

B&FC FOR BUSINESS

Blackpool and The Fylde College

★ RATEMYAPPRENTICESHIP

BEST 50 TRAINING PROVIDERS

2022-2023



APPRENTICE & EMPLOYER HANDBOOK



**DEVELOPING
PEOPLE.
DRIVING
SUCCESS.
SINCE 1892.**



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WELCOME

Many congratulations, and a warm welcome to you both, as you join the B&FC community, as an apprentice and an employer.

As an apprentice, you may be just starting out in the world of work, progressing your career or looking to gain improved knowledge, skills and behaviours, whatever journey you are taking Apprenticeships are an excellent way to achieve your goals. Apprenticeships are directly related to job roles and designed to improve industry knowledge and performance.

Your employer and B&FC Skills Coach will support you, as an apprentice through your Apprenticeship, providing professional advice and guidance to help you develop your personal and professional skills, and plan for the next step in your career.

As an employer, whether this is the first time recruiting an apprentice, or whether you have supported several apprentices in your workplace, B&FC will support you through the apprenticeship journey.

This handbook provides a useful guide to everything you both need to know about Apprenticeships and the apprenticeship journey you have chosen.



WELCOME TO BLACKPOOL & THE FYLDE COLLEGE

At Blackpool and The Fylde College, we are very proud of the fact that we rank in the top 7% of further education colleges in England, but we're even prouder of the achievements of our students and apprentices, together with our amazing team who help to make it happen.

We employ a fantastic team of professional people who are constantly undertaking training and development and are committed to the continuous improvement of our services.

Blackpool and The Fylde College has a reputation for excellence, supported by talented staff, a passion for learning, outstanding resources and commitment to student support and employer engagement.

As a college our overarching mission and values are:

OUR MISSION

Inspirational learning creating outstanding futures

OUR VALUES

- + Placing the student at the heart of all we do.
- + Showing fairness, courtesy, and mutual respect.
- + Learning, teaching, and assessment as the key to our success.
- + Empowering everyone to achieve their full potential.
- + Working collaboratively to achieve excellence and growth across all communities.

Specifically for Apprenticeships we aim:

- + To provide an outstanding experience in the development and delivery of apprenticeships standards, for both apprentice and employer.
- + To deliver highly responsive, relevant programmes, with excellent learning, teaching, coaching, and assessment enabling an apprentice to gain the required knowledge, skills, and behaviours to be successful in their chosen profession, contribute positively to their employer and fulfil career goals.



"Blackpool and The Fylde College have always provided an outstanding service and we cannot recommend them highly enough. A professional, friendly team who are easy to deal with and quickly resolve any queries we may have. Their courses are well run and the onsite new facilities are fantastic."

Fylde Coast Accident Repair
Centre Ltd



B&FC APPRENTICESHIP STANDARDS

Are set by industry and are approved by the Institute for Apprenticeships and Technical Education. The B&FC apprenticeship portfolio is closely aligned to the identified local, regional, and national skills requirements of industry. Employers of B&FC apprentices are key partners in the development and delivery of relevant, personalised, and high-quality programmes of delivery.

The apprenticeship portfolio at B&FC includes standards from Level 2 through to Level 6.

WHAT IS AN APPRENTICESHIP

Apprenticeships are ideal for anyone who:

- + Is just starting out on their career
- + Is already employed and looking to undertake further professional development
- + Has just gained promotion to a new role with different responsibilities
- + Is looking for a change of career.

An apprenticeship is a paid job, where the apprentice will acquire new knowledge, skills and behaviours directly related to a specific job role, industry, and career.

During an Apprenticeship, an apprentice will receive an individualised off the job training plan, which will be agreed with the apprentice's employer. These off the job tasks / activities will take place during an apprentice's normal working hours. The rest of the time will be spent applying the appropriate apprenticeship standards knowledge, skills, and behaviours within the workplace.

Apprenticeships:

- + Are occupation-focused; whilst some may contain a relevant qualification, they are not qualification-led.
- + Focus on the knowledge, skills and behaviours an apprentice will need to have learnt by the end of their Apprenticeship.
- + Assess apprentices at the end of their Apprenticeship via an independent End Point Assessment (EPA) to prove the apprentice can carry out all aspects of their job.



PRE-ENTRY

At B&FC our continuing aim is to work in partnership with employers to support an apprentice to successfully develop the appropriate knowledge, skills and behaviours required to complete their apprenticeship programme, thus positively contributing to their employer and their broader chosen career sector as a skilled professional.

As undertaking an apprenticeship is a big commitment, the following activities will have been completed prior to the commencement of the apprenticeship programme.

Completion of a scorecard - This helped to identify an apprentice's starting point, and any existing skills levels. It looked at an apprentice's specific job role and given responsibilities, as well as any previous skills and achievements.

Recognising any Prior Learning (RPL) - RPL acknowledged any qualifications and learning previously completed, that offer an exemption from parts of the apprenticeship (EG: GCSEs in English/Maths, Key or Functional Skills qualifications, or other awards/qualifications). These were discussed prior to onboarding and helped form an individualised training plan.

English, Maths, & Digital Skills Assessment – The apprentice undertook an assessment prior to onboarding, which involved the application of English, Maths, and Digital Skills to everyday situations relevant to all jobs in all sectors and industries. From the completed initial assessment, an individual training plan was devised to support the apprenticeship programme. The plan may have included support to achieve the required level to complete the apprenticeship, or as developmental throughout the programme.

Onboarding - Following the initial assessment process, onboarding paperwork, will have been completed by both, apprentice, employer, and B&FC; in which all parties have committed to completing the apprenticeship programme.





ENTRY / DELIVERY:

BOTH APPRENTICE AND EMPLOYER CAN EXPECT AS PART OF THE APPRENTICESHIP PROGRAMME:

- + An engaging and comprehensive induction for apprentices, enabling successful engagement with the agreed individualised training plan.
- + A commitment statement between both apprentice, employer and B&FC, which sets out the agreed programme.
- + An individual appropriately sequenced plan of learning, agreed in partnership with both apprentice and employer mapped against the relevant apprenticeship standard that identifies how knowledge, skills and behaviours will be developed and assessed.
- + A challenging and stretching training and learning programme, with the active involvement from the employer, which uses a range of effective on and off the job training methods as well as work itself.
- + An extended period of on and off the job training during the period of the apprenticeship programme, which develops key knowledge, skills and behaviours required, as well as transferable skills to manage new situations, problems, or equipment. Off the job hour are calculated as an average of 6 hours a week for the duration of the apprenticeship. The employer and apprentice will agree with their training provider the content of the Individual off the job training plan, where and when this will be delivered. Some weeks there may be more training, some weeks there may be less; the apprentice must complete the at least the minimum number of planned off the job hours during their apprenticeship.
- + Access to additional support as identified through the initial assessment process.
- + Development of English, Maths, and Digital Skills.
- + Opportunities for the apprentice, as agreed with the employer, to access additional learning resources to support progression to the next level of career development.
- + Regular opportunities for the employer to provide feedback on how well the ongoing delivery is meeting their expectations and business needs.
- + Regular opportunities for the apprentice to provide feedback on how well the ongoing delivery is meeting their expectations and the employer's needs.

- + Independent assessment at the end of the apprenticeship, carried out by a registered apprenticeship assessment organisation chosen by the employer.
- + Certification by the Institute for Apprenticeships and Technical Education on completion of the whole apprenticeship.
- + Opportunities for the apprentice and employer to engage in competitions, events, and awards.
- + Both the apprentice and employer will have access at any time to an electronic learning platform (OneFile), providing access to materials, enabling self-paced and independent learning, and providing access to progress.

B&FC HAS HIGH EXPECTATIONS OF ITS APPRENTICES — SO EVERY APPRENTICE MUST

- + Take ownership of their Apprenticeship programme.
- + Be self-motivated and don't wait to be asked to do something.
- + Keep appointments booked with their Skills Coach.
- + Give more than 24 hours' notice for any appointments that require cancellation.
- + Complete any work set by their Skills Coach and employer within agreed timescales.
- + Ensure when their Skills Coach is visiting the workplace that the apprentice ensures their line manager is informed.
- + Ensure a suitable area is set aside for visits from the designated Skills Coach.
- + Take pride in submitting high quality work/evidence to support the apprenticeship programme. .
- + Discuss with their Skills Coach any concerns they may have with their progress. Use the e-portfolio (OneFile) to its full potential. Complete and upload expected work to meet set targets and ensure that they remain on or even ahead of expected progress.



THE ROLES WITHIN APPRENTICESHIP DELIVERY

SKILLS COACH

As part of the apprenticeship, a dedicated Skills Coach will be allocated to both the apprentice and employer, who will provide a 'golden thread' as they have overall accountability for the successful delivery of all aspects of the agreed training plan in the agreed timescales.

The Skills Coach will meet with the apprentice on a regular basis ensuring the apprentice receives the relevant learning, and teaching, enabling gateway readiness (please refer to Page 14 for more information relating to gateway) and successful achievement of End Point Assessment (EPA). If they haven't made contact yet, they will do so within the next few days.

The dedicated Skills Coach will advise both apprentice and employer as to whether there is any college attendance required for part of the apprenticeship programme. This may be weekly, monthly, as a block release, or on an ad hoc basis.

THE PURPOSE OF SKILLS COACH VISITS / SUPPORT IS TO

- + Review short term targets set at previous visits, plus ongoing independent learning objectives, and provide feedback to help the apprentice to develop the required knowledge, skills, and behaviours in preparation for End Point Assessment (EPA).
- + Review progress towards any mid and long-term targets at a Milestone assessment meeting (planned at key stages throughout the apprenticeship). Milestone meetings also give the apprentice the opportunity for self-reflection, and for the employer to provide appropriate feedback, ensuring all parties are fully aware of the individual journey and the progress being made.
- + Enables the Skills Coach to work alongside the employer to support any appropriate development, agree targets and objectives and discuss any barriers to progress or success.
- + Review and record off-the-job (OTJ) training that has been completed, and OTJ training planned for the coming months.
- + Support the apprentice's well-being and welfare, and to help with any problems the apprentice may be experiencing
- + Review the apprentice's full 'programme of learning'.
- + Update and review the apprentice's individualised training plan.
- + Discuss further continuing professional development through ongoing IAG (Information, Advice & Guidance).
- + Agree and sign off in conjunction with the employer that the apprentice is ready for End Point Assessment (EPA)



“As Widening Participation and Apprenticeship Manager at the Trust, I would like to thank Blackpool and The Fylde College for the support they give to our apprentices in helping them to achieve their educational and career goals. I look forward to working with B&FC for our future business needs and look forward to observing the success of our apprentices who embark on an apprenticeship with B&FC.”

Blackpool Teaching Hospital NHS Foundation Trust

YOUR EMPLOYER

The Employer is required to provide the apprentice with a contract of employment.

The Employer must provide the apprentice with a full induction, including health and safety and any personal protective equipment required for the job role.

The Employer will provide training in the workplace to help the apprentice build their practical skills and experience whilst in the workplace.

The Employer will also assign the apprentice to a workplace mentor –

The mentor will provide the apprentice with much needed core support, helping you to:

- + Understand the apprentice's role within the organisation and help them orientate into the workplace
- + Help develop the apprentice's career path goals
- + Provide relevant advice and guidance relating to the knowledge, skills, and behaviour aspects of agreed apprenticeship programme

STUDENT SUPPORT, WELLBEING & INCLUSION (SSW&I)

Dependent on any agreed additional support, the apprentice may have contact with the Student Support, Wellbeing, and Inclusion Team.

If appropriate, a member of the team, a Specialist Inclusion Mentor (SIMs), will be assigned to the apprentice to facilitate support, and to remove any barriers to learning whilst the apprentice completes their apprenticeship programme.

The assigned SIM will provide the apprentice with agreed 1:1 study skills support sessions.

END POINT ASSESSMENT ORGANISATION:

All Apprenticeship Standards must contain an End Point Assessment. An independent organisation must be involved in the End Point Assessment of each apprentice so that all apprentices following the same standard are assessed consistently. Only registered organisations are eligible to conduct independent End Point Assessment of apprentices.



Ofsted, funded by the Government, is responsible for inspecting and reporting on the quality of training provision for post-16 education.

The Education and Skills Funding Agency is an executive agency of the government of the United Kingdom, sponsored by the Department for Education.

Both may contact the apprentice and / or employer for feedback in relation to the learning provided, and overall experience received.



DELIVERY

Apprenticeship on programme learning may include a formal qualification plus

- + Functional skills English, Maths and Digital.
- + Off-the-job Training
- + Personal Development Curriculum
- + Gateway Assessment
- + End Point Assessment (EPA)

ON PROGRAMME LEARNING

The dedicated Skills Coach will provide the necessary knowledge and skills input through a variety of different formats, including face to face, remote, and using Virtual Learning Environments. They will also carry out assessments throughout the programme to ensure that the apprentice remains on track and to support any continued development. They will also support with any gathering of evidence required for End Point Assessment.

If English and / or Maths have not already been achieved, the apprentice will study an English and or Maths Functional Skill qualification as part of their programme. If the required level for English and Maths has already been achieved, then the apprentice will continue to develop their English, Maths, and Digital skills. The Skills Coach assigned to the apprentice and employer will explain in more detail when they first meet with you.

Tri-partite Progress Review Meetings (PRMs), involving the apprentice, employer and Skills Coach will take place on a regular basis dependent on the apprentice's and employer's needs, but no less than every 8 to 12 weeks. These are undertaken to ensure planned expectations and timescales are met.

PROGRESS REVIEW MEETINGS (PRMS)

- + Are informed by both apprentice and employer needs, it may be that some progress reviews are undertaken every four weeks if required.
- + Enable a detailed tri-partite discussion between the apprentice, employer and B&FC on progress towards successful achievement of the agreed individual learning plan, and therefore the apprenticeship standard.
- + Support shared objective setting for future targets, as well as a review of progress on historical targets to support timely completion.
- + Support the apprentice to take responsibility for their own learning and progress.

DELIVERY MODEL 1

REGULAR DELIVERY (e.g. one day per week):

This is where the apprentice attends off-the-job training on a regular basis, usually one day per week. This model is probably the most common way of delivering an apprenticeship.

BENEFITS INCLUDE: -

Regular, structured training that can be well-planned in advance.

The ability for the apprentice to bring back new learning, on a piecemeal basis and apply this within the business.

The apprentice can balance their time between their productive day job and their off-the-job training.

DELIVERY MODEL 2:

BLOCK RELEASE / CONCENTRATED DELIVERY:

This is where the apprentice may attend off-the-job training on a concentrated basis (e.g., one week out of every four weeks). This will suit some businesses more than others.

BENEFITS INCLUDE: -

Concentrated bursts of learning mixed with concentrated periods where the apprentice is available full time in the workplace.

Can be well-planned in advance.

- + Provide a place to discuss any barriers to learn, so these can be removed enabling the apprentice to achieve their full potential
- + Support the apprentice to be ready for assessment, including end point assessment.
- + As a minimum, in the apprentice's final six months of their programme, together with the employer and designated Skills Coach a discussion will be carried out to explore further development opportunities on completion.

OFF-THE-JOB (OTJ) TRAINING HOURS

OTJ training refers to anything in the workplace that is new to the apprentice, which develops the knowledge, skills and behaviours required for the agreed apprenticeship programme, as well as transferable skills to manage new situations, problems, or equipment.

OTJ training may be undertaken in a variety of ways, for example: as part of every day; for one day per week; for one week out of every five; or a proportion at the beginning, middle or end of the apprenticeship programme. Therefore an "off-the-job" training plan will be agreed with the apprentice, employer and training provider, detailing the volume of planned training hours. It will cover at least the minimum requirement and will detail how the off the job training will be delivered whilst the apprentice is on programme. (For calculation purposes this is an average of 6 hours per week). The agreed plan will be dependent on programme delivery, and the needs of the employer.

As the delivery of the apprenticeship content can be flexible, it's up to the employer and provider to decide at what point during the apprenticeship the training is best delivered provided that some active learning takes place every 4 weeks. The E-portfolio system has a 'learner journal' where the apprentice can record completed "off the job hours" / active learning, enabling a reflection on what has been learnt, how this learning will be put into practical use within the workplace, and how it has mapped to the required knowledge skills and behaviours.

Off the job training activities could include – Attending masterclass sessions, Coaching, independent research, in house training, Shadowing, Industry visits, Mentoring, Apprentice supervision meetings with the employer, writing assignments, online learning, role play, team meetings that include training, and completion of a reflective journal.

Off the job activities does not include – English / Maths functional skills, Training that does not support the knowledge, skills and behaviours of the agreed apprenticeship programme, training that takes place outside of the apprentice's paid working hours, any induction activities.

DELIVERY MODEL 3:

FRONT LOADED MODEL:

This is an extension of the block release model, but with a higher proportion of off-the-job training concentrated, usually full time, in the first few months of the apprenticeship. Training is then tapered off from this point, towards the end, with minimal delivery every 4 weeks. This suits some businesses and sectors more than others (e.g., engineering, construction and health and social care).

BENEFITS INCLUDE: -

Lessens the time that the apprentice is out of the workplace later in the programme.

Allows apprentices to 'hit the ground running' and gives employers access to the skills they need earlier on in the apprenticeship.



DELIVERY MODEL 4:

MIXED MODEL:

This is where the apprentice's off-the-job training plan varies throughout their apprenticeship. In some weeks there may be more training, and, in some weeks, there may be less training (or no training). This model may suit businesses with significant peak periods, such as retail employers experiencing a peak over the Christmas period where productive work may take priority over off-the-job training.

BENEFITS INCLUDE: -

Flexibility to develop the training plan to suit the needs of the business. Allows the apprentice to have a concentrated burst of training to prepare them in readiness for busy periods.

PERSONAL DEVELOPMENT CURRICULUM

The Personal Development Curriculum (PDC) is fundamental to the overall apprenticeship success and is the co-curriculum to provide an inclusive and value-driven culture that will positively impact the apprentices working and day to day life.

It provides an overarching framework of skills, knowledge and behaviours which are central to the college's culture and aligns to the needs of local, regional, and national employers.

During the apprenticeship programme the apprentice will undertake monthly themed learning content, which where appropriate will be linked back to the knowledge, skills, and behaviours to their apprenticeship standard. The completion of this learning content will be reviewed and discussed at the tri-partite Progress Review meetings (PRMs).

GATEWAY

Within the e-portfolio (OneFile), there is a Gateway learning aim. The Gateway is the door between the two core stages of the apprenticeship, the 'on-programme training' and the 'end-point assessment'. The apprentice will pass through the Gateway when they have met all the knowledge, skills, and behaviours appropriate to their apprenticeship programme and are performing consistently at (or above) the level of competence expected for their occupation as listed within the apprenticeship.

At the Gateway, all parties (Apprentice, Employer and Skills Coach, on behalf of B&FC) will confirm that the apprentice is now competent in the occupation and are ready to demonstrate this during the end-point assessment.

END POINT ASSESSMENT

The assessment is carried out by an external organisation and is independent from the employer and the College.

In most cases, the End Point Assessment will be graded

To achieve the apprenticeship, the apprentice will need to participate in an End Point Assessment. The methods of assessments vary from standard to standard and your Skills Coach will provide details of what will be expected during the End Point Assessment. It is also detailed within the unit's section of OneFile. Examples of different assessment methods used include:

Assessing practical competence:

- + Workplace observation
- + Testing in a practical test facility
- + Workplace projects
- + Portfolio of work
- + Assignments



Assessing knowledge-based competence:

- + Workplace projects
- + Projects away from work (invigilated or otherwise)
- + Professional discussions
- + Assessment of work output

Assessing knowledge:

- + Tests
- + Examinations
- + Professional discussions
- + These could involve multiple choice tests and be administered on paper or online.

The assessment is carried out by an external organisation and is independent from your employer and the B&FC.

ASSESSMENT PREPARATION & SUPPORT

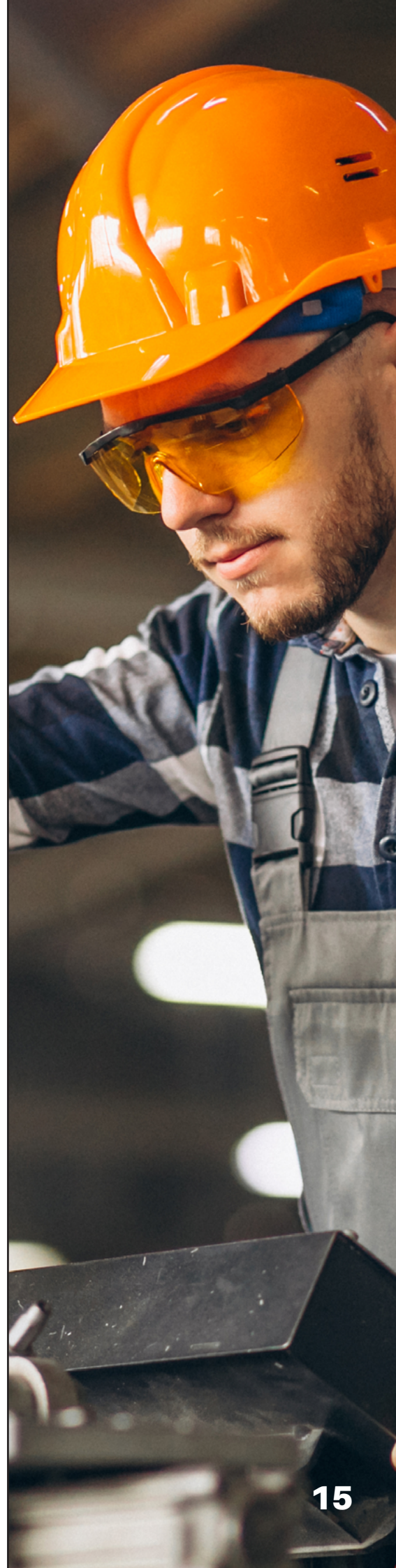
As already stated, End Point Assessment is carried out by an external End Point Assessment Organisation (EPAO), and independent to B&FC. Any Functional Skills required to be completed as part of the programme, will be assessed by external tests.

B&FC are committed to achieving equality of opportunity in the assessment process.

Apprentices may have individual requirements for several reasons and reasonable adjustments can be put in place to accommodate requirements once assessed and approved.

B&FC will assist in the preparation for external assessment during the learning journey throughout the apprenticeship programme, ensuring necessary skills are built, providing an opportunity for the apprentice to experience an external assessment via a mock or practice session.

Should either the apprentice or employer feel that the apprentice needs or require additional support, or just find external assessment / exam situations stressful, please advise your Skills Coach as soon as possible.





WELLBEING & SUPPORT:

As an apprentice, your wellbeing throughout your apprenticeship programme is important to us.

Lots of useful information can be found within the B&FC Student Life, some are detailed below:

Click here for - [My Safety / Safeguarding](#)

Click here for - [My Inclusion](#)

Click here for - [My mental health & wellbeing](#)

Click here for - [My Finances](#)

E-PORTFOLIO SYSTEM (OneFile)

As an apprentice, OneFile will be your main GO-TO place. From OneFile you can contact your Skills Coach, access learning resources, view progress, review the Individualised training plan and complete tasks. It is important that you understand how to use the software.

As an employer, you will also be given access to the e-portfolio, OneFile. Here you will be able to sign off key documents, in particular Progress Review Meetings. Having access will also allow you to interact more and provide you with greater visibility to support your apprentice through their apprenticeship programme.

During the Skills Coach's first visit, they will provide both apprentice and employer with their login details and password. On your first login, the system will ask you to change your password. Choose something that you will remember.

If you have no Wi-Fi, or working in a remote location, then the OneFile E-portfolio offline app is the answer.

The offline app will allow users to collect evidence, complete assessments, at any time and on any device. Once you are connected to the internet again, you can sync any completed activities / work back to your online account and continue to use OneFile as normal. It's simple, quick, and convenient.

It can be downloaded from either the Google play or Apple Store

If you need further guidance on how to use OneFile please speak to your Skills Coach, access the help guides by selecting the "?" on each page or contact OneFile directly on **0161 638 3876** or email: **support@onefile.co.uk**. However, please bear in mind they are there to help with the software not your programme.

Please scan to download the app



Google Play



Apple Store

MONITORING YOUR APPRENTICESHIP JOURNEY

By utilising OneFile throughout the apprenticeship journey, it does not only track progress against any formal aims, monitor Knowledge, Skills, and Behaviours against the Standard, it can also reflect the apprentice's journey through the learning hub.

OneFile will record initial starting points which are then reviewed throughout the apprenticeship journey to ensure that progress is being made against the key milestones set out at the beginning of the programme.

Through OneFile learning reflections can be recorded, as well as attaching files, linking training activities and map entries to outcomes, these will in turn track distance travelled against the apprenticeship curriculum. As an apprentice you will be able to apply your skills in the workplace and reflect on learning wherever they are – helping to increase knowledge retention. Your Skill Coach can then report on learning journal entries to track engagement, progression and distance travelled. (This is referred to as the Learner Journal in OneFile)

OneFile will also track the progression of the apprentice's learning. Scores are recorded against each outcome and plotted on a graph to show the progression of learning. Your Skills Coach can report on scorecard submissions to track learning and measure distance travelled, which will be discussed with both the apprentice and employer at Progress Review Meetings. (This is referred to as the Scorecard within OneFile)

ABSENCE FROM YOUR APPRENTICESHIP PROGRAMME

As an apprentice, whilst on programme you must follow the company's requirements and report any absence as instructed by the employer. Poor timekeeping and attendance will be dealt with in line with the employer's disciplinary procedure.

As an apprentice if your personal circumstances change during your Apprenticeship (pregnancy, accident, illness etc) and this results in a long-term absence from work, we can agree a break from your learning on the condition that you fully intend to return to the programme and complete your Apprenticeship.

As an apprentice if you leave your job and move to a different employer, please ensure a notification is provided to your dedicated Skills Coach, so that the college can consider the best way to move forward and provide some advice about continuing with your Apprenticeship.

As an employer we would expect confirmation that the apprentice has left your employment.

Changes to funding for Apprenticeships means that in some cases, if the apprentice secures further employment to complete the apprenticeship programme, the new employer may have to agree to continue to co-fund the apprenticeship for the apprentice to continue and complete.



“ When you work with Blackpool and The Fylde College you are supported with passion and professionalism at every stage. Our learners consistently report positively on their experiences with the College and its tutors, and as a business we have an excellent working relationship.”

Blackpool Transport

KEY POLICIES & PROCEDURES

- + Positive Student Behaviour Policy
- + B&FC Health & Safety Policy
- + Equality & Diversity Policy
- + Anti-Bullying & Anti-Harassment Policy (Student)
- + Safeguarding Policy (Students and Apprentices)
- + Compliments, Complaints and Feedback procedure
- + IT Systems Acceptable Use Policy
- + Apprenticeship Strategy for Apprentices and Employers



FOR HIGHER & DEGREE APPRENTICES ONLY:

- + B&FC Higher Education Home Student Terms and Conditions.

Further information on these policies will be covered in your 'Welcome to your Apprenticeship' induction.

CAREERS ADVICE AND PROGRESSION OPPORTUNITIES

Once the Apprenticeship has successfully been completed, we will request qualification certificates (if applicable), and present these to you. The college's Skills Coach will also provide additional information on progression opportunities for further training and qualifications, relevant to the apprentice's work role and responsibilities.

Lots of useful information can be found within the B&FC career page in Student Life

Click here for - [Student Life](#)

Click here for - [Careers](#)

The College is always happy to provide impartial advice and guidance.

YOUR RIGHTS AND RESPONSIBILITIES

New Employees – As an Apprentice you have the same rights and responsibilities as all other employees within your company; this includes pay, working hours, holidays and sickness. Below are the main areas of rights and responsibilities.

Pay – If you are a new employee/apprentice, the employer will be responsible for paying the apprentice's wage, which will be at least the minimum Apprenticeship wage appropriate to the apprentice's age, i.e.

- + If apprentice is aged 16-18, the employer must pay at least the apprenticeship minimum wage.
- + If apprentice is aged 19+, the employer may pay the apprenticeship minimum wage, for the first year. After this date, the apprentice's wage will need to increase to the appropriate National Living/Minimum Wage for their age.

Rights - Apprentice's hours of work, holidays and sickness pay should comply with current employment legislation.

NEW AND EXISTING EMPLOYEES – APPRENTICESHIP AGREEMENT

This will be completed at the start of the apprenticeship programme. It is an official document setting out how the employer, and B&FC will support the apprentice to achieve their Apprenticeship. It includes information on the training the apprentice will receive, working conditions and any qualifications the apprentice is working towards, as well as End Point Assessment requirements.

MY APPRENTICESHIP: KEY INFORMATION

Apprenticeship Programme Title	
Planned Gateway Date (end of practical period)	
Planned EPA completion Date	
I have been given a copy of the assessment plan for my programme – including EPA grading	
I have been given a copy of my individualised OTJ Training Plan.	
End Point Assessment (EPA) Components -	
Workplace Mentor – Name	
Job Title	
Contact Number	
Email	
Skills Coach – Name	
Job Title	
Contact Number	
Email	

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Vodafone Group Services Limited

“We recently selected B&FC as Vodafone Group’s primary learning provider for our level 6 degree apprentices. The feedback B&FC received from current apprentices and partnering organisations was amongst the best for the Level 6 Digital and Technology Solutions Degree. Since engaging with B&FC they have been nothing short of brilliant and we are so happy to have brought them on board; I am sure they will provide a fantastic learning experience for our apprentices.”

CONTACT US

If you have any further questions or need additional help please email us on **business@blackpool.ac.uk**