

2023
V3

Employer (Work Based) Responsibility & Expectation Policy

Policy Statement

At the Debut Academy we know that apprenticeship success and achievement is more likely following a full and comprehensive induction onboarding, delivering IAG regarding expectations throughout an apprentice's classroom and work based programme. We also recognise that Apprentices will flourish and succeed if their Employer is 'fully engaged' with their learning journey, with equal commitment towards equality & diversity and keeping them safe.

A Definition of Expectation

This document outlines specifics such as in work place support, guidance, the extent of Employer engagement, and following specific criteria regarding communication, review, appraisal and disciplinary matters. Effective partnership with Debut Academy and the apprentice's parent/guardian and support mentor (if applicable) is essential throughout the whole of their programme.

Responsibility and Authority

Debut Academy has ultimate responsibility for overseeing all aspects of apprenticeships and will ensuring learning, equality, safeguarding and health and safety is effective, robust, and reviewed on a regular basis.

The designated Apprenticeship personnel are:

Centre Managers

Kersti Harding (Brentwood Academy)

Charlotte McHiggins (Wickford Academy)

Bobbie Hales (Stanford Le Hope Academy)

Carla Hales - for Ware and Sidcup Centres

The above senior staff will deal with any queries and matters relating to apprentices at specific centres, as well as:

Grace Ogden - Apprenticeship Coordinator

01268 560552

graceogden@debutacademy.com

The Apprenticeship Framework

As an apprentice commits to a 9, 12, 15 or 18-month apprenticeship they are agreeing to complete a framework consisting of the following elements:

- Knowledge based element
- Competence based element
- Transferable skills (Functional Skills)
- Employee Rights and Responsibilities
- Personal, Learning and Thinking skills

These elements combine on-the-job training, with learners spending time in a business working towards a work-based qualification and time with a training provider working towards a technical qualification and transferrable skills.

Employer Agreement

Employers who engage the services of Debut Training Academy to market their vacancies are required to sign an agreement and agree with our terms and conditions.

Safeguarding Apprentices

- To ensure that the Employer's responsibility towards safeguarding is paramount and a priority for their apprentice(s), have an underpinning knowledge of safeguarding and any gaps are filled.
- To always embrace and facilitate a safeguarding culture within their own business.
- To engage and be responsive to any Debut Academy policy or communications regarding Safeguarding and Child Protection.
- To be proactive towards looking at the Employer Padlet (Safeguarding Zone) and/or have an awareness of the safeguarding bulletins posted up by Debut.
- To be proactive in attending Employer networking events to receive ongoing updates relating to safeguarding, this may include reading the Safeguarding Manual or Employer Guide which incorporates key safeguarding topics.
- To broaden the awareness of the Safeguarding by displaying posters supplied by Debut Academy or discussing this topic at staff meetings or apprentice appraisal reviews.
- To be proactive in seeking appropriate information, guidance and reporting any safeguarding or welfare concerns promptly regarding any safeguarding matter using the correct referral processes.
- To ensure they are aware of Debut's commitment to safer recruitment, ensuring those who work with their Apprentice(s) meet the policy guidelines.

Employers should be proactive in ensuring any concerns relating to their apprentice are reported immediately to Debut Academy's Designated Safeguarding Lead (Linda Edwards). Referrals for concerns can be promptly sent through by either calling 07774 096187 or using the links below to the specific referral forms:

[Safeguarding Referral](#) [Welfare Form](#)

PREVENT Strategy Awareness

- To ensure that the employer's responsibility towards PREVENT Duty is paramount for their apprentice(s), have an underpinning knowledge of PREVENT and any gaps are filled.
- To embrace and facilitate a culture to reduce the risk of radicalisation and extremism within their own establishment and beyond.
- To engage and be responsive to any Debut Academy policy or communications regarding PREVENT
- To complete a short online interactive awareness course on PREVENT and refresher training (if provided)
- To be proactive in attending employer networking events to receive ongoing updates relating to PREVENT.
- To broaden the awareness of the PREVENT strategy by displaying posters supplied by Debut Academy or discussing this topic at staff meetings or apprentice appraisal reviews.

Fundamental British Values Strategy Awareness

- To ensure that the employer's responsibility towards FBV is paramount for their apprentice(s), have an underpinning knowledge of FBV and any gaps are filled.
- To engage and be responsive to any Debut Academy policy or communications regarding FBV .
- To be proactive in attending employer networking events to receive ongoing updates relating to FBV.
- To broaden the awareness of the FBV strategy by displaying posters supplied by Debut Academy or discussing this topic at staff meetings or apprentice appraisal reviews.

Equality & Diversity Awareness

- To ensure that the employer's responsibility towards E&D is paramount for their apprentice(s), have an underpinning knowledge of E&D and any gaps are filled.
- To engage and be responsive to any Debut Academy policy or communications regarding E&D
- To be proactive in attending employer networking events to receive ongoing updates relating to E&D
- To broaden the awareness of the E&D strategy by displaying posters supplied by Debut Academy or discussing this topic at staff meetings or apprentice appraisal reviews.
- To be proactive in understanding their apprentice's individual personal needs, support them throughout their programme.

Employers should fulfil the following elements

- To employ the apprentice on PAYE for minimum of 30 hours and abide by the Government guidelines on pay scales. Employers may pay more than the minimum rate and offer incentive target bonuses or additional hours as required.
- Take part fully in an induction onboarding relating to the work placement location with Debut staff.
- To be present when Debut carry out a full health & safety induction relating to the work placement location and ensure they carry out regular risk assessments and meet all premises requirements regarding fire checks.
- To ensure they have up-to-date Public Liability Insurance.
- Integrate the new apprentice into the workforce and make them aware of the skills of the other staff members, information of direct line managers and who will mentor them.
- To complete and provide the apprentice with a full Job Description, detailing clear roles and responsibilities.
- To complete and provide the apprentice with a Contract of Employment, detailing hourly rate, working hours, holiday entitlement, review date(s)
- To ensure the apprentice is always supervised by an appropriately trained member of staff.
- Be responsive and supportive towards learner qualification workload, allowing the apprentice time during work hours to complete assessments or theory work as required.
- To be proactive in ensuring the apprentice's tutorials are attended and that their work commitments do not impact on their learning.

- To provide a good line of communication between Apprentice, Tutor, Learning Mentor (if applicable), Apprenticeship Coordinator & Parent/Guardian always.
- To promptly take part and complete any surveys to provide Debut with regular feedback on service delivery.

Changing Working Hours or Duties

It is essential that Employers hold a meeting with the apprentice to fully outline any changes to their original job description, to discuss all areas and allow the apprentice to agree or provide any input as necessary. A revised Job Description and Contract of Employment should be issued as soon as possible after this meeting. A copy of both should be provided to Debut to retain on the apprentice's file.

If an apprentice's working hours are reduced, this could impact on the period of their apprenticeship programme, and it may be extended over a longer duration. The apprentice must have specific details of why their hours have been reduced and the period this will be in place (e.g., for 1 month due to downturn in customers). The employer should try to ensure the apprentice's hours return to their original set hours as quickly as possible to minimise the financial impact on the apprentice, which could potentially lead to them leaving the apprenticeship programme and their employment.

Health & Wellbeing

The Employer or Supervisor who is mentoring the Apprentice should be aware that the Apprentice's health and wellbeing is always considered. This includes ensuring they have sufficient rest breaks in accordance, promoting healthy eating and drinking. Wellbeing can also include mental health and personal support. Employers can refer to Debut's Health & Wellbeing Policy for further guidance.

Break in Learning (BIL)

An apprentice may take a break (or pause) in learning so long as they intend to return to the same apprenticeship programme. The decision to take a break in learning, the reason for the break and its expected duration must be agreed with the employer. Reasons for a break in learning could include change in work circumstances, medical treatment, parental leave or leave for other personal reasons. As soon as it is known that an apprentice is temporarily unable to continue with their apprenticeship, they (or their employer) should contact Debut apprenticeship team to agree the duration of the break.

Debut Academy will complete a BIL form and make provision to 'check-in' with the apprentice who is on the BIL. Continuous contact and communication are key to ensuring the apprentice feels fully supported until such time they can resume their apprenticeship. It is important, therefore, that employers are equally supportive and understanding so that the apprentice does not feel under pressure or stress to resume their employment when they are not completely ready. Support during a BIL may comprise the following:

- Pastoral care, personal and emotional support, counselling support.
- Help with getting back to work skills (if the BIL is due to loss of employment)
- Safeguarding support

Debut apprenticeship team will periodically keep the employer notified of any important updates on their apprentice as well as a date when the BIL will cease. A return to work meeting may also be conducted between the apprenticeship team, apprentice and employer.

Allowing Learner Performance Progression

Employers should recognise that the NVQ qualification is a three-way process, involving the Assessor, Employer and Learner Apprentice. It is vital that the employer understands and helps the learner to meet all performance targets or skills activities required of their qualification.

It is therefore recommended that the Employer support Apprentices by observing the following:

- Helping the Apprentice to build a client base or booking in clients for practice of practical treatments.
- Allowing the Apprentice adequate and frequent opportunities to practice treatments to refine their skills in the workplace, helping them to obtain models if required.
- Allowing the Apprentice opportunities within their working hours for mandatory in-workplace assessments with their Tutor
- Allowing the Apprentice time within their working hours to undertake mandatory review meetings with their Employer and Tutor (including parent/guardian if required)
- Helping the Apprentice to continuously improve their skills and performance by recommending targets - ensuring they are achievable.
- Helping the Apprentice keep motivated within their work placement, by providing feedback, guidance, mentoring, learning of new skills and providing opportunities to take on additional responsibilities and duties to promote higher self-esteem and job satisfaction.
- Allowing the apprentice to have ongoing knowledge of how their performance is progressing with regular appraisals, with possible wage increase or incentive bonuses
- Employers/Supervisors in the workplace should openly encourage regular in-house training with their apprentice so that they are actively practising the skills they are learning in the classroom. These can also be considered case study practice and evidence can be uploaded to the apprentice's BUD learning portal.
- Employers/Supervisors should mentor or provide another qualified staff member to mentor their apprentice, so they are continually learning and improving their skills.
- When practical learning (treatments) is delivered in the workplace, a model should be available for the apprentice to practice on when training is delivered. This facilitates learning at its best so that any demonstrations provided by a mentor can be performed on a model and the apprentice can observe the training and then perform them on the model to demonstrate knowledge has been taken onboard. Apprentices should not receive training where they are the model.
- When models are required for practical training in the workplace, this may be either arranged by the workplace themselves or the apprentice can find a model. If the apprentice cannot secure a model, the workplace should actively help by advertising for one in advance to support planned training.

- Feedback from in-house training will be requested during the regular workplace reviews that are conducted by the tutor. Feedback from employers on recent training and the impact of it is necessary to plan future training and ensure the apprentice continues to progress well.

Reviews

Throughout the duration of an apprentice's learning programme, the Tutor will set designated dates for tripartite progress reviews. These may be conducted between the Apprentice and Tutor and at other times include the Employer or Supervisor from the workplace. These three-way meetings provide a continued and open flow of information between the Training Provider and the Employer. The Tutor is able to give an up-to-date progress review to the Employer and provide valuable advice and guidance on how the Employer can best support the Apprentice within the workplace. It is therefore vital that the Apprentice ensures that each review meeting is attended, preparing their input into it, with SMART targets and reviewing their own progress and achievement. Employers are expected to action anything within a review in a timely manner, including providing feedback, signing off the review and alerting the tutor or Debut Academy of any matters such as additional training requirements.

Apprentice Management & Disciplinary

The Employer should make sure their apprentice's role and responsibilities in their Job Description or Contract is comprehensive so that expectations are set from the beginning of the apprenticeship programme.

Employers should refer to the Employer Guidance Policy on Disciplinary for Apprentices in the first instance so that the correct procedures are followed, and they also adhere to the Employment Rights Act 1996. Debut Academy cannot provide specific advice if an employment issue arises and would recommend employers seek guidance from ACAS in any matter. If the apprentice fails to meet any of their responsibilities and a meeting is held to draw their attention to any issues, this should be documented fully and followed up with a letter from the employer, providing a copy to Debut's Apprenticeship team and their tutor.

Debut Academy's guidance regarding performance and disciplinary procedures should always be followed when disciplinary meetings are set, allowing the apprentice to have a representative present (as applicable).

Therefore, unless the matter is considered 'gross misconduct' the employer should go through the process of verbal warning, written warning, and final warning. At each meeting a email or letter should be sent to the apprentice to reiterate points raised and any specific actions the apprentice has been asked to comply or complete.

Apprentice Progress

Progress of apprentices is managed by BUD - this is clearly seen by the progress bar which provides the following:

- Programme duration progress bar
- Programme activities bar
- Planned Off-the-Job progress bar
-

Bud progress can also show:

- Activities that have been set
- Activities that have been completed
- Activities that are overdue completion
- Activities in progress

Lessons

Each lesson that is pre-planned by the Assessor based on a scheme of work. Lessons are planned throughout the apprenticeship programme to ensure the qualification is delivered to the standards set out by HABIA and to allow for theory, practical and skills training, incorporating any adjustments for learner's individual needs.

Apprentices must endeavour to attend each lesson for its full duration to ensure there is consistent and regular contact with the Assessor and learning is progressing. Lessons may be conducted at the workplace, over zoom or at the training Center. Every apprentice programme/timetable is planned from a scheme of work, which will set out a clear timescale for the modules of the course to be covered, resources, suggestions for learning activities, planned differentiation and assessment activities. Lessons with Assessors should be scheduled at durations of at least weekly (day release), depending on scheme of work and additional aims to be delivered.

Employers may, from time to time, find it necessary to ask the apprentice to attend work instead of their lesson (due to staff cover), however, this must be kept to a minimum so this does not impact on the apprentice's learning.

Absence from Lessons or Workplace Meetings

If either the Apprentice or Assessor is unable to attend a scheduled lesson (whether it is within the workplace or training Center) either party must follow the absence notification guidelines set out in Debut's Attendance, Lateness & Punctuality Policy. It is advised that the Assessor either sends the apprentice the work they missed to complete or books an additional lesson date to compensate for tutoring hours lost. It is also recommended that the Assessor contacts the Apprentice at the earliest opportunity near to the date of absence to assess workplace progress, provide any work assignments and gather feedback from the apprentice on their learning progress.

Additional Support

Apprentices that require any additional support may be scheduled to meet with their Assessor on a more frequent basis. Please refer to Debut's Learner Support Policy for further clarification.

Homework & Work Set by the Assessor

During an apprentice's learning programme there will be a considerable expectation towards completing work set by their Tutor, whether it is research, practical case study practice, assessments, revision prior to exams or completion of workbooks. An apprentice is expected to time manage their workload to ensure they continue to keep to deadlines or targets for work set. Extensions to deadlines will be considered if an apprentice has been unable to fulfil their workload. Employers will be reminded of their commitment to ensure that Apprentices are given ample opportunity to complete their work, whether it is case study practice or in workplace assessments.

Employer Non-Compliance with specific expectations

If a matter is found from observation, disclosure or other means that indicates that an Employer is not meeting the expectations and guidelines in this policy the first course of action will be an investigation by the Centre Manager where the apprentice attends.

If it is found that the matter is upheld, the Apprenticeship Manager will ask for a formal meeting with the Employer to raise the issue(s) that they are of concern. They will be notified of any impact of non-compliance so they understand the importance, provided with measures to rectify any problem and an action plan deadline (agreed by both parties) that they will be expected to resolve everything. A second meeting will be held to confirm that all issues are resolved and therefore no further action is taken.

If the Employer fails to comply with Debut's requests detailed on an action plan by the reasonable deadline or agrees to comply at all after the first meeting, then this may involve the apprentice being withdrawn from their workplace with minimal notice (only as a last resort). Debut will try to negotiate and work with the Employer to obtain a satisfactory conclusion but if this fails, they will find an alternative placement for the apprentice to lessen any impact on their learning programme. Debut will not work with Employers who are unsupportive to apprentices, put them at risk or do not ensure the working environment is inclusive, free from bullying & harassment.

Complaints/Guidance

If an Employer wishes to raise any important matters or ask for guidance, they must go through the correct line management detailed below. Employers must observe and follow Debut's policies available on their website in order that procedures are followed correctly.

Matter relating to their Apprentice's performance - first line of contact is the Apprentice's Tutor (using their email contact) or calling 01268 560552

Matter relating to a Debut Tutor/Staff member's performance/service – first line of contact is Zoe Jones (Head of Apprenticeships) email: zoer@debutacademy.com or calling 01268 560552.

Linked Policies

Please refer to Debut's linked policies below for additional information regarding Employer Responsibility and Expectation standards:

- Apprentice Expectation Policy
- Code of Conduct – Learners Policy
- Complaints Policy
- Counselling Policy
- Communications Policy
- Confidentiality & Disclosure Policy
- Disciplinary Policy
- Employer Guidance Policy on Disciplinary for Apprentices
- Equal Opportunities & Inclusion Policy
- Guidance Policy
- Health & Safety Policy
- IAG Policy
- Learner Support & Super group Policy
- Learner Safeguarding & Safeguarding Vulnerable Adults Policy
- Learner Positive Behaviour Management Policy
- Lone Worker Policy
- Mentoring – Learner Policy
- PSED Support Policy
- PREVENT Policy
- Questionnaire & Feedback Policy
- Review & Appraisal – Learner Policy
- Safer Recruitment Policy
- Skills for Life/Transferrable Skills Policy
- Teaching & Learning Policy
- Termination of Work Policy
- Work Related Stress Policy
- Whistle Blowing Policy

Policy Revision

Issue 08- Updated June 2024

Revision Date – June 2025