



**Northumbria
University**
NEWCASTLE

APPRENTICE WORKPLACE MENTOR HANDBOOK 2024.

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Workplace Mentor handbook

Introduction

Thank you for agreeing to be a mentor in support of a colleague enrolled on an Apprenticeship with Northumbria University. Unlike many traditional higher education programmes, apprenticeships involve the application of learning in the workplace therefore mentors play an essential role in supporting the apprentice to achieve success. Mentoring is a highly rewarding experience, and we hope you will learn from your mentee as much as your mentee will learn from you. This handbook explores what mentoring means in the context of an apprenticeship and gives you tools to enable both mentor and mentee to get the most out of the experience.

This handbook is split into two sections ‘What is an Apprenticeship?’ and ‘Guidance for Mentors’. The first provides useful background information about some of the features of a higher-level apprenticeship and the second has some practical tips on how to support your apprentice as a mentor. The Appendices provide additional resources to aid you in your mentoring role and a copy of the Training Plan which includes detailed information about the obligations of employer, University and apprentice.

What is an Apprenticeship?

An apprenticeship is a real job during which the apprentice learns new knowledge, skills, and behaviours. They are a paid employee with the same rights and benefits of all staff employed in the organisation. The training aspect of the apprenticeship is delivered by an approved training organisation such as the University in partnership with the employer. Typically, much of the knowledge-based content is delivered via a higher education qualification or a non-qualification course (for example Higher Apprenticeship), while skills and behaviours can be more appropriately developed and applied in the workplace. An employer must allow an apprentice a minimum of 20% of their normal working week to spend on training. This is called “Off the Job” (OTJ) time.

The requirements of an apprenticeship are defined by two documents 1) the apprenticeship Standard and 2) the assessment plan, both of which can be found on the Institute for Apprenticeships and Technical Education (IFtAE) web page <https://www.instituteforapprenticeships.org/>.

The apprenticeship is paid for via the employer’s apprenticeship levy fund or through co-funding with government (5% by the employer and 95% by government). Most funding is digitally transferred via the Digital Apprenticeship Service (DAS) except for the co-funded employer contribution (5%) which will be invoiced by the training provider directly.

As someone who is involved in the support of apprentices in your organisation you are strongly advised to read and understand the employer obligations as detailed in the ‘Commitment of Parties’ section of the Training Plan (see Appendix Four) and in the ESFA [Apprenticeship Funding Rules](#).

Types of Apprenticeship

There are many types of apprenticeships with differing structures and rules – below outlines those offered by Northumbria University.

Higher Apprenticeships: A higher apprenticeship is a nationally accredited work-based programme designed to meet employers' needs at higher skill levels and include qualifications at a level equivalent to higher education (HE). Higher apprentices gain a recognised professional qualification, technical knowledge, professional skills and wider business competencies. Higher apprenticeships do not include an academic award as a compulsory component, but some HAs will offer a university award as an option.

Degree Apprenticeships: Simply put, they're apprenticeships with degrees! Like other apprenticeships the aim is to develop knowledge, skills and behaviours (KSBs) aligned to the apprenticeship Standard. They were introduced by the Government in 2015 to offer practical route into work as well as an academic background on their subject. As well as gaining the apprenticeship degree apprentices also graduate with a bachelor's degree (level 6 DA) or a master's degree (level 7 DA).

In addition, an apprenticeship can either be integrated or non-integrated, which refers to how the apprenticeship End-point Assessment (EPA) is delivered.

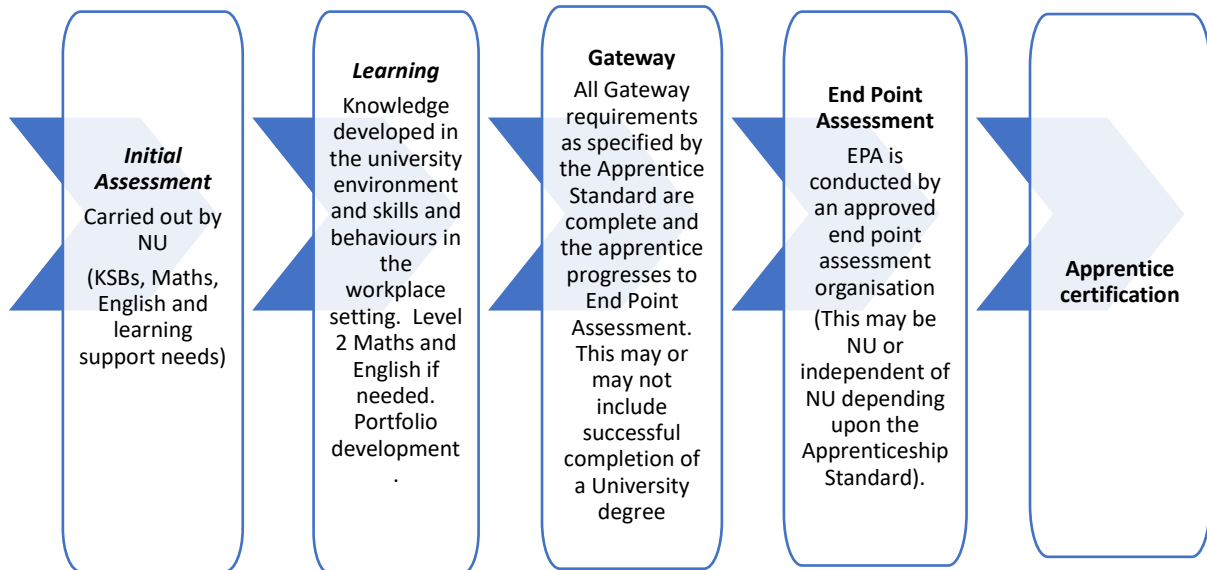
Integrated apprenticeships: The EPA tests the knowledge, skills and behaviours (KSBs) required by the Standard and is delivered by the University at the end of the apprenticeship programme.

Non-integrated apprenticeships: Non-integrated apprenticeships have an EPA which is separate to the assessment of the degree. It is delivered by an independent EPA organisation (EPAO), chosen by you, which tests achievement against the apprenticeship Standard.

Details of EPA requirements for each individual apprenticeship can be found on the Apprentice Assessment plan on the IfATE website.

The Apprenticeship Journey

As the apprentice's mentor, you need to be involved and understand each stage of the journey to ensure your apprentice has the appropriate support. This is an overview of the main phases of an apprenticeship programme:



Initial Assessment and the Training Plan.

It is very important that everyone involved in supporting the apprentice understands their starting point. This is done through Initial Assessment. This includes mapping existing experience and qualifications to the apprenticeship KSBs so that their training plan can be tailored to meet their needs. If the apprentice is required to achieve a Level 2 qualifications in maths and/or English, or has any additional support needs, these are identified at this stage, and appropriate support plans are put in place.

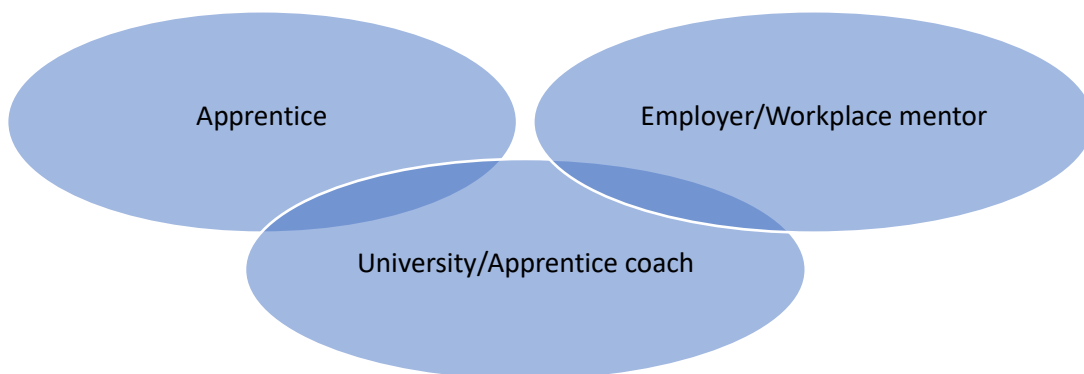
The initial skills assessment forms part of the Training Plan. The apprenticeship Training Plan is a contract signed by the employer, apprentice, and training provider before the commencement of the programme. The document is a list of expectations from the learner, training provider, and employer, and additional information about the programme. It is an important document that explains what everyone must do to make sure the apprenticeship goes to plan.

Off the Job learning

All apprentices must be employed in an appropriate job and be supported by their employer to spend at least 20% of their normal working hours aligned to the apprenticeship (referred to as Off the Job Training (OJT)). OJT must deliver **new** knowledge, skills and behaviours that are directly related to the apprenticeship standard. All OJT must be recorded from the beginning of the programme using Aptem, the University's chosen apprenticeship journey system. You may find this OJT infographic helpful [OTJT Flowchart v2 - 12092019 Final.pdf \(publishing.service.gov.uk\)](#)

The Tri-Partite Relationship

An apprenticeship only works well if the tri-partite relationship between the three parties is strong and that everyone communicates and supports each part of the apprenticeship. The next section will concentrate on the role of the mentor and how you can help support your apprentice to achieve their potential and provide a positive contribution to the organisation.



The Workplace Mentor

What is mentoring? Mentoring, in a work-based setting such as an apprenticeship, is a short-medium term professional relationship where a more experienced individual (the mentor) uses their experience and expertise of an area of work or industry to advise, guide and support another individual (mentee) to achieve their stated goals.

“[mentoring is] help by one person to another in making significant transitions in knowledge, work or thinking” David Clutterbuck (1995)

The Role of the Mentor

The apprentice’s employer must provide a mentor from within the organisation who will:

- Support apprentices in developing the KSBs aligned to the apprenticeship Standard, and to effectively perform their role.
- Give the apprentice opportunities to gain wider knowledge and skills.
- Signpost the apprentice towards other members of staff in the workplace who may also be a useful resource/support.
- Attend the progress review meetings and work with the Apprentice Coach to ensure the apprentice receives the support needed from both the workplace and the University.
- Contribute towards assessing the apprentice’s readiness for End Point Assessment (EPA).
- Be a positive role model who gives honest and constructive feedback. Who challenges the mentee to look at their work from new angles, to move out of their comfort zones and help them to recognise and realise their potential.
- Act on ‘at risk’ flags raised during progress review meetings (PRM) and ensure the apprentice has appropriate wellbeing support and that they understand safeguarding and what to do/who to contact should they have any concerns.

Mentoring in action

Your contact with the apprentice will be centred around three main activities:

i) Touch Base meetings

Please make sure that you have regular one to one meeting with your apprentice – we suggest once every two or three weeks. These are informal but the apprentice may record the outcomes and actions in their e-portfolio.

ii) Progress Review Meetings (PRMs)

You will be expected to attend regular meetings with the university apprentice coach and the apprentice. Each meeting will last approximately 1 – 1.5 hours and will be online (via Teams). The first PRM is to set clear expectations for future review meetings and the apprenticeship. PRMs are held at least every 3 Calendar Months for the duration of the apprenticeship and are essential to monitor progress and ensure development goals are being met. Records of these meetings and actions agreed can contribute to the apprentice's e-portfolio.

Regular PRMs are important in supporting apprentices and employers successfully through to completion of the programme. When conducted well, these meetings give apprentices the chance to reflect upon and take stock of their learning, assess what progress they have made, what skills, knowledge and experience they have gained and what still needs to be developed. Being able to identify progress and distance travelled is highly motivating for the apprentice. Crucially, the review discussion should lead to a new set of goals and actions, so the apprentice, University and employer are clear on the next steps of the apprentice's journey.

iii) Support the apprentice in completing the End Point Assessment (EPA)

Towards the end of the apprenticeship, the apprentice will reach the Gateway. This is the end of the practical period when all the requirements of the apprenticeship standard have been met. The employer must agree that the apprentice is ready to proceed towards the EPA. You may be involved in confirming Gateway on behalf of your employer and you will be supported by the University during the process. The apprentice will have achieved all the required academic credits/qualifications in their apprenticeship including evidence of achieving a pass in English and maths at Level 2.

The purpose of the EPA is to provide confirmation the apprentice has reached occupational competency. Please check the relevant IFATE assessment plan for details of the EPA for your apprentice so you are prepared to provide support and guidance as needed.



What Makes a Good Mentor?

The Mentor/Mentee Relationship

This section provides a range of tools that will help you and your mentee to have a positive and successful professional relationship.



Setting Ground rules

Ground rules set out the basic terms of your relationship with your mentee. Set some principles and boundaries early on for example:

Aim: What you both want to get from the sessions and what you are able to provide.

Confidentiality: Agree what level of confidentiality you want to set. Mentor/mentee conversations and details about your mentee are confidential unless it has been agreed to specifically share information with managers or tutors.

Time Commitment: It is recommended you have 2/3 meetings per month in the first year (which may be by telephone/online/face-to-face). The length of the meetings can be discussed and agreed. As a guide, you may find it useful to schedule an hour for your first meeting and thirty minutes thereafter. Regular and consistent contact with your apprentice is key to developing their trust and confidence, allowing a meaningful and valuable mentoring relationship to develop.

Location: When agreeing a location please consider the following for both parties: PROP –

Professional, Relaxed, Open, Purposeful.

Records: Agree how you will record your meetings considering the level of confidentiality that you have agreed. In addition to the core ground rules, you may want to discuss some other dimensions of the mentoring relationship.

Open/Closed: This is about the content of your discussions. Fully open means that anything is on the agenda. Fully closed means that only specific agreed items are discussed.

Public/Private: This is about who knows that mentoring is going on. We recommend encouraging your mentee to move towards the 'public' end of the spectrum within the institution, as it is vital the organisation can see the value of the apprenticeship programme, and the role mentoring plays within it. Though, this need does not overrule what you have agreed on confidentiality.

Formal/Informal: In a formal relationship, meetings are agreed in advance, occur at regular intervals with a clear agenda and notetaking (undertaken by the mentee). Informal relationships are more ad-hoc and "go with the flow". For the duration of the mentoring scheme, we recommend the formal end of the spectrum, but it is important that you agree what works best for you and the mentee.

Conducting a mentoring session

A mentoring session may be a tri-partite progress review meeting with the apprentice and their coach or a one to one with your mentee

Listening actively Listening actively is the most basic skill you will use throughout your relationship. Active listening, not only establishes rapport but creates a positive, accepting environment that permits open communication. By listening actively, you will ascertain your mentee's interests and needs. Examples include the following:

- Show interest in what they are saying and reflect important aspects of what they have said to show that you have understood.
- Use body language (such as making eye contact) that shows you are paying attention to what they are saying.

If you are talking to them by phone, reduce background noise and limit interruptions. Your mentee will feel that they have your undivided attention. When using email, answer within 24-hours if possible and be sure your message is responsive to their original message.

- Reserve discussing your own experiences or giving advice until after your mentee has had a chance to speak.

Giving effective feedback. Feedback is information about performance or behaviour. Feedback can be affirmative (giving praise) or developmental (constructive criticism). Whether the feedback is affirmative or developmental, it should be well-timed, direct, succinct, and backed up with specific examples.

Constructive criticism

(information which helps the mentee to see what they could do better or differently).

- Be specific/describe the issue/behaviour in some detail. It is unhelpful to attribute motives to your mentee. For example: “It seems to me that all you want is a quick promotion”.
- Avoid words which can appear very definite and judgemental as they often provoke a defensive or attacking response. For example: “You always...”, “You never...”.
- Developmental feedback should not be presented so apologetically or so wrapped up in qualifying or conditional statements, that the message is lost.

Praise (information which tells the mentee they are doing well, and which encourages them to continue to do it).

- Wherever possible, praise should not be given at the same time as constructive feedback.
- The praise should be as detailed and specific as possible.

Opportunities to give feedback can arise from:

- Watching and listening to your mentee during the mentoring session and providing direct feedback by ‘holding up a mirror’ or repeating back and commenting on the words/tone that the mentee uses.
- Asking the mentee to recount something that they did, how they did it, how others responded, what they learned etc... ..then providing feedback on how it comes across to you.

Opportunities to give feedback can arise from: (continued)

- During a mentoring session: role playing with the mentee or listening to the mentee rehearsing (e.g., making a presentation)then providing the mentee with immediate praise or constructive feedback.
- Observing the mentee in a live situation (e.g., chairing a meeting or making a presentation) and providing feedback in private thereafter. and do not forget... feedback (and challenge) is a two-way process. Both parties are equal, and each can learn from each other.

Setting targets

As part of the progress review meeting process, the apprentice will need to set SMART targets. These targets should be discussed and agreed with the apprentice, you and the workplace coach following the SMART targets, and goals approach.



SMART is an acronym used to describe the process of setting goals. The acronym stands for the words “specific,” “measurable,” “achievable,” “relevant” and “time-bound,” which are essential traits of setting objectives. The SMART method provides a way to measure your progress and be accountable for your success.

Most targets will be designed to help the apprentice achieve the skills, knowledge and behaviours required by the apprenticeship Standard, but some may be focused on personal development or designed to provide professional or academic challenge. Targets and actions should be agreed between yourself, the coach and the apprentice and recorded and reviewed at each progress review meeting.

Other Employer/Mentor Responsibilities

Change of Circumstances

If there are any changes to the employment status of your mentee including a change in employer, nature of their role, or hours of employment you must contact the University Apprenticeships Academic Support team immediately so their Training Plan can be updated. This also applies if the apprentice needs to take a break in learning. If an apprentice is unable to engage with their programme of study for a period of a calendar month or more this is considered as a break in learning, and they must formally notify us, using the email address rg.da.academic.support@northumbria.ac.uk.

Fundamental British Values Are a core component of all apprenticeships, and mentoring should help support and further develop these principles, which include.

- democracy,
- the rule of law,
- individual liberty,
- mutual respect for and
- tolerance of those with different faiths and beliefs and for those without faith.

Health and Safety

All employers must take responsibility for the apprentice's safety at work. Your organisation should conduct a Health and Safety assessment of your apprentice's workplace before they start with you. This process will also identify any personal, protective equipment that might be required by the apprentice. As the mentor, you might not be a designated Health and Safety representative but as an employee, you do have an obligation to always consider health and safety in the workplace. You will be ideally placed to identify any potential risks to the apprentice and certainly obliged to act on any concerns raised by the apprentice. You can seek immediate advice from your local Health and Safety representative, but the University will also be well placed to offer advice and support and should be notified immediately if the apprentice has any concerns, even if they are being addressed.

Welfare and Safeguarding

In addition to the normal duty of care that an employer has towards any employee, there is an enhanced responsibility for ensuring that the apprentice is not at risk of harassment, discrimination, or abuse. Therefore, there needs to be adequate supervision in their place of work. The University will also provide the apprentice advice and guidance on staying safe and provide them with contacts to report any concerns that they might have. Employers also need to ensure that they have appropriate Safeguarding of any apprentices who are under 18 years of age. If Apprentices are Under 19 on program. Where an apprentice is under the age of 19, whilst on programme, the workplace coach will ensure that the employer is present during all progress review meetings and during the initial skills assessment meeting'. The University has a common law duty of care to ensure, so far as is reasonably practicable, the health, safety and welfare of all vulnerable individuals and groups accessing its services and facilities. This applies to work-based learning as well as traditional classroom-based learning. ***If you have reason to believe that your mentee could be of harm to themselves or others, reports of serious misconduct, safeguarding issues, illegal incidents, inappropriate incidents etc. should be escalated.***

If you are made aware that an individual is at imminent risk of harm and on campus, you should call Security on the emergency number

Emergency Number: 3200 (0191 227 3200) , Please note, number is for emergency only

General Enquiries: 3999 (0191 227 3999) Email: CRSecurityTeams@northumbria.ac.uk

If you are unsure if a serious issue has been disclosed and need support/advice, please speak to your HR department in confidence in the first instance. Further information in relation to the University's Safeguarding Policies, process and support can be found here <https://www.northumbria.ac.uk/about-us/leadership-governance/vice-chancellors-office/governance-services/safeguarding/>

Prevent Duty

Apprentice employers have a shared responsibility with the University to minimise the risk of individuals being drawn into terrorism, and to ensure vulnerable individuals receive timely and appropriate support. As a mentor it is your responsibility to remain vigilant to ensure that the apprentice is not liable to be exposed to these risks. Again, if you have any concerns, you can ask your apprentice's University workplace coach or the Apprenticeship Academic Support team. For more information, please see Northumbria University.

<https://www.northumbria.ac.uk/about-us/leadership-governance/vice-chancellors-office/governance-services/prevent-duty/>

Further information to support you.

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Appendix Two - Additional Mentoring Resources

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- Learning Styles
- Learning Preferences

Appendix Three – KSB Mapping

Appendix Four - Example Commitment statement.

Appendix Five – Aptem Documents:-

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APPENDIX ONE: UNIVERSITY PROCESSES, GUIDANCE AND SUPPORT FOR APPRENTICES

Level 2 Maths and English

It is a mandatory requirement to hold or achieve an approved level 2 qualification in Maths and English, equivalent to grade C or 4 GCSE, before an apprentice can successfully complete the apprenticeship. If an apprentice cannot evidence or does not hold these qualifications, the University will support them to achieve these via a provider which offers an online learning package plus tutor support. Apprentices are **strongly advised** to complete functional skills qualifications as early as possible in the programme, ideally in the first year.

Careers Support

We understand a Higher and Degree Apprenticeship is a unique pathway, combining on-the-job learning as well as academic learning. Because of this, there may be times when academic studies and work feel like a combination of exciting and daunting as the apprentice adjusts to their programme and employment at the same time. The Graduate Futures team have developed a bespoke arrangement of activities to support apprentices on-programme development as well as future career aspirations. [Northumbria University \(careercentre.me\)](https://www.northumbria.ac.uk/careercentre/me)

Library Support

The library has developed a range of bespoke activities and sessions to support your apprentice. In addition to a wide range of print and electronic resources we also provide guidance in information and academic skills, online help guides and 1-2-1 sessions. [Home - Library and information skills for Higher and Degree Apprentice students - University Library Online at Northumbria University Library](#)

Confidentiality

In the submission or other presentation of module assessment, all efforts must be made to protect the identity of individuals, workplaces and employing authorities, including within appendices, bibliographies, and evidence within work-based portfolios. The identification of one or more individuals in either a written assessment or other form of assessed presentation/evidence to examiners or others without prior written informed consent could constitute a breach of the General Data Protection Regulation (Regulation (EU) 2016/679) and/or relevant Professional Statutory Regulatory Body regulations and may lead to referral (resit) in that assessment. The identification of workplaces or employing authorities could also constitute a breach of required confidentiality/anonymity if it leads to the identification of, or harm to, those organisations. Apprentices will be provided with the following advice and guidance by their programme teams.

- ◆ It is essential that you confirm your plans with your Workplace Mentor and Module Tutor so that they are aware of the work you are doing.
- ◆ You must gain the permission for any workplace data you plan to use in an assessment.
- ◆ Individual identity must be protected by removing names from any documents you submit. You may refer to individuals by using a pseudonym.
- ◆ Under no circumstances must any client details be included in your work.
- ◆ You should remove the name of your workplace from your work. You can refer to your workplace by the nature of the work rather than by its name e.g., 'a large legal firm in a city location', or 'a local authority'.

APPENDIX TWO: ADDITIONAL MENTORING RESOURCES

What should be covered in the progress review?

Progress reviews are mandatory and ensure apprentices are supported and progressing on their programme and in their job role. The meetings should capture progress against the KSBs from the apprenticeship Standard, academic progress and progress towards end-point assessment (EPA). Additionally, PRMs will capture any learning support requirements and ensure they are acted upon appropriately, review progress against any personal, professional, and academic goals set and celebrate those achievements. The PRM is also an opportunity to address any issues relating to safeguarding and prevent, ensure appropriate careers support and guidance is in place, and that the apprentice understands and reflects upon the Fundamental British Values which are embedded within all our apprenticeships. Please note: Any personal information the student shares with the University will be treated confidentially. Sensitive information is shared with the employer only with consent of the student.

Focus of each Progress Review Meeting (PRM)

Over an academic year, PRM meetings are expected to cover the following:

Focus	Purpose: Compliance Criteria Covered in all Meetings: OJT, Skills Radar, Safeguarding/Wellbeing, KSB, Change of Circumstances, Employer / Apprentice Feedback
Meeting one <i>Checking Skills assessment results & Goal setting</i>	<p>First meeting starting point/base line taken from initial assessment including English and maths, Training Plan milestones, brief high-level introduction to EPA, signposting of relevant policies and information, any early learning support needs identified and signposted appropriately, provide overview of EPA and requirements of the assessment,</p> <ul style="list-style-type: none"> • Review individual apprentice Initial diagnostic results / initial skills assessment (first visit on programme) • Agree Apprenticeship Annual Individual Learning Plan (ILP) including OJT 20% and goals for the year ahead. • Confirm Q1 Action Plan – aligned to taught modules + workplace activities + identify evidence. • Ensure there are no safeguarding or Prevent concerns and that all pastoral needs are being addressed. • Confirm understanding of the KSBs, and that the employer is confident that the apprentice is in a suitable role to enable application of the KSBs.



<p>Interim meeting/s <i>Career development and progression</i></p>	<p>Meeting 2 progress against actions from last meeting, discussion around how academic learning is being applied in the workplace and any work carried out on portfolio, check that OJT is being recorded, identify any gaps in KSBs.</p> <ul style="list-style-type: none">• Review Portfolio evidence before meeting where appropriate.• Check/Discuss progress on Apprenticeship ILP and OJT 20%• Review attendance on programme and highlight any issues.• Ensure record of evidence of ‘new learning’ gained since started the programme and progress towards EPA.• Celebrate success and achievements.• Review on programme and workplace support arrangements• Confirm Q2 action plan – aligned to taught modules + workplace activities + identify evidence.• Ensure there are no safeguarding or Prevent concerns and that all pastoral needs are being addressed.• Focus of this meeting also towards longer term career aspirations and support needed to achieve these.
<p>Final Meeting <i>KSB mapping</i></p>	<p>Meeting 3 skills gap analysis against KSBs, review of OJT hours and portfolio work, progress towards achieving English and maths if required, reminder of EPA requirements.</p> <ul style="list-style-type: none">• Review Portfolio evidence before meeting where appropriate• Check/Discuss progress on Apprenticeship ILP and OJT 20%• Review attendance and highlight any issues.• Ensure record of evidence of ‘new learning’ gained since started the programme.• Celebrate success and achievements• Review on programme and workplace support arrangements• Confirm Q3 action plan - aligned to taught modules + workplace activities/projects + identify evidence.• Review the KSB mapping – are there areas where further support is required; is the evidence that underpins the KSBs sufficiently robust for EPA?• Final Year – Discuss/confirm dates for EPA.• Ensure there are no safeguarding or Prevent concerns and that all pastoral needs are being addressed.



Meeting 4 of the year will review the apprentice's performance over the period, their progress against the goals set at the start of the year and agree new goals/targets for the next period. Apprentices will be encouraged to be reflective of both their performance and experience and consider any changes they need to enact as a result.

- Review portfolio progress, and revisit the EPA requirements
- Annual review of progress on Apprenticeship ILP and OJT 20%
- Review attendance and highlight any issues
- Progress towards achieving English and Maths (where required) we aim for apprentices to achieve this within 6 months of being registered.
- Ensure record of evidence of 'new learning' gained since started the programme and how this map to the goals set at the start of the year.
- Review progress against goals to set new goals/ targets for the next period.
- Celebrate success and achievements
- Review on programme and workplace support arrangements
- Penultimate year – Discuss/ Confirm proposal for work-based project where relevant.
- Final year – Discuss/Confirm progress to EPA Gateway and Assessment
- Identify any revisions required to individual learning plan and Training Plan.
- Ensure there are no safeguarding or prevent concerns and that all pastoral needs are being addressed.

Learning Styles

When approaching a mentoring session, it might be useful to think about the different learning styles and reflect on the one(s) that most aligns to your apprentice. This will ensure you can give them the most appropriate support.

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is "I will try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity.

Activists *(continued)*

They tackle problems by brainstorming. As soon as the excitement from one activity has died down, they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others, but in doing so, they seek to centre all activities around themselves.

Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first-hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts, so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, and unruffled air about them. When they act, it is part of a wider picture, which includes the past, the present and others' observations, as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who will not rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models, and systems thinking. Their philosophy prizes rationality and logic, i.e., 'if it is logical, it is good'. Questions they frequently ask are: "Does it make sense?", "How does this fit with that?", "What are the basic assumptions?".

Theorists *(continued)*

They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that does not fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgments, lateral thinking and anything flippant.

Pragmatists

Pragmatists are keen on trying out ideas, theories, and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down-to-earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: 'there is always a better way' and 'if it works it is good'.

Learning Preferences.

Activists learn best from activities where:

- There are new experiences/problems/opportunities from which to learn.
- They can engross themselves in short 'here and now' activities such as business games, competitive teamwork tasks, role-playing exercises.
- There is excitement/drama/crisis and things chop and change with a range of diverse activities to tackle.
- They have a lot of limelight, high visibility, i.e., they can 'chair' meetings, lead discussions, give presentations.
- They are allowed to generate ideas without constraints of policy or structure or feasibility.

Activists learn best from activities where: *(continued)*

- They are thrown in at the deep end with a task they think is difficult, i.e., when set a challenge with inadequate resources and adverse conditions.
- They are involved with other people, i.e., bouncing ideas off them, solving problems as part of a team.

Reflectors learn best from activities where:

- They are allowed or encouraged to watch/think/ponder over activities.
- They can stand back from events and listen/observe, i.e., observing a group at work, taking a back seat in a meeting, watching a film or video.
- They are allowed to think before acting, to assimilate before commenting, i.e. time to prepare, a chance to read in advance a brief giving background data.
- They can carry out some painstaking research, i.e., investigate, assemble information, probe to get to the bottom of things.
- They can review what has happened, what they have learned.
- They are asked to produce carefully considered analyses and reports.
- They are helped to exchange views with other people without danger, i.e., by prior agreement, within a structured learning experience.
- They can reach a decision in their own time without pressure and tight deadlines.

Theorists learn best from activities where:

- What is being offered is part of a system, model, concept, theory.
- They have time to explore methodically the associations and interrelationships between ideas, events, and situations.
- They have the chance to question and probe the basic methodology, assumptions, or logic behind something, i.e., by taking part in a question-and-answer session, by checking a paper for inconsistencies.
- They are intellectually stretched, i.e., by analysing a complex situation, being tested in a tutorial session, by teaching high-calibre people who ask searching questions.
- They are in structured situations with a clear purpose.

Theorists learn best from activities where: *(continued)*

- They can listen to or read about ideas and concepts that emphasise rationality or logic and are well argued/elegant/watertight.
- They can analyse and then generalise the reasons for success or failure.
- They are offered interesting ideas and concepts even though they are not immediately relevant.
- They are required to understand and participate in complex situations.

Pragmatists learn best from activities where:

- There is an obvious link between the subject matter and a problem or opportunity on the job.
- They are shown techniques for doing things with obvious practical advantages, i.e., how to save time, how to make a good first impression, how to deal with awkward people.
- They have the chance to try out and practice techniques with coaching/feedback from a credible expert, i.e., someone who is successful and can do the techniques themselves.
- They are exposed to a model they can emulate, i.e., a respected boss, to demonstrate from someone with a proven track record, lots of examples/anecdotes, a film showing how it is done.
- They are given techniques currently applicable to their own job.
- They are given immediate opportunities to implement what they have learned.
- There is a high face validity in the learning activity, i.e., a good simulation, 'real' problems.
- They can concentrate on practical issues, i.e., drawing up action plans with an obvious product, suggesting short cuts, giving tips.

APPENDIX THREE: KSB Mapping

As part of the regular progress review meetings, apprentices will be encouraged to carry out a series of KSB Mapping activities. For apprentices, KSB Mapping is used to track progression against the apprenticeship standard– to identify which KSBs an apprentice has covered and any gaps in their learning. It is a valuable tool in allowing the apprentice to see how much progress they have made, as well as allowing the workplace mentor and university coach to consider what additional support an apprentice may require.

Example of KSB Mapping below.

KSBs is identified in the apprenticeship standard	What evidence have you collated that demonstrates competency in this KSB?	Which module does this link to? (Use KSB reference guides)	Can you reflect on the KSB Examples discussed?
KSB 1			
KSB 2			
KSB 3			
KSB 4			



APPENDIX FOUR: TRAINING PLAN TEMPLATE

This training plan sets out the agreement being made between the (named) apprentice, the (named) employer and the (named) main provider. Please return this document to rg.da.academic.support@northumbria.ac.uk.

SECTION 1: Core Information

This Core Information section provides details of the parties responsible for ensuring the successful completion of the apprenticeship and outlines key information about the Apprenticeship review processes and details about support and guidance. The full roles, responsibilities and commitment of each of the key parties can be found in **Appendix 1**.

1.1 Student, Employer and Provider details

	Apprentice	Employer	University
Name			
Job Role			
Organisation			Northumbria University
Email			

1.2 Other partners involved in the delivery of this apprenticeship

TO BE COMPLETED BY THE UNIVERSITY: This will include details of the agreed End-point Assessment Organisation when known and any subcontractors, e.g., English/maths provider, where appropriate.

	End-point Assessment Organisation	Delivery Subcontractor 1	Delivery Subcontractor 2
Organisation	Northumbria University (Integrated Apprenticeship)	External English/maths functional skills provider	
Key Contact	Kerry Douglas	tbc	
Email	Kerry.douglas@northumbria.ac.uk	tbc	

SECTION 2: Plan of Training

The details of the apprenticeship set out here must match those detailed in the Apprenticeship Service account and on the Apprenticeship Agreement.

2.1 Apprenticeship Programme

Apprenticeship Standard, Reference Number and Version	
Apprenticeship Level	
Apprenticeship Entry Stage/Year <i>(For direct entrants not starting the programme at stage/year 1, i.e. where Recognition of Prior Learning (RPL) has been claimed to allow advanced entry)</i>	
Apprenticeship Start Date (also the Practical Period Start Date) <i>(The date that the apprentice begins training towards an apprenticeship standard. NB: this does not include induction unless there are elements of training which contribute to the apprenticeship standard)</i>	
Practical Period Start Date <i>(likely to be the same as date above. NB: the practical period does not include End-point Assessment)</i>	

Practical Period Planned End Date (This is the final planned day of the training period and the point when the apprentice is assessed as being ready to progress to End-point Assessment)	
Apprenticeship Planned End Date (This is when the End-point Assessment is complete)	

2.2 Off-the-Job (OJT) Training Hours Calculation

To comply with Education and Skills Funding Agency (ESFA) funding rules “at least 20% of the apprentice’s normal working hours, capped at 30 hours per week (for funding purposes only), over the planned duration of the apprenticeship practical period, must be spent on off-the-job training.”

This means that the minimum requirement, for apprentices working 30 hours or more per week is an average of 6 hours of off-the-job training per week (i.e. 20% of 30 hours) over the planned duration.

Therefore, for a full-time apprentice following a 12-month apprenticeship, off-the-job training is delivered over 46.4 weeks (52 weeks minus 5.6 weeks of statutory leave). This provides, as a minimum, 278 hours of off-the-job training (46.4 weeks x 6 hours)

Calculation: Number of weeks duration of the apprenticeship practical period - 5.6 weeks statutory annual leave for each year of the programme x 6 hours

Apprentice Normal Working Days (Tick all that apply)	<u>Mon</u>	<u>Tue</u>	<u>Wed</u>	<u>Thu</u>	<u>Fri</u>	<u>Sat</u>	<u>Sun</u>
Working Hours Per Week (capped at 30 as per ESFA 2022 Funding Regulations)	30						
Number of Weeks on Programme							
Less Annual Leave Entitlement (Weeks) (NB: as per ESFA rules, this is based on statutory leave and not actual)							
Minimum 20% OJT Calculation (Hrs)							

Delivery Model

The scheduled teaching is delivered by cohort via classroom attendance at the University/virtual classrooms/ mixture of attendance and virtual. Teaching is delivered according to the following schedule:

Frequency (e.g. weekly, block delivery) and Mode (e.g. on campus, virtual/online)	Delivery (e.g. lectures, seminars, tutorials)	Start/End Dates of teaching period	Mon	Tues	Wed	Thurs	Fri
Weekly	Lectures/Seminars						

Independent learning takes place in the University’s open learning spaces/library or in the workplace.

2.3 Planned Learning Hours and Off-the-Job Training

Module/activity & Credits	Estimated Module Start and End Dates	OJT - Scheduled Teaching hours	OJT - Independent learning/work based learning	Total Indicative Learning Hours <i>This learning equates to the</i>	Indicative on the job reflection and application



				<i>20% minimum of off-the-job training required by all apprenticeships</i>	
Year 1					
Year 2					
Year 3					
Any other activities to cover vacation periods must be included Note: If any shadowing or mentoring should be classed as OJT, it must be stipulated in training plan otherwise can't be included in overall OJT at end of programme	There is no summer break, activity is yearlong and covered by taught modules.				

	Date Planned
Induction	
Expected date for passing through gateway	
End-point Assessment	



2.4 Recognition of Prior Learning and Experience

TO BE COMPLETED BY THE UNIVERSITY. Details of Recognition of Prior Learning and Experience and exemption approved on application as per the University's policy.

Module Code/Programme Level Exempt	Approved by	Description of evidence of prior learning and experience submitted and approved
Not Applicable	Not Applicable	Not Applicable

2.5 Level 2 English and Maths Qualifications

The Education and Skills Funding Agency (ESFA) states that “for those undertaking a level 3 or higher apprenticeship, it is a requirement that they hold or achieve an approved level 2 qualification in both subjects before they can successfully complete the apprenticeship”. This is the equivalent to GCSE minimum Grade C or 4.

For any student who does not hold or is unable to evidence these qualifications on entry to the programme, the University will arrange for the appropriate level of qualification to be undertaken at the earliest opportunity and before the expected date for passing through gateway (see section 1.2 for details of provider). The delivery and assessment of these qualifications will be online.

NB: Training for English and maths does not count towards the minimum OJT requirement stipulated above; where required this must be delivered in addition to the minimum requirement.

	Yes	No
I have completed and can provide evidence of a level 2 qualification in Maths		
I have completed and can provide evidence of a level 2 qualification in English		

2.6 Additional Learning Support Required

Use this section to describe the outcome of any additional learning support needed and the actions taken by the University or Employer.

Support Need	Action Plan



2.7 Progress Reviews (Tripartite meetings)

The following schedule gives an indication of when progress reviews are usually expected to take place and in what format. These will be rolled forward on an annual basis unless otherwise stated. * (NB - The University will make reasonable attempts to ensure meetings take place but this also depends upon apprentice and employer representative availability and may be affected by circumstances beyond the University's control)

Meeting 1		Meeting 2		Meeting 3		Meeting 4	
Date	Format	Date	Format	Date	Format	Date	Format
	Face to Face or Virtual		Face to Face or Virtual		Face to Face or Virtual		Face to Face or Virtual

*These dates and formats may be subject to change

2.8 Confirmation and Signatories

TO BE COMPLETED BY EMPLOYER: <u>I confirm that I:</u>			Check box
Have agreed that this is the most appropriate learning programme for the individual			
Will pay the apprentice a wage in line with the national minimum wage requirements and confirm that the apprentice rate was not used prior to a valid apprenticeship agreement being in place.			
Will provide the apprentice with the appropriate support and supervision to carry out both their job role and their apprenticeship (including the end-point assessment), particularly where the apprentice is working flexibly, including working from home;			
Will release the apprentice time to undertake off-the-job training elements which are required for their apprenticeship within the apprentice's normal working hours, in addition to any English and maths training if required.			
Will give the apprentice appropriate support and supervision and will provide them with the opportunity to embed and consolidate the knowledge, skills and behaviours gained through off-the-job-training into the workplace.			
Will not ask the apprentice for any financial contribution to eligible costs of apprenticeship programme			
Have read and understood the key policies and information listed at the end of this document.			
I have read and understood the responsibilities assigned to me in Appendix 1 and I can confirm that I will deliver these, working in partnership with the other named signatories, as part of this apprenticeship programme.			
	Apprentice	Employer	University
Signature			
Date			



Appendix 1

Section 3 Commitment of Parties

3.1 The Apprentice agrees to:

- a. Manage their own learning, and with support from their employer and academic mentor/workplace coach, work to meet the targets and timelines needed to complete the apprenticeship by the planned end date, including submission of coursework and completion of End-point Assessment.
- b. Complete level 2 English and math's qualifications prior to gateway where required.
- c. Participate in and contribute to progress reviews with the employer and academic mentor to track progress and success in meeting apprenticeship milestones, and agree any changes needed to the learning plan to address performance or support enhanced learning opportunities.
- d. Manage and track attendance and participation to meet the off-the-job training requirements for this apprenticeship programme within their normal working hours. This also means that the apprentice must immediately inform their employer and the University if they are absent for any element of their planned off-the-job training and ensure that this training is rescheduled.
- e. Promptly inform the University and their employer if personal circumstances change that will affect completion of the apprenticeship or will change the planned end date. This includes where you are not engaged in active learning on the programme for a period of four weeks, which must be formally recorded as a break in learning.
- f. Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with their employer and academic mentor/workplace coach, working with both to implement any action needed.
- g. At all times behave in a safe and responsible manner and in accordance with the requirements of health and safety legislation relating to their responsibilities and to promote and act in the best interest of each party.
- h. Comply with the policies and procedures of the employer in all matters concerning your employment.
- i. Comply with the policies, regulations and procedures of the University in all matters regarding your programme of study.
- j. The University providing the employer with access to information on their conduct, progress, attendance and punctuality in line with General Data Protection Regulation (GDPR) legislation and the University Student Privacy notice.
- k. The University sharing information with professional and regulatory bodies including ESFA and Ofsted, delivery sub-contractors and the End-point Assessment organization, as required for completion of the apprenticeship.
- l. Raise any queries or complaints regarding the apprenticeship through the University process, and to the ESFA where needed. See Key Information/Documents section below for where to find details on how to do this.
- m. Participate in programme feedback and apprenticeship evaluation to support the continuous improvement of the programme for current and future apprentices.
- n. Take opportunities that arise to support other current and future apprentices to benefit from their apprenticeship.

3.2 The Employer and the apprentice's line manager agree to:

- a. Provide a working environment that meets current health and safety legislation to enable their apprentice to work and learn safely for the duration of the apprenticeship.
- b. Support the University to comply with funding rules and collate evidence to confirm ongoing apprentice and apprenticeship eligibility for funding.
- c. Complete an [Apprenticeship Agreement](#) (note that the start date of the practical period must align with the start date of the practical period set out in this training plan) and submit a copy to the University.
- d. Check that the University is aware when their apprentice is absent for any element of their planned off-the-job training and ensure that the apprentice is able to take the time within their normal working hours after their return to complete the rescheduled off-the-job training.
- e. Support the apprentice to manage their own learning and provide appropriate support and supervision in their typical working day to meet the requirements of this apprenticeship.
- f. Ensure the apprentice has the opportunity in their job role to gain the knowledge, skills and behaviours needed to achieve the apprenticeship.

- g. Enable the line manager and/or academic mentor/workplace coach to support and guide this apprentice to carry out their day-to-day role and to meet the targets and timelines needed to complete the apprenticeship, including time following scheduled teaching needed to prepare for and complete End-point Assessment by the planned end date.
- h. Contribute to reviews with the apprentice and University, providing evidence and feedback on progress at work and success in meeting apprenticeship milestones, evidence of their off-the-job training, and agree any changes needed to the training plan supporting the apprentice to address performance or access enhanced learning opportunities.
- i. Support their apprentice to track attendance and participation to meet the off-the-job training requirements for this apprenticeship programme. Release shall be for a minimum of 20% (capped at 30 hours) of normal working hours, across the duration of the apprenticeship practical period.
- j. Promptly inform the University if there are organizational or apprentice circumstance changes that will affect completion of the apprenticeship or change the planned end date. This includes where the apprentice is not engaged in active learning on the programme for a period of four weeks, which must be formally recorded as a break in learning.
- k. Make timely and accurate entries in the employer apprenticeship service account, or for non-levy employers, make timely contribution payments to ensure that provider payments are triggered.
- l. Proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with the University and apprentice, working to implement any action needed.
- m. Seek to resolve any queries or complaints regarding the apprenticeship through the University process, and to the ESFA where needed. See Key Information/Documents section below for where to find details on how to do this.
- n. Agree with the apprentice and University when training is complete, and the apprentice is ready to undertake End-point Assessment.
- o. Participate in programme feedback, impact assessment and evaluation to support the continuous improvement of the programme for apprentices and employers.
- p. Take opportunities to promote and publicise the successful completion of this apprenticeship and the benefits of the apprenticeship programme.
- q. Undertake to comply with their respective obligations under the General Data Protection Regulation (GDPR) legislation where they handle any personal or sensitive personal data (within the meaning of the GDPR), including in relation to the apprentice.

3.3 The University agrees to:

- a. Provide a learning environment that meets current health and safety legislation to enable the apprentice to learn safely for the duration of the apprenticeship.
- b. Work with the apprentice and employer to comply with the apprenticeship funding rules, providing an evidence pack that confirms eligibility for funding.
- c. Provide an induction programme and support information for apprentice and employer to explain key University and apprenticeship policies.
- d. Work with the employer and their apprentice to maintain a current and accurate training plan based on the needs of the apprentice.
- e. Work with the apprentice and their employer to provide the apprentice with access to the off-the-job knowledge, skills and experience, resources and opportunities needed to achieve this apprenticeship. This includes, where needed, working with the apprentice and the employer to identify additional learning activities needed to support the apprentice's learning objectives or achieve the minimum average of 6 hours per week off-the-job training.
- f. Support the apprentice to manage their own learning, by ensuring sufficient resources, support, access to materials in their typical working day to meet the off-the-job requirements of this apprenticeship, including undertaking the End-point Assessment. This also means that when the apprentice is absent during a planned off-the-job training element the University must work with the employer and apprentice to reschedule this training and ensure that the apprentice can complete the off-the-job-training.
- g. Enable the line manager and/or workplace mentor to support and guide this apprentice, to carry out their day to day role and to meet the targets and timelines needed to complete the apprenticeship by the planned end date by providing a summary of off-the-job training needed.
- h. Manage and oversee the delivery led by the subcontractors if identified in section 1.
- i. Lead progress reviews with the apprentice and employer, providing evidence and feedback on progress to track success in meeting apprenticeship milestones, and agree any changes needed support the apprentice to address performance or access enhanced learning opportunities.



- j. Track attendance and participation to meet the off-the-job training requirements for this apprenticeship programme and inform the employer where the apprentice is absent from planned sessions.
- k. Use apprentice and employer data in accordance with the GDPR, University and ESFA Privacy Statements.
- l. Inform the employer if there are changes that will affect completion of the apprenticeship or change the planned end date.
- m. Make timely and accurate entries into the ILR to ensure that employer apprenticeship service accounts are accurate and payments are triggered promptly.
- n. Proactively identify any issues or barriers to successful completion of this apprenticeship arising from University, employer or apprentice and raise these quickly with the employer and/or apprentice, working to implement any action needed.
- o. Seek to resolve any queries or complaints regarding the apprenticeship through the University process, supporting the apprentice or employer to escalate to the ESFA where needed. See Key Information/Documents section below for where to find details on how to do this.
- p. Agree with the apprentice and employer when learning is complete, and the apprentice is ready to undertake the End-point Assessment.
- q. Provide certification required as part of the apprenticeship.
Enable employer and apprentice participation in programme feedback, impact assessment and evaluation to support the continuous improvement of the programme for apprentices and employers and take action on this feedback. Take opportunities to promote and publicize impact and success for employer, apprentice and the wider apprenticeship programme.

**KEY INFORMATION/DOCUMENTS: Link to Aptem Training Plan Template
(Live Document To be Reviewed at Every PRM)**

https://support.aptm.co.uk/hc/article_attachments/15048443606418

	Employer Handbook and Information for Employers web pages	Programme Handbook and/or Blackboard Ultra Programme Site
Key policies	✓	✓
Student Conduct Expectations	✓	✓
Academic Misconduct	✓	✓
Health and Safety	✓	✓
Equality and Diversity	✓	✓
Anti-bullying and Harassment	✓	✓
Safeguarding	✓	✓
Prevent	✓	✓
Data Protection and Sharing of Data	✓	✓
Off-the-job training (information on what can and can't be included towards minimum 20%)	✓	✓
Details of End-point Assessment	✓	✓
Attendance requirements	✓	✓
English and Maths requirements	✓	✓
Roles and responsibilities of the employer, provider and apprentice/tripartite arrangements	✓	✓
NU apprentice support and guidance arrangements	✓	✓
NU process for resolving any queries or complaints regarding the apprenticeship, including quality.	✓	✓
Escalation process for queries and complaints to ESFA Apprenticeship Service Support on 0800 150 600 or helpdesk@manage-apprenticeships.service.gov.uk	✓	✓

APPENDIX FIVE: APTM Document Guides for Employers

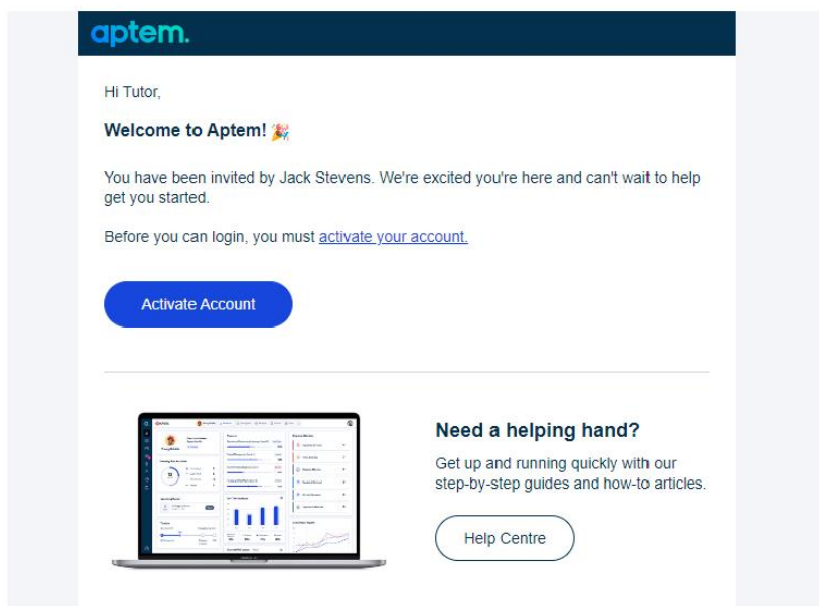
5.1: Employer - Signing Training Plans in Aptem.

Signing Training Plans in Aptem (Employer)

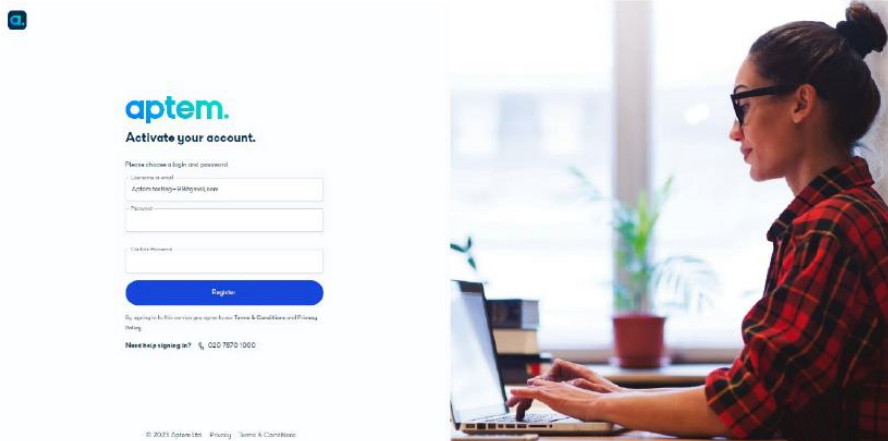
Please note Training Plan refers to what was previously called the Commitment Statement and is the agreement between the Training Provider (Northumbria University), the employer and the apprentice.

You will receive an email from Aptem asking you to activate your account.

Click **“Activate Account”**



Create a password and click **“Register”**

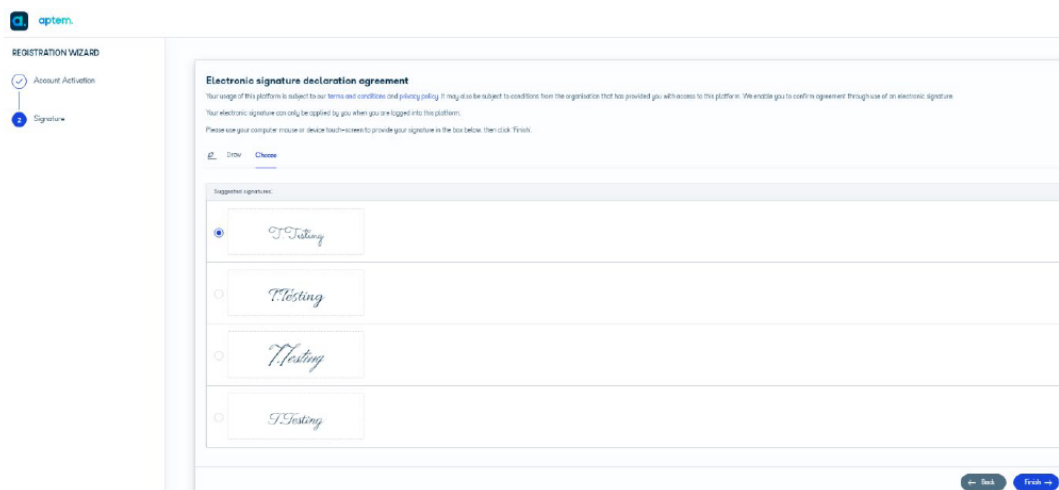


Once activated the system will ask you to set up your signature. You can either click **“draw”** to enter your own signature or you can choose one that is generated by the system by clicking **“choose”** circled in the below image.

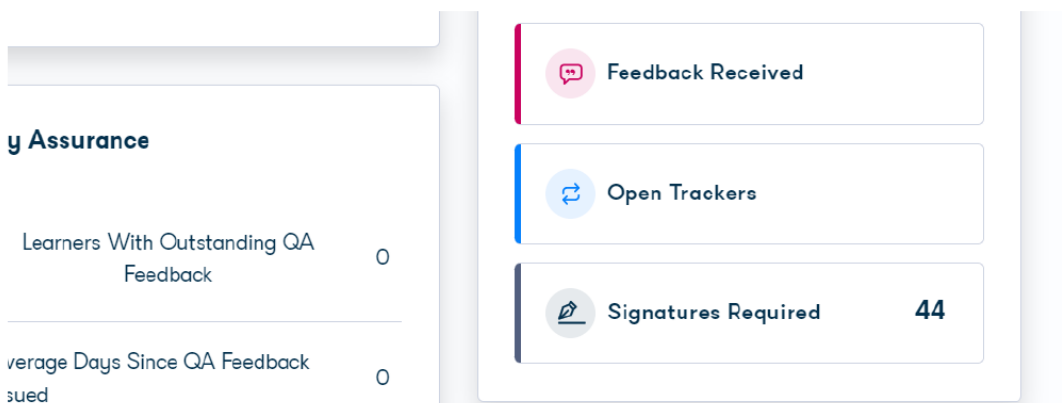
APPENDIX FIVE: APTM Document Guides for Employers

5.1: Employer - Signing Training Plans in Aptem. (Continued)

Once you have selected your chosen option click “finish” in the bottom right corner.



The system will then direct you to your Aptem Dashboard, you will need to click on the **Pen Icon** on the right hand side of the screen. This will then take you to an overview of all the documents that require signing.



In the **Signatures** you can select the following options from the top of the screen.

- Signature Required
- Waiting on Others
- Complete



Select “**Signatures Required**” and you will be able to see which Apprenticeship Documents need signing each apprentice. You will also be able to see who has and hasn’t signed the documents.

Click “**Sign**” in blue and this will open up the document.

APPENDIX FIVE: APTM Document Guides for Employers

5.1: Employer - Signing Training Plans in Aptem.(Continued)

☐	Learner/Programme	Document	Requested ↑	Learner Signature	Employer Signature	Tutor Signature	Actions	Edit
<input type="checkbox"/>	TU Test5 User5 Registered Nurse Draft Sept 2023	Training Plan September 2023	05 Jul 2023	✗ Not signed	✗ Not signed	✗ Not signed	Sign	
<input type="checkbox"/>	TU Test1 User1 Senior Leader Sept 23 Draft	Training Plan September 2023	08 Aug 2023	✓ Test1 User1	✗ Not signed	✗ Not signed	Sign	
<input type="checkbox"/>	TU Test1 User1 Senior Leader Sept 23 Draft	ILR	08 Aug 2023	✓ Test1 User1	— N/A	✗ Not signed	Sign	

Once you have checked the document scroll to the **Signatures and Declarations** section and under the employer section you will see “[click here to sign](#)”

This will then populate the box with the signature you selected at the beginning of the process.

Once signed click the blue “**Save Changes**” button.

Apprentice	Employer	Training Provider
Name: Test20 User20 Position: Academic Support coordinator	Name: Ruth Hattam-Emp Testing Position:	Name: Amanda Hilling Position:
Signature:	Signature:	Signature: Click here to sign
Date: 22/08/2023	Date: 23/08/2023	Date:
		Cancel Save Changes

This will then move the document into either the **Waiting for Other** tab (for example if the employer or apprentice still need to sign it) or the document will move to the **Completed** tab if all signatures are complete.

TT	Testtasha Testmuseray Test Onboarding Programme	ILR and Extended ILR	27 Mar 2023	✓ Testtasha Testmuseray	— N/A	✓ Tasha Muse-Ray	
LT	LearnerExp Tester Police Constable Degree Apprenticeship Sept 23 Draft	ILR	08 Aug 2023	✓ LearnerExp Tester	— N/A	✓ Sarah Doherty	
JO	JackTest33 ODP Operating Department Practice	Training Plan September 2023	17 Aug 2023	✓ JackTest33 ODP	✓ TP testing Employer 1	✓ Tutor Testing	

Once you have activated your account every time you then log in to APTM please log use the SSO button shown below.

Sign in

Employer and partnership log on

User name or email

Password

Forgotten your password?
[Sign in](#)

For SSO staff and students please log in using the button below
[Sign in using SSO](#)

APPENDIX FIVE: APTM Document Guides for Employers

5.2: Employer - Monitoring Progress in Aptem.

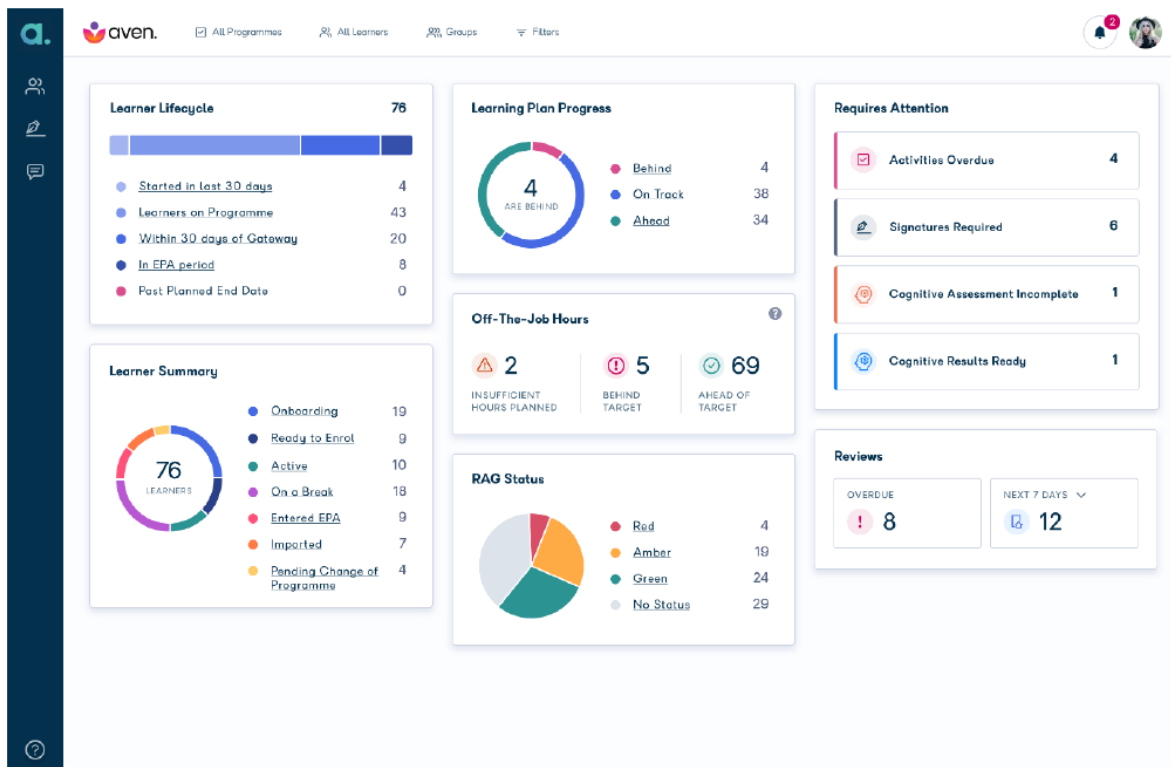
Monitoring Progress in APTM (Employer)

As an employer, you can use the employer dashboard to easily view the progress of your apprentices who are in learning. You can filter learners, view key metrics, find problem areas, and identify root causes. You can derive insights into the performance of learners across the organisation – you can drill down by brand, region, branch, sector, programme, or team.

The dashboard also highlights actions that are required for you to complete. For example, where you need to sign compliance documents or contribute towards progress reviews.

Employer Dashboard

As an employer, when you log in to your account, this is the page you will first see.



APPENDIX FIVE: APTM Document Guides for Employers

5.2: Employer - Monitoring Progress in Aptem. *(Continued)*

The roles you have turned on for your account and the number of apprentices you have using the system will dictate what cards you see. The dashboard comprises of the following cards:

1. **Learner Lifecycle:** This card gives you an idea of where learners are in the lifecycle. The number of learners in each of the following stages is shown:
 - Learners within 30 days of the start
 - Learners on programme
 - Learners within 30 days of the original planned end date that is in the ILR
 - Learners in EPA
 - Learners who are past their end date

Click on any of the stages to view the Learner Lifecycle drilldown, which has detailed information and related action items where applicable.
2. **Learner summary:** This card shows the number of learners sorted by their programme statuses.

Click on any of the statuses to view the Learner summary drilldown, which has detailed information and action items, where applicable.
3. **Learning Plan Progress:** This card shows learner progress as measured by their performance on their learning plan activities and summarizes the number of learners who are behind/on-track/ahead on their learning plan activities.

Click on any of the statuses to view the Learning Plan Progress drilldown, which has detailed information and action items, where applicable.
4. **Off-The-Job-Hours:** This card is displayed only if you are delivering any standards. This card summarizes the Off-the-Job hours and shows the following metrics:
 - Insufficient planned hours: Whether they have enough hours in their learning plan to meet the 20 percent or the planned hours that you have stated.
 - Behind target: The number of hours they are behind by at the current point in time.
 - Ahead of target: The number of hours they are ahead by at the current point in time.
5. **RAG Status:** This card is displayed only if you are using RAG status. This card informs you about how the learners are doing with respect to their RAG status. Hover over the graphic to see more detail.

Click on any of the statuses to view the RAG Status drilldown, which has detailed information and related action items where applicable.
6. **Requires Attention:** This card has many possible items, depending on what items require your attention. If you are up-to-date on all your tasks, this card will be empty. Clicking on an item will take you to the relevant section in Aptem. The following items can be viewed under this section:
 - Activities Overdue
 - Signatures Required
 - Cognitive Assessment Incomplete
 - Cognitive Results Ready
7. **Reviews:** This card shows reviews that are upcoming, those that are scheduled, and any that are not yet scheduled.

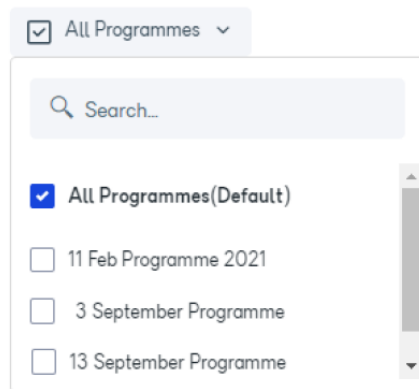
APPENDIX FIVE: APTEM Document Guides for Employers

5.2: Employer - Monitoring Progress in Aptem. *(Continued)*

Quick Filters

You can use the two quick filters: **Programmes** and **Groups** to narrow down your dashboard/results.

Click the **Programmes** quick filter to set/reset the Programmes multi-select filter. This quick filter shows a list of all the programmes and sub-programmes that the learners in the dashboard are applied to. You can select one or more programmes from the list. To search for a specific programme, use the search bar at the top.

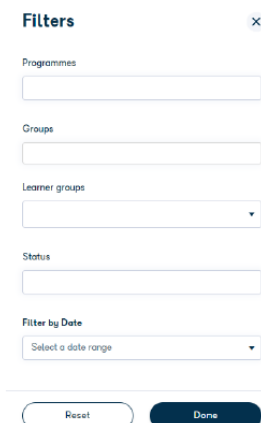


Detailed Filters

Apart from the quick filters, you can use the **Filters** option to filter by additional criteria.



Click the Filters option on the top of your screen. A Filters pane is displayed on the right of your screen. Here, you can filter by Programme, Groups, Employer Groups, Status and Date.



APPENDIX FIVE: APTM Document Guides for Employers


5.2: Employer - Monitoring Progress in Aptem. *(Continued)*


The Programme, Groups and Status fields offer you a multi-select list. The options visible to you are limited by your role and access level. The Group and Employer Group filters, subject to group permissions, allow for the selection of multiple groups.

If you want to filter by the date, you will be prompted to choose one of three dates to filter by: Start date, Practical period date, or End date. After you select one, you must specify a date range,

Filter by Date

Start date X ▼

From: 

To: 

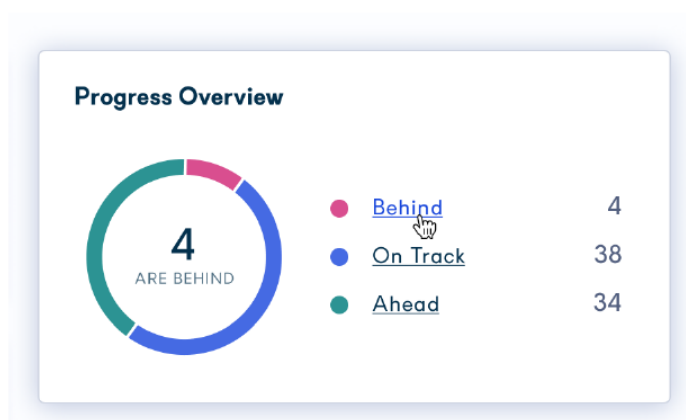
Make your selections and click **Done**. The revised dashboard will be displayed.

Learning Plan Progress drilldowns

On the Employer Dashboard, the **Learning Plan Progress** card has three possible items: Behind, On Track, and Ahead. In this pie chart:

- 'Behind' shows the number of learners who have completed less components than the number that should have been completed at today's date.
- 'On-Track' shows the number of learners who have completed the same number of components as the number that should have been completed at today's date.
- 'Ahead' shows the number of learners who have completed more components than the number that should have been completed at today's date.

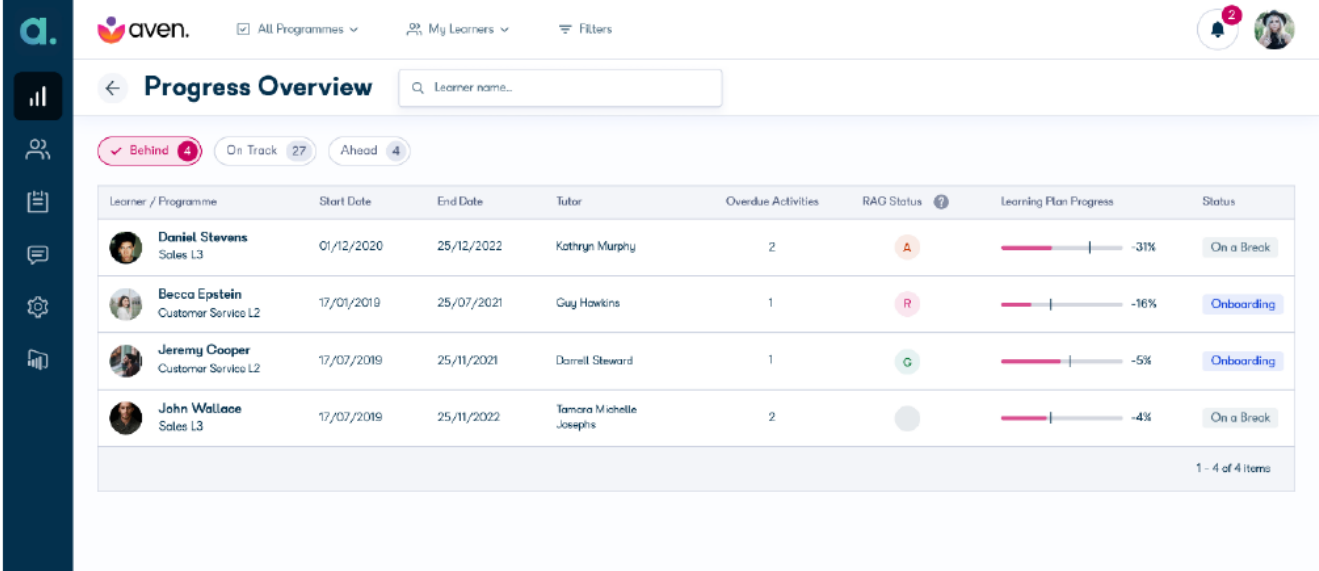
Clicking on an item will take you to the detailed drilldown view.











APPENDIX FIVE: APTM Document Guides for Employers

5.2: Employer - Monitoring Progress in Aptem. *(Continued)*

When you click **Behind** on the card, you will see a grid showing the learners who are behind on their learning plan progress.



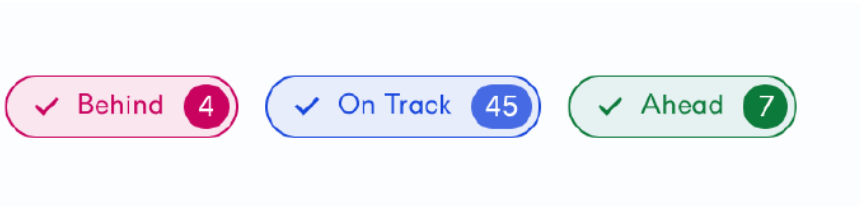
The screenshot shows the 'Progress Overview' page in the APTM system. At the top, there are navigation options: 'All Programmes', 'My Learners', and 'Filters'. A search bar for 'Learner name...' is present. Below the search bar, there are three filter buttons: 'Behind' (4), 'On Track' (27), and 'Ahead' (4). The 'Behind' filter is selected. The main content is a table with the following columns: Learner / Programme, Start Date, End Date, Tutor, Overdue Activities, RAG Status, Learning Plan Progress, and Status.

Learner / Programme	Start Date	End Date	Tutor	Overdue Activities	RAG Status	Learning Plan Progress	Status
 Daniel Stevens Sales L3	01/12/2020	25/12/2022	Kathryn Murphy	2	A	 -31%	On a Break
 Becca Epstein Customer Service L2	17/01/2019	25/07/2021	Guy Hawkins	1	R	 -16%	Onboarding
 Jeremy Cooper Customer Service L2	17/07/2019	25/11/2021	Darrell Steward	1	G	 -5%	Onboarding
 John Wallace Sales L3	17/07/2019	25/11/2022	Tamara Michelle Josephs	2		 -4%	On a Break

1 - 4 of 4 items

Similarly, when you click **Ahead** on the card, you will see a grid showing the learners who are ahead on their learning plan progress. And when you click **On Track** on the card, you will see a grid showing the learners who are on track on their learning plan progress.

You can use the **Learner Progress** filters to navigate across learners who are Behind, Ahead, or On Track on their learning plan progress.



The screenshot shows three filter buttons: 'Behind' (4), 'On Track' (45), and 'Ahead' (7). Each button has a checkmark icon and a number in a circle.

On all three screens, the Learners grid displayed has the following columns:

- Learner/Programme
- Start Date
- End Date
- Tutor - Case Owner for the activities
- Overdue Activities - Number of overdue activities
- RAG Status - If your organisation uses RAG statuses, you will see this column.
- Learning Plan Progress - If you hover over a learner's learning plan progress, you can see the 'Current' and 'Target' percentages, and the variance between the two.
- Status

APPENDIX FIVE: APTEM Document Guides for Employers

5.2: Employer - Monitoring Progress in Aptem. *(Continued)*

Notes

- The **Start Date** and **End Date** columns refer to the Programme Start Date and the Programme End Date.
- You will see the **RAG Status** is column if your organisation uses RAG statuses. If you hover over a learner's RAG Status, you will see the date on which the RAG status was last updated.
- With regard to the **Learning Plan Progress** column, if you hover over a learner's learning plan progress, you can see the 'Current' and 'Target' percentages, and the variance between the two.
- The learners in the grid are ordered by **Learning Plan Progress** by default. Learners who are furthest behind target on their learning plan progress are displayed first. To sort the learners by a different criteria, click the header row of the column you wish to sort them by.
- In the default view, Employers viewing the employer dashboard will see metrics only for those learners who are on a delivery programme. In addition, learners with the following programme status will be excluded:
 -
 - Non starter
 - Early leaver
 - Not eligible
 - Completed
 - Withdrawn
 - Withdrawn (w/o funding)
 - Imported

Off the Job Hours drilldowns

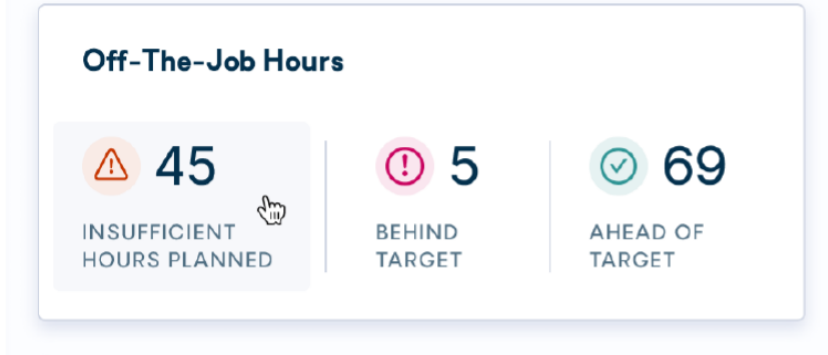
As an Employer, you can view the drilldowns for items displayed in the **Off the Job Hours** section in order to view detailed information and to take action where appropriate.

The Employer Dashboard drilldowns are available to employers with the *Learners Progress* role.

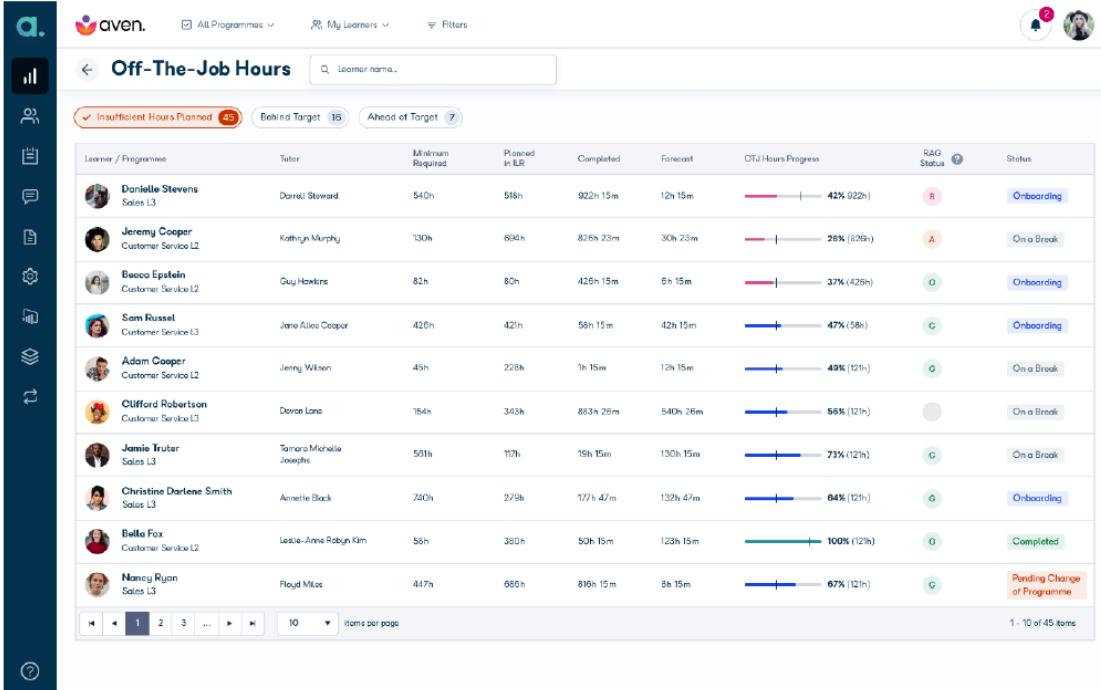
On the Employer Dashboard, the **Off-The-Job Hours** card has three possible items: Insufficient Hours planned, Behind Target and Ahead of Target. The 'Behind Target' and 'Ahead of Target' show the values as measured against the planned off the job hours from the ILR. When you click on any of these items, you can see the drill-down in a grid and view the item details.

APPENDIX FIVE: APTEM Document Guides for Employers

5.2: Employer - Monitoring Progress in Aptem. *(Continued)*



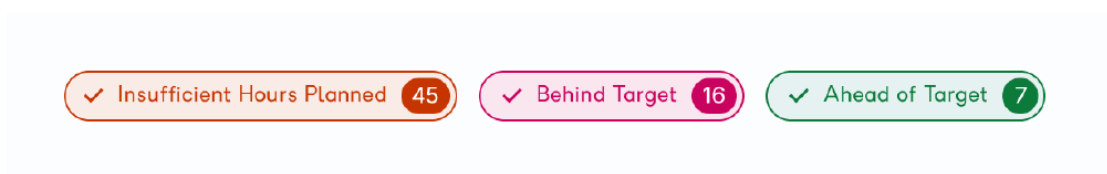
When you click **Insufficient Hours Planned** on the **Off-The-Job Hours** card, you will see a grid showing the learners who have insufficient Off-the-job hours planned.



The screenshot shows the 'Off-The-Job Hours' interface with filters for 'Insufficient Hours Planned' (45), 'Behind Target' (16), and 'Ahead of Target' (7). The table below represents the data shown in the grid.

Learner / Programme	Tutor	Minimum Required	Planned In LR	Completed	Forecast	OTJ Hours Progress	RAG Status	Status
Danielle Stevens Sales L3	Donald Steward	540h	518h	922h 15m	12h 15m	42% (922h)	R	Onboarding
Jeremy Cooper Customer Service L2	Kathryn Murphy	130h	694h	826h 23m	30h 23m	28% (826h)	A	On a Break
Becca Epstein Customer Service L2	Guy Hawkins	82h	80h	426h 15m	6h 15m	37% (426h)	O	Onboarding
Sam Russel Customer Service L3	Jane Alice Cooper	426h	421h	58h 15m	42h 15m	47% (58h)	G	Onboarding
Adam Cooper Customer Service L2	Jenny Wilson	45h	228h	1h 15m	12h 15m	49% (121h)	O	On a Break
Clifford Robertson Customer Service L3	Davne Lane	154h	343h	883h 26m	540h 26m	56% (121h)	G	On a Break
Jamie Truter Sales L3	Tamara Michelle Josephs	591h	107h	16h 15m	130h 15m	73% (121h)	G	On a Break
Christine Darlene Smith Sales L3	Annette Black	740h	275h	177h 47m	132h 47m	64% (121h)	O	Onboarding
Bello Fox Customer Service L2	Leah-Anne Robyn Kim	58h	380h	50h 15m	123h 15m	100% (121h)	O	Completed
Nancy Ryan Sales L3	Floyd Miles	447h	665h	816h 15m	8h 15m	67% (121h)	G	Pending Change of Programme

Similarly, when you click any other item on the card, you will see the relevant grid of learners. You can also use the **Off the Job Hours** filters on the drilldown view to navigate across learners with different statuses with respect to their Off the Job Hours.



On all three screens, the Learners grid displayed has the following columns:

APPENDIX FIVE: APTEM Document Guides for Employers

5.2: Employer - Monitoring Progress in Aptem. *(Continued)*

- Learner/Programme
- Tutor - Case Owner for the activities
- Minimum Required - The minimum number of OTJ hours required
- Planned in ILR - The number of planned hours in the ILR
- Completed - The number of completed hours in the Learning Plan
- Forecast - The number of forecast hours in the Learning Plan
- OTJ Hours Progress - The 'Overall Progress' OTJ Hours progress indicator that is used on the Learner Dashboard
- RAG Status - If your organisation uses RAG statuses, you will see this column.
- Status

If you are using a tablet or a mobile device, all the above-mentioned columns may not be visible on the default view. But you can expand any item on the grid to see the detailed view.

You can see a maximum of 10 items per screen. Use the pagination controls at the bottom of the screen to navigate further.

Notes

- The **Start Date** and **End Date** columns refer to the Programme Start Date and the Programme End Date.
- You will see the **RAG Status** column if your organisation uses RAG statuses. If you hover over a learner's RAG Status, you will see the date on which the RAG status was last updated.
- If you hover over a learner's **OTJ Hours Progress** column, you can see the 'Completed percentage and the Actual percentage.
- The learners are ordered by the **variance of Forecast Hours against Planned hours**, with the learners with the highest variance between their forecast and planned states displayed first. To sort the learners by a different criteria, click the header row of the column you wish to sort them by.

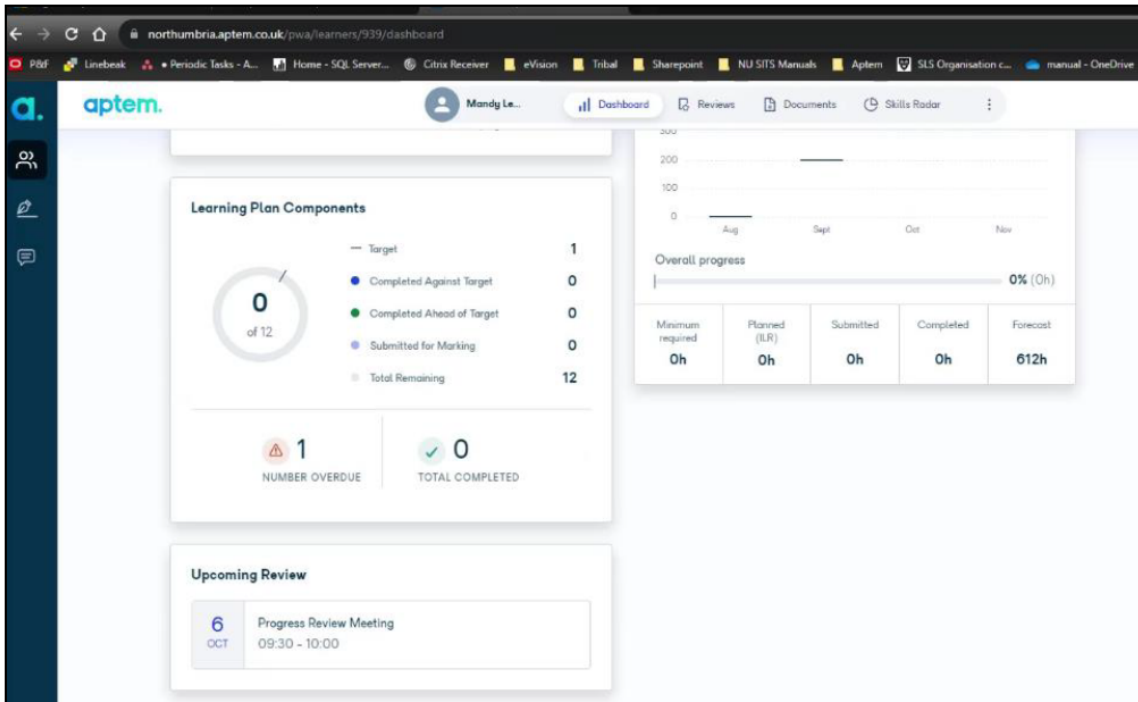
APPENDIX FIVE: APTEM Document Guides for Employers

5.3: Employer - Review Guide for Mentors.

Review Guide for Employer Mentors.

Step 1

From the Aptom Menu - Select Learners then Select Reviews on top ribbon to display the scheduled reviews for the Learner.

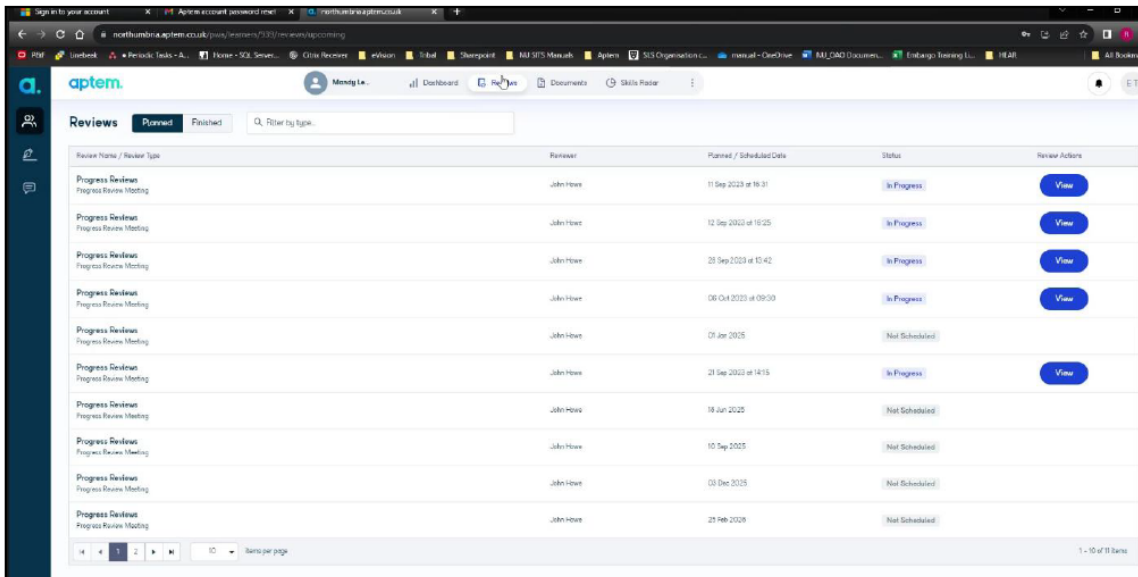


Category	Count
Target	1
Completed Against Target	0
Completed Ahead of Target	0
Submitted for Marking	0
Total Remaining	12

Minimum required	Planned (LR)	Submitted	Completed	Forecast
0h	0h	0h	0h	612h

Step 2

On the Review page you will see a list of reviews scheduled for learner, In Progress / Scheduled / Not Scheduled / Completed to view the review **click View Button**.



Review Name / Review Type	Reviewer	Planned / Scheduled Date	Status	Review Actions
Progress Reviews Progress Review Meeting	John Howe	11 Sep 2023 at 16:31	In Progress	View
Progress Reviews Progress Review Meeting	John Howe	12 Sep 2023 at 16:25	In Progress	View
Progress Reviews Progress Review Meeting	John Howe	28 Sep 2023 at 15:42	In Progress	View
Progress Reviews Progress Review Meeting	John Howe	06 Oct 2023 at 09:30	In Progress	View
Progress Reviews Progress Review Meeting	John Howe	01 Jan 2025	Not Scheduled	
Progress Reviews Progress Review Meeting	John Howe	21 Sep 2023 at 14:15	In Progress	View
Progress Reviews Progress Review Meeting	John Howe	18 Jun 2025	Not Scheduled	
Progress Reviews Progress Review Meeting	John Howe	10 Sep 2025	Not Scheduled	
Progress Reviews Progress Review Meeting	John Howe	03 Dec 2025	Not Scheduled	
Progress Reviews Progress Review Meeting	John Howe	25 Feb 2028	Not Scheduled	



APPENDIX FIVE: APTEM Document Guides for Employers

5.3: Employer - Review Guide for Mentors. *(Continued)*



Review Guide for Employer Mentors.



Step 3

After Clicking View, You will see the PRM meeting for the Apprentice with the sections covered in PRM.

Step 4

You can click on any section to open the content it will be **read only** (You can't amend the content evidenced in PRM Meeting.)



APPENDIX FIVE: APTEM Document Guides for Employers

5.3: Employer - Review Guide for Mentors. *(Continued)*

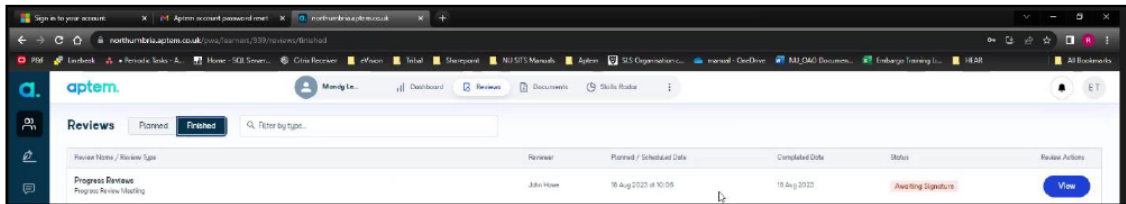


Review Guide for Employer Mentors.



Step 5

On the Reviews Click **Finished Button**, it will show the Reviews awaiting signature Sign off. Click **View Button** to see PRM Review.



Step 6

After Clicking **View Button**, you will see the completed view in Read Only.



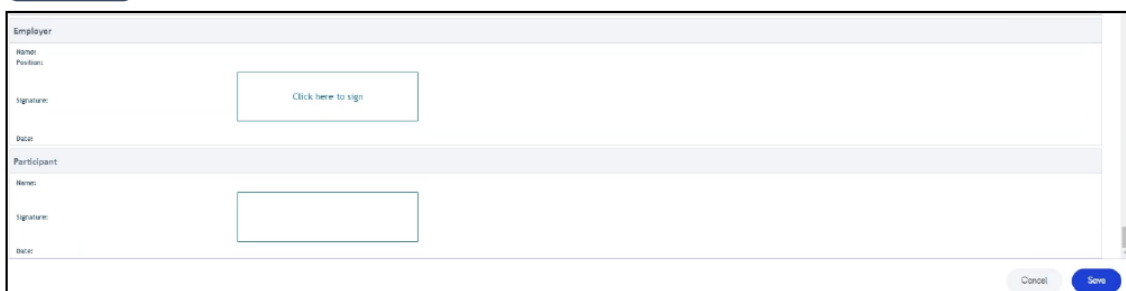
Step 7

After you have viewed Review go back to review where the view button is now changed to sign. Click the **Sign** button.



Step 8

After Clicking Sign Button, scroll down to Employer Signature section, And **click here to sign**.



Step 9

Your signature you uploaded when creating an account will be displayed. Then click **Save**.

