning under this component, offering further flexibility to the framework.

Each component plays a key role in developing a capable, confident and skilled worker.

Together with employers who successfully use Apprenticeships, Skills for Care has produced a video looking at each element in more detail and the benefits of it. To view, visit www.skillsforcare.org.uk/apprenticeships and go to resources.



The Higher Apprenticeship framework

Skills for Care has created the Higher Apprenticeship in Care Leadership and Management, a level 5 Apprenticeship that will support your organisation to recruit, develop and retain high quality leaders and managers. The Higher Apprenticeship has been designed following extensive consultation with employers. It contains occupational qualifications that are recognised across the sector.

The Higher Apprenticeship has two pathways; one for General Managers and one for Specialist Managers. The General Pathway comprises of the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services – a combined competence and knowledge qualification. The Specialist Pathway offers a direct route into university by using a Level 5 university Diploma. This comprises of the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services and further university modules for those in Specialist Manager roles.



Funding

Apprenticeship funding is available through the National Apprenticeship Service. The size of the contribution varies, depending on the sector and the age of the candidate.

2012-13

- Apprenticeships are fully funded for 16–18 year olds who are eligible. This means that the employer will not be required to make any contributions towards the cost of the Apprenticeship programme.
- Apprenticeships for those aged 19–24 will be part-funded for those who are eligible. This means that approximately 50% of the costs will be met with the remaining 50% to be met by the employer. This cost does not need to be in financial terms and an employer can work with a provider to find ways of offsetting the costs, for example, an employer may be able to provide suitable venue space or do some of the assessment or delivery themselves.

From 2013

- Funding will no longer be available for an Apprentice aged 24 or over who wishes to do an Advanced or Higher Level Apprenticeship. The apprentice will be able to take out an 'Advanced Learning Loan' in the same way a university student does. The loan should cover the cost of the learning. The individual taking out the loan will pay back the loan upon completion provided they are earning a minimum of £21,000 a year.

Funding is paid directly to the learning provider that delivers the Apprenticeship Framework. Large employers with a direct contract with the National Employer Service may receive the funding themselves.

Funding is subject to change, so for the latest information please visit:
<http://www.apprenticeships.org.uk/Employers/Training-and-Funding.aspx>.

For the most accurate information, and to find out how much funding you are eligible for, please speak to your learning provider.

Using the Workforce Development Fund for Apprenticeships

Skills for Care's Workforce Development Fund (WDF) can be used to help fund the delivery of Apprenticeships in adult social care.

The WDF is a funding stream from the Department of Health disseminated by Skills for Care. It supports employers by providing a contribution towards the costs associated with their staff achieving qualification units. This can be used to either fund the direct costs of learning (where it is not fundable through other funding) or towards associated costs such as wage replacement, coaching and mentoring and venue costs etc.

For more information on how you could use WDF for Apprenticeships, visit www.skillsforcare.org.uk/wdf to view our supporting documents.

Employer case study: The Manor House, Chatburn

The Manor House is a 50-bedroom residential and nursing home for older people, located in the village of Chatburn, Lancashire. The 93-strong workforce is augmented by apprentices in a variety of roles.

Starting in 2000 as an informal arrangement to help overcome recruitment issues, Apprenticeships are now a vital part of the workforce development strategy at Manor House. Karen Walker, training manager, has looked after the programme since its inception and has been responsible for obtaining funding.

Today, Manor House operates a rolling Apprenticeship programme in partnership with several local further education colleges, having a maximum of four and a minimum of two apprentices at any one time. Placements include professional cookery, housekeeping, administration and 'support services in care' as well as health and social care.

Karen needed to identify sources of funding to develop the programme further. Several local care homes decided to join together to access funding collectively. As a result, the Lancashire Workforce Development Partnership (LWDP) was formed. Today, LWDP manages workforce development grants, with the ultimate purpose of improving social care across the county. Skills for Care is a key partner of LWDP. Local colleges and the Train to Gain fund have been key sources of funding, as have local NHS PCTs and regional care charities.

Of the 25 apprentices that have been through the programme in the last ten years, 16 still work for Manor House and the rest have progressed into careers within social care or health. Karen believes that there can be no stronger indicator of the programme's success than this.

Delivering an Apprenticeship programme

There are a number of routes to delivering an Apprenticeship programme. Below are examples of the two most commonly used options.

1. Internal delivery:

The employer would deliver all the components within the framework.

2. External delivery:

The learning provider would deliver all the components within the framework.

An example of how each route works is shown below.

Internal delivery - Barchester Healthcare

Barchester Healthcare runs an in-house Apprenticeship programme. The key to setting up a successful Apprenticeship programme is to set up a centre structure with all of the policies and procedures in place. So, if a centre wants to deliver, they need to sort out the assessment strategy and policy, setting out how they want the programme to be assessed.

Most awarding organisations provide support with assessment documents. Once this is in place, the first aspects of quality monitoring can be implemented, usually starting with the internal verification strategy and policy and the introduction of the paperwork.

From this, employers would then be in a position to set out the delivery of the Quality and Monitoring Strategy and Policy. They will set their quality monitoring plan for the year and plan the activities to be monitored, for example, teaching, coaching, mentorship and assessment.

Barchester Healthcare has implemented a quality improvement plan where the organisation looks at strengths and areas for improvement within the centre. These activities ensure that they are always looking at improving what they do and how they deliver programmes.

Awarding organisations review all of this when they apply to run Apprenticeships and other programmes and will accredit the centre as long as it is all in place. Another key to successful accreditation is for the centre to have personnel that are appropriately qualified in the social care sector and have the required teaching, training or assessment qualifications.

As long as the centre has the correct and appropriately qualified staff to deliver the programme/ qualification and the correct and appropriate strategies and policies, there is no limit to the qualifications they can deliver.

External delivery - Hertfordshire County Council

Hertfordshire College delivers all components of the Hertfordshire County Council Apprenticeship programme to the local authority's apprentices.

It is vital to work closely with the training provider. Hertfordshire College was involved with the selection, initial assessment and all aspects of the recruitment of the council's apprentices. During a robust, two-week induction programme, apprentices are given the contact details of the programme management staff, initialising the support networks available both at the college and at the council.

The apprentices have weekly meetings with their tutor/assessor. Tutors gain insight into each work role, ensuring that learning is relevant to both the practice and service requirements.

Discussion groups offer peer support and a college liaison worker hosts monthly meetings when apprentice concerns can be addressed and good practice monitored. The programme is positive when dealing with issues, providing prompt plans to resolve them.

The Apprenticeship scheme has been running for five years, initially with in-house services and North Hertfordshire College Network. The partnership has expanded to achieve higher standards and to become more inclusive.

Internal delivery

Awarding organisation

The term 'awarding organisation' is used to describe an organisation that is recognised to offer regulated qualifications. An organisation will need to apply to be recognised to do so, against the criteria published by Skills for Care. In the interests of brevity, the term 'awarding organisation' is used to mean 'recognised awarding organisation.' The legislation uses the term 'awarding body', but here the term 'awarding organisation' is used because a wide range of organisations may be recognised to offer regulated qualifications, including many whose prime function is not in awarding.

In order to be able to deliver an Apprenticeship programme in-house, employers will need the following:

- accreditation from a recognised awarding organisation, such as Edexcel or City and Guilds
- the capacity and appropriate infrastructure, including occupationally competent trainers, assessors, verifiers, mentors and coordinators

- a current contract with the National Apprenticeship Service, National Employer Service or Skills Funding Agency to be able to access funding. This can be a direct contract or subcontracting arrangements can be made with a training/learning provider. The National Apprenticeship Service offers support to employers who hold their own Apprenticeship contract.

External delivery

Learning provider

Employers need to engage with a learning provider that holds a current contract with the National Apprenticeship Service, National Employer Service or Skills Funding Agency to deliver Apprenticeships. The National Apprenticeship Service can help organisations to identify suitable training/learning providers.

A training/learning provider is usually a local college or specialist training organisation responsible for apprentices' off-the-job training. When employers take on apprentices, the training organisation will appoint a mentor to work with them to make sure that training plans are well structured and effectively planned. Once the apprentice begins, the mentor will follow their progress and manage any issues that may arise.

Group Training Association

A Group Training Association (GTA) provides support on accessing, managing and delivering training for a group of employers to encourage their involvement in Apprenticeships. This approach can help with the cost of Apprenticeships as it shares expertise and is an effective use of training resources.

Apprenticeship Training Agency

An Apprenticeship Training Agency (ATA) directly employs and manages individuals who undertake their Apprenticeship with an approved Training Provider whilst being hired out to a 'host employer'. The ATA also co-ordinates the training activity for the Apprenticeship which is delivered through Skills Funding Agency contracted training providers.

This model offers employers who have previously not engaged with Apprenticeships or who currently don't have any vacancies, the opportunity to offer a placement. This is beneficial as the apprentice has the opportunity to gain their Apprenticeship Framework and the experience to enhance their chances of finding permanent employment. This employment may be with the host employer should a vacancy become available during the lifetime of the Apprenticeship.

Employer case study: Risedale Estates

Risedale Estates opened its first residential care home in 1987 in the North West. It now has a workforce of over 600 people, working in seven homes at four sites, caring for 300 residents. Risedale specialises in highly complex nursing care and, as a result, needs a highly trained workforce.

A philosophy of training and development has been built up over ten years, since the Risedale Training Centre was first established. Barbara Redshaw, director of nursing, wanted to see the transformation of learning into service delivery and set about creating an internal centre of excellence focused on quality outcomes.

Building a training resource from scratch was a challenging process. Risedale soon realised that an Apprenticeship programme could underpin Risedale's workforce development strategy. By 2008, everything was in place and the first apprentices joined the company.

All apprentices go through the same two-week induction as any permanent member of staff. After induction, an internal mentor supports apprentices' work and study, whilst its partner, Age UK, provides external support and assessor visits. Further help is available from Skills for Care, and members of staff from Risedale attend sub-groups to enhance the effectiveness of this valuable resource.

All Risedale apprentices are guaranteed a job at the end of their programme. They are supernumerary, but are offered employed status on apprentice wages. Age UK provides initial candidate selection, as well as technical skills training and assessment, providing funding for each stage.

The Apprenticeship programme is now a fundamental element of the organisation's workforce development strategy. Every year at least 12 members of staff leave for nursing training, although in the last three years, 20 nurses have returned to Risedale after starting their career here. Apprenticeships help to replace the skills that would otherwise be lost.

Barbara comments: "As the economic climate begins to improve, employers will be fighting for skilled resource. Those that don't embrace Apprenticeships as a way of developing the workforce will fall behind."

5. Recruiting apprentices

A robust recruitment and selection process is essential for ensuring the success of Apprenticeships in social care. For the successful training of apprentices this should include:

- selection and recruitment
- initial assessments and induction by both the employer and the training provider
- individual learning plans
- on-the-job training and assessments, which may include formal and informal training
- mentoring by colleagues, including witness testimonials
- off-the-job training and assessment, which includes the teaching of theory, key skills and sometimes practical training, with assessment and preparation for external testing
- set reviews of each apprentice's progress and targets.

For more information, please refer to the supporting sample documents and additional resources available on the Skills for Care website:

www.skillsforcare.org.uk/apprenticeshipsguide.

For details on what is available see section 7 of this guide.

Different approaches

Below are some useful examples from organisations around England that you might find useful when constructing your own recruitment and selection process.

Apprenticeships are available for all those aged above 16. However, the examples on the following pages focus specifically on young apprentices in the sector.

Employer case study: Oaklands Community Care

Derby-based Oaklands Community Care is a social enterprise company and has been successfully delivering care and support services to people with learning disabilities and mental ill health for over 25 years. As a domiciliary care agency, it supports short and long-term care, enabling people to live where they choose and have access to education, training, employment and social activities.

Apprenticeship mentor David Glover project manages the organisation's Apprenticeship programme. In 2010, in conjunction with Derby College, he managed the first intake of five apprentices. Dave was responsible for recruiting, training and mentoring the young apprentices, who were aged between 18 and 24.

Working with Derby College, Dave pioneered a new recruitment process that doesn't only consider GCSE qualifications as the minimum entry level. He wanted to take into account life skills and the characteristics and personalities of the candidates. The right attitude, skills and values of an applicant were seen as pre-requisites for working in social care.

Dave designed a person-centred workshop that involved a number of the people who use services from Oaklands. He was keen to promote the organisation's underlying ethos of dignity and respect. The candidates were able to interact with some of the people that they could be supporting in the future. Following the workshop, five candidates were recruited onto the programme.

Dave Glover commented: "At Oaklands we look for apprentices with positive attitudes and the potential to develop and grow, and those that relish the opportunity to embark on a career in care."

Following the initial Apprenticeship programme, five apprentices completed their Apprenticeship in Health and Social Care and were subsequently offered permanent, full-time positions within the organisation. They have become ambassadors for the programme and are ready to share their experiences with the new intake of apprentices. Oaklands will be working with Derby College, Connexions and Remploy to recruit new apprentices in the future.

Employer case study: Hertfordshire County Council

Hertfordshire County Council's aim was to recruit local people to work in various adult social care settings across the local authority area. Selection for this programme was robust and only those applicants who showed commitment and enthusiasm were successful.

The retention rate for the programme is 100% and achievement of the Apprenticeship framework also stands at 100%. To gain local interest, the council placed posters in village shops, libraries and youth clubs promoting a Saturday open day event in the town centre. It aimed to attract young people aged 16-18, encouraging them to embark on a career in social care within the Hertfordshire area.

The event attracted 63 individuals and was facilitated by council staff including an area manager, care staff representing day services and a supported living unit, plus staff representatives from the learning and development team and a tutor from the partner college.

The main aim of the event was to interact with the young people and to exchange information about what working in social care is really like, focusing on Apprenticeships within the social care sector.

The event also gave Hertfordshire County Council's personnel an opportunity to explore the commitment and interest from young people. The potential candidates were asked to complete a quiz and a self-assessment tool that identified their attributes and attitudes, and the suitability of the sector for them. It became obvious that young people were keen to achieve job satisfaction, undertake study and achieve qualifications through a structured career pathway.

The open day proved to be a cost-effective activity, with a number of young people successfully joining the Apprenticeship programme with Hertfordshire County Council. The event gave those interested in working in adult social care the opportunity to find out more about the sector, ask questions and instilled enough confidence for them to take the next step of applying for an Apprenticeship.

Employer case study: Norfolk and Suffolk Care Services (N&SCS) Ltd

Norfolk and Suffolk Care Services Ltd (N&SCS) started an Apprenticeship scheme in February 2010, initially targeting unemployed 19-24 year olds. The adult social care organisation carries out the recruitment of its apprentices in three stages. All applicants are initially invited to attend small group information sessions during which they are observed for their attitudes, interest and commitment towards social care. Some candidates prove to be unsuitable at this stage and some deselect themselves.

In 2010, 30 potential entrants attended 75-minute information and question and answer sessions about working in the adult social care sector. It was hosted by Skills for Care, the local council and N&SCS. Jobcentre Plus was responsible for sourcing those people interested in social care Apprenticeships.

During the second stage, N&SCS reviewed application forms, made observations at the information sessions and selected candidates for individual interviews. At the formal interview stage, candidates were asked questions that revealed their attitudes towards older people and those in social care settings, as well as their ambitions and passion for working in the social care sector. N&SCS believes that its thorough recruitment process has led to very high retention and achievement rates.

Support for the recruitment of apprentices

There are a number of sources that employers can tap into to gain support for the recruitment of apprentices. Some of the key services available are outlined below:

National Apprenticeship Service

The National Apprenticeship Service (NAS) is the government's dedicated support service and single contact point for employers and apprentices. NAS has a team of Apprenticeship experts who can provide impartial advice to employers, helping them to make the most of Apprenticeships for their organisation and align them to their business priorities. NAS is a resource for employers and can offer practical, tailored support to assist them in navigating their way through the process of accessing, recruiting and training apprentices.

Apprenticeship Vacancies forms part of the free service that NAS provides. Apprenticeship Vacancies is the online service where the Apprenticeship opportunity can be advertised. Potential apprentices can search, apply and manage their own applications for Apprenticeships anywhere in England.

For more information, contact the National Apprenticeship Service at:

www.apprenticeships.org.uk.

Training providers

Training providers can also advertise employers' vacancies on the NAS website as well as invite young people to register their interest in undertaking an Apprenticeship. The training provider can often match a vacancy with an applicant on its register and help an employer to select applicants for interview. However, the employer will always make the final decision on who to hire.

Jobcentre Plus

Jobcentre Plus has a range of recruitment services that can help you as an employer. You could get recruitment advice, help in setting up work trials to give you the opportunity to try out potential recruits, and information on wage incentives and support available from employment schemes. For more information, visit www.gov.uk/jobcentre-plus-help-for-recruiters.

Employers can use Universal Jobmatch to advertise jobs and search for jobseekers whose CVs match their needs. For more information, visit: www.gov.uk/advertise-job.

Training support

A Group Training Association (GTA) provides support to encourage employers' involvement in Apprenticeships, in terms of accessing, managing and delivering training.

An Apprenticeship Training Agency (ATA) directly employs and manages apprentices that undertake their apprenticeship with an approved training provider, whilst being hired out to a 'host employer'. The ATA also coordinates the training activities for the Apprenticeship programme that is delivered through Skills Funding Agency-contracted training providers.

For more information visit: <http://www.apprenticeships.org.uk/Employers/GTA-ATA.aspx>.

Getting started

Before starting the process of setting up an Apprenticeship programme, there are a number of things for adult social care employers to consider. These include:

- identify opportunities for Apprenticeship roles/vacancies across all occupational areas, including non-care roles
- decide on the delivery route for the Apprenticeship programme, i.e. will it be delivered internally, externally or through a partnership?
- ensure the infrastructure is in place to support the chosen delivery route. Identify a support supervisor, mentor, assessors and other necessary resources
- identify and contact external organisations for any required support, for example the National Apprenticeship Service.

Recruiting process

Employers need to follow a step-by-step plan for the recruitment process, including dates and deadlines.

Tasks	Things to consider/include	Further actions
Prepare the apprentice job description/overview	<ul style="list-style-type: none"> - job title - salary - number of hours - location(s) - reporting lines - essential requirements/key competences/responsibilities - personal specification 	
Prepare the vacancy advert	<ul style="list-style-type: none"> - job title - salary - number of hours - location(s) - reporting lines - essential requirements/key competences/responsibilities - application process and deadline(s) 	<ul style="list-style-type: none"> - advertise vacancy - track and manage applications - check minimum wage www.gov.uk/national-minimum-wage
Prepare selection process	<ul style="list-style-type: none"> - develop essential requirements/competences - arrange an assessment day timetable and interview times 	<ul style="list-style-type: none"> - shortlist applicants and inform unsuccessful applicants via letter. Invite shortlisted candidates by letter or telephone
Prepare for the interview /assessment day	<ul style="list-style-type: none"> - include questions based on essential requirements/competences (and test if necessary) - provide details of job offer 	<ul style="list-style-type: none"> - during interview copy candidate's personal identification documents - prepare letters for successful and unsuccessful candidate(s)
Post interview/ assessment day		<ul style="list-style-type: none"> - notify candidates of outcomes - apply for references for the successful candidate

Additional tasks

Following the formal offer of employment being made and accepted, the following should be undertaken by the employer or training provider, dependent on the delivery model:

Initial assessment

All learners/apprentices must be assessed before or immediately upon entry to their Apprenticeship programme. Providers must ensure that the information gained, as a result of the assessment, appropriately identifies the needs of the learner. The results of the assessment must include details of previous competence and must be recorded.

The purpose of the initial assessment is to ascertain the learner's suitability for the Apprenticeship programme, their exact starting point and development needs. Therefore, the initial assessment will help to shape the programme and inform the Individual Learning Plan.

The initial assessment must therefore determine the following, as a minimum:

- the objectives of the learner and of the programme
- the learner's current abilities, attitudes and aptitudes including prior learning and credits achieved from other qualifications
- support and development needs
- the most appropriate teaching and learning styles and methodologies
- a realistic expected end date for the programme, plus aims and objectives.

Probity/DBS checks

The Criminal Records Bureau (CRB) is now called the Disclosure and Barring Service (DBS). DBS checks should be carried out as per the employer's standard organisational procedures.

Induction

The induction should include the following as minimum:

- programme content, delivery and assessment arrangements
- equality and diversity
- health and safety
- disciplinary and grievance procedures
- terms and conditions of learning.

The Apprenticeship induction can be undertaken in addition to that carried out by the learner's employer. It can be a combination of the employer's and training provider's induction processes. Providers will need to evidence that an appropriate induction has taken place. The induction on its own is not considered to be part of the learning activity.

Post-recruitment considerations

Individual Learning Plans

Once the apprentice is recruited, the internal or external training provider will allocate an assessor, a trainer and a tutor to the apprentice. In partnership with the employer, the apprentice will then agree and commit to an Individual Learning Plan (ILP). Milestones for achieving the various components of the framework will be set and agreed in the ILP.

An Individual Learning Plan (ILP) sets out how the Apprenticeship framework will be achieved for each apprentice. It sets target dates for each component and achievement of the overall framework. The ILP helps to determine timeframes for successful completion of the programme. It includes delivery and assessment methods, support and additional qualifications and training opportunities. The ILP is a 'live' document and is used and updated continually throughout the apprentice's training programme so that everyone involved understands their individual roles.

The employer will meet with the apprentice and training provider to agree and sign the ILP and must ensure the following is carried out:

- provide the apprentice with the necessary facilities, training and workplace opportunities to achieve the selected framework outcomes specified in the apprentice's ILP
- ensure the elements contained in the training are carried out in a manner acceptable to the training provider, and that the premises, tools and equipment used for learning are maintained in a proper manner. Details of the agreed training will be given to the employer
- allow the training provider's assessor reasonable access to the employer's premises for the purpose of evaluating and assessing the learner until completion of the programme
- maintain a full and accurate record of attendance for each learner
- make available, for the purposes of monitoring and audit, all records including insurance policies, records of attendance and hours worked relating to the Apprenticeship programme provided by the employer. These may be required by the training provider and/or the Skills Funding Agency
- allow reasonable access to the employer's premises for monitoring and evaluation purposes by the training provider, the Skills Funding Agency and officers of the Department for Innovation, Universities and Skills (DIUS) or their appointed agents, if required. Access will be arranged at the employer's convenience
- carry out an initial induction with the learner. This should be an on-going consideration
- ensure any restrictions or prohibitions imposed on the learner are discussed openly and recorded in writing
- ensure that adequate supervision is available at all times.

Mentoring

It is essential to manage the apprentice in a positive and nurturing manner. If resources allow, employers may wish to consider assigning a mentor to each apprentice. A mentor supports and helps to motivate a less experienced apprentice to reach his or her true potential. Mentoring is the process by which the apprentice can gain help and advice from a mentor who will be an experienced and knowledgeable practitioner in the social care sector.

Guidance for recruiting 16-17 year olds

It is important to remember that there are a number of guidelines to follow when recruiting 16-17 year olds. Please refer to section 1 of this guide where this has been covered.

Progress reviews/supervision

In line with common employment practice, a series of supervision meetings should be scheduled with each apprentice. In addition, there should be regular 8-12 weekly progress review meetings that involve the apprentice, their supervisor/mentor and their trainer or assessor, in line with National Apprenticeship Service/Skills Funding Agency contractual conditions. It is vital that these meetings are seen as a three-way partnership linking the training provider, who may be an internal employee, the apprentice and the supervisor or line manager.

During these reviews, progress against the apprentice's individual learning plan and achievement of agreed milestones will be monitored. If there are any issues or concerns, these can be discussed openly and an action plan agreed to keep the apprentice on track to complete the Apprenticeship programme successfully.

Careers advice

Everyone should have access to information, advice and guidance for their career. Employers should offer apprentices opportunities to learn about career pathways and further learning opportunities. Completion of the Employment Rights and Responsibilities component of the framework is an ideal way to incorporate further career guidance.

Further information on career development can be found through the Skills for Care's Career Pathways etool. For more information, visit: www.skillsforcare.org.uk/careerpathways.

Skills for Care's overall guidance about career development is available in its *Keeping up the Good Work* guide to continuing professional development. This can be viewed under 'Developing Skills' at: www.skillsforcare.org.uk/cpd.

Other sources of career development information are available through Jobcentre Plus, which offers advice and guidance for people of all ages.

6. Glossary

Below are some of the standard acronyms used in social care, along with their meanings:

ATA	Apprenticeship Training Agency
BTEC	Business and Technology Education Council
CEO	Chief Executive Officer
CPD	Continuing Professional Development
CRB	Criminal Records Bureau (replaced by the Disclosure and Barring Service)
DBS	Disclosure and Barring Service
ERR	Employer Rights and Responsibilities
GCSE	General Certificate of Secondary Education
GTA	Group Training Association
HSC	Health and Social Care
IAG	Information advice and guidance
ILP	Individual Learning Plan
JCP	Jobcentre Plus
LSC	Learning and Skills Council
N&SCS	Norfolk and Suffolk Care Services
NAS	National Apprenticeship Service
NES	National Employer Service
NHS	National Health Service
NOS	National Occupational Standards
NVQ	National Vocational Qualification
PA	Personal Assistant
PLTS	Personal Learning and Thinking Skills
QCF	Qualification and Credit Framework
ROI	Return on Investment
SASE	Specification of Apprenticeship Standards for England
SFA	Skills Funding Agency
SfC	Skills for Care
SfH	Skills for Health
SSC	Sector Skills Council

7. Supporting sample documents and additional resources

This Skills for Care guide offers supporting information to those employers considering social care Apprenticeship programmes. Sample documents and additional resources are available at: www.skillsforcare.org.uk/apprenticeshipsguide.

- Example advert - brief Apprenticeship template
- Example advert - detailed Apprenticeship template
- Apprentice timelines
- Overview of the recruitment process
- Job description and personal specifications
- Letter inviting potential apprentices for interview
- Letter informing candidates that they haven't been shortlisted for an interview
- Interview checklist and sample interview checklist
- Candidate interview assessment
- Contracts of employment
- Letter making a job offer
- Letter requesting a referee
- Initial assessments
- Induction plan for apprentice
- Induction programme - part one
- Induction programme - part two
- Placement profile
- Risk assessment form
- Progress review
- Learner review
- Apprentice log book

Useful web addresses

National Apprenticeship Service

www.apprenticeships.org.uk

Care Quality Commission

www.cqc.org.uk

Skills for Care

www.skillsforcare.org.uk/apprenticeships

www.youtube.com/user/skillsforcare

www.twitter.com/skillsforcare

8. Current Health and Social Care Apprenticeship framework - England

Intermediate level Apprenticeship	Level
Competence qualification	2
<p>Diploma in Health and Social Care (Adults) for England (QCF) This is a competence qualification at level 2 designed to demonstrate competence in performing the skills relevant to the adult social care sector. Apprentices can follow one of three pathways through the diploma – generic, dementia or learning disabilities, underpinned by the National Occupational Standards.</p>	
Knowledge qualification	2
<p>Certificate in Preparing to Work in Adult Social Care (QCF) This is a knowledge qualification at level 2 through which the apprentices demonstrate the knowledge and understanding of theoretical concepts relevant to the care sector, as underpinned by the National Occupational Standards.</p>	
Transferable Skills	1
English and Maths (Key/Functional Skills or others)	
Employee Rights and Responsibilities	
This component is assessed and accredited through the Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings (ERR).	
Personal Learning and Thinking Skills	
<p>Personal Learning and Thinking Skills (PLTS) cover six areas: independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants. These are identified as essential to successful life learning and work.</p> <p>These have been mapped against the diploma and the knowledge qualification as well as the ERR and are not assessed separately.</p>	
Additional Employer Requirements	
Employers, in conjunction with learners, can also specify additional training under this component, offering further flexibility to the Apprenticeship framework.	

The full framework can be downloaded from <http://www.afo.sscalliance.org/>.

Advanced level Apprenticeship	Level
Competence qualification	3
<p>Diploma in Health and Social Care (Adults) for England (QCF) This is a competence qualification at level 3 designed to demonstrate competence in performing the skills relevant to the adult social care sector. Apprentices can follow one of three pathways through the diploma – generic, dementia or learning disabilities, underpinned by the National Occupational Standards.</p>	
Knowledge qualification	3
<p>Certificate in Preparing to Work in Adult Social Care (QCF) This is a knowledge qualification at level 3 through which the apprentices demonstrate the knowledge and understanding of theoretical concepts relevant to the care sector, as underpinned by the National Occupational Standards.</p>	
Transferable Skills	2
English and Maths (Key/Functional Skills or others)	
Employee Rights and Responsibilities	
This component is assessed and accredited through the Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People’s Settings (ERR).	
Personal Learning and Thinking Skills	
<p>Personal Learning and Thinking Skills (PLTS) cover six areas: independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants. These are identified as essential to successful life learning and work.</p> <p>These have been mapped against the diploma and the knowledge qualification as well as the ERR and are not assessed separately.</p>	
Additional Employer Requirements	
Employers, in conjunction with learners, can also specify additional training under this component, offering further flexibility to the Apprenticeship framework.	

The full framework can be downloaded from <http://www.afo.sscalliance.org/>.

Higher level Apprenticeship - core diploma pathway	Level
Competence and knowledge qualification	5
Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)	
Transferable Skills	2
English, Maths (Key/Functional Skills or others) and information and communications technology (ICT)	
Employee Rights and Responsibilities	
This component is assessed and accredited through the Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings (ERR).	
Personal Learning and Thinking Skills	
Personal Learning and Thinking Skills (PLTS) cover six areas: independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants. These are identified as essential to successful life learning and work. These have been mapped against the diploma and the knowledge qualification as well as the ERR and are not assessed separately.	
Additional Employer Requirements	
Employers, in conjunction with learners, can also specify additional training under this component, offering further flexibility to the Apprenticeship framework.	

The full framework can be downloaded from <http://www.afo.sscalliance.org/>.

NOTES:



Skills for Care
West Gate
6 Grace Street
Leeds
LS1 2RP

tel: 0113 245 1716
fax: 0113 243 6417
email: info@skillsforcare.org.uk
web: www.skillsforcare.org.uk
Ref: QT033