

Plan for Involve Selection Ltd

Continuity of Apprenticeship

Training

Selection and recruitment: directly by the employer/ training provider; pre-set entry requirements may be used to screen entrants; this may involve selection interviews, work tasters and trial periods. Progression from school link/Young Apprenticeship courses for 14–16-year-olds is increasingly common.



Initial assessment: ascertains level of the apprentice on entry, identifies her/his potential to succeed with or without support, and the suitable level of programme and support needs. The assessment examines the job role to link to NVQ requirements, previous experience and qualifications; this may include occupational aptitude testing.

Induction by the employer and the training provider: the individual programme covers: employment rights and responsibilities; content and delivery of the training programme; health and safety; equality and diversity; safeguarding; assessment; internal verification; and appeals; often more than an initial block of induction. Further inductions are carried out between qualification levels or on changing job roles.



Appropriate programme chosen – individual learning plan drawn up: an individual learning plan (ILP) sets out how the apprenticeship framework will be achieved for each apprentice. It sets target dates for each NVQ unit, key skills, technical certificates and achievement of the overall framework. The ILP helps to determine timely success: it includes delivery and assessment methods, support, and additional qualifications/training opportunities. This is a ‘live’ document; it is used and updated continually throughout training so that everyone involved in training the apprentice understands their role.



On-the-job training and assessment: working for the employer generates assessment evidence; formal and informal training; placements within and outside the company to obtain experience and assessment evidence; mentoring by colleagues; attendance at trade shows; visits, participation in competitions, and manufacturer training. May include learning support visits. Work-based assessment may involve staff from the provider and/or employer as assessors; extra evidence by witness testimonies and work products.



Off-the-job training and assessment: includes teaching of theory, key skills and sometimes practical training, with assessment and preparation for external testing. May include industry visits, competitions, and manufacturer training. May also include regular day release, block release, special training days/workshops or may all be delivered on employer premises. May include learning support individually or in groups. Internal verification helps assure quality of assessment, both on- and off-the-



Reviews of each apprentice's progress and targets set: reviews establish clear links between on- and off-the-job training; they involve the apprentice, training provider and employer, and set and review targets against the ILP, updating it as necessary. Targets are set and broken down into achievable 'steps' in an action plan that may require action by the employer and training provider to support the apprentice. Targets keep apprentices on track to achieve, with action taken to tackle issues, provide assessment opportunities and review support arrangements. Target-setting occurs regularly, between weekly and monthly. At the 12-weekly contractual monitoring reviews, the focus is still on progress but also on the welfare of the apprentice, monitoring her or his health and safety and equality of opportunity. The reviews should include the apprentice, employer and provider's staff and be carried out in private in the workplace. Before the apprentice completes the ILP, opportunities for any further higher-level training and/or advances in employment are considered.