

**Paramedic Degree Apprenticeship**

**Employer and Mentor Handbook**

**Providing guidance and support**

**for staff supervising students undertaking**

**Higher/Degree Level Apprenticeships**

This handbook provides basic guidance for Employers and Mentors involved in supervising learners for the work-based learning element of their Higher/Degree Level Apprenticeship. This may be through discussions, questioning, skills acquisition, the sharing of knowledge and the formal tripartite reviews.

This guidance should be read alongside the Programme Specification and Programme Handbook for the specific Apprenticeship, along with the relevant Apprentice Standard document.

The formal academic regulations applying to the programme are the University of Cumbria Academic Regulations, accessible at the [Academic Quality and Development Service website](http://www.cumbria.ac.uk/about/organisation/professional-services/academic-quality-and-development/) and the Programme Specification which can be found on the Programme Blackboard site.

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**1. Employer Responsibilities**

All Apprenticeships are funded wholly or in part by the Education and Skills Funding Agency (ESFA). In order to be eligible for funding, employers are required to undertake certain responsibilities which are set out in ESFA’s Apprenticeship **Funding: Rules and Guidance for Employers Aug 2019 – July 2020, Version 2, January 2020.** A full version of the rules is available using this link:

 <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/696505/Employer_rules_v3.pdf>

In summary, these rules state that an employer must:

* Employ the Apprentice, giving them a contract of employment that is long enough to complete the apprenticeship in a role that gives them the opportunity to gain the knowledge, skills and behaviours needed to achieve the apprenticeship standard
* If you are a levy payer, you must record the apprenticeship on the SFA’s Apprenticeship Service website. (The University of Cumbria can assist with this)
* Pay the Apprentice a legal wage for all activity on the apprenticeship, including days attending formal lectures
* Have a signed apprenticeship agreement between you and the Apprentice setting out each other’s responsibilities. (The University of Cumbria can provide the template of a suitable document for this purpose)
* Sign a commitment statement setting out the responsibilities of the Employer, the Apprentice and the Apprenticeship Training Provider. This document will be produced by the University of Cumbria. The Mentor should ensure that the Commitment Statement is used as the main reference point to meeting the requirements of the apprenticeship ( see further detail on p6)
* Provide the Apprentice with support to allow them to carry out their role. This means supervision and mentoring in the workplace
* Aim to retain the Apprentice in a job after their apprenticeship. Where this is not possible you and the training provider MUST support the Apprentice to gain alternative employment
* Allow the Apprentice to complete off the job training associated with the apprenticeship in their normal work hours which must represent a minimum of 20% of their work time and can NOT include any of their normal work duties
* If the Apprentice also needs to complete functional skills in Maths and English, you must also allow them to complete this in normal working hours. This does NOT form part of the 20% off the job training time
* Pay Apprentices on part time or on zero hours’ contracts, for the time spent in training for the apprenticeship and extent of the minimum duration of the apprenticeship
* Not ask the Apprentice to fund any part of their apprentice training. Note, an employer cannot reclaim any funding from them if the Apprentice leaves employment before the end of the apprenticeship
* Engage in regular Tripartite reviews of progress involving the Apprentice and the University of Cumbria. These will take place at least every 10 weeks and usually more often
* Allow the Apprentice to complete the End Point Assessment
* Select an End Point Assessment Organisation in discussion with the University

In addition, there is a specific legal responsibility on the employer and University to safeguard Apprentices from harm and prevent them from being involved in extremism and radicalisation. This is set out in Section 26 of the Counter-Terrorism and Security Act 2015, which places a duty on certain bodies, listed in Schedule 3 of the Act, to have *‘due regard to the need to prevent people from being drawn into terrorism’*.

As an employer, this means you MUST:

* Alert the University of Cumbria to any concerns regarding your Apprentice to allow us to explore what the causes might be
* Provide opportunities for employees to discuss their own concerns about extremism, events in the news and about British values
* Be alert to any changes in your Apprentice’s behaviour, that in your professional opinion, gives you cause for concern

A more detailed explanation of Safeguarding and Prevent is provided in section **9** of this handbook.

**2. The Apprenticeship Journey**

Apprenticeships are designed to take individuals from being new entrants, into a career to full competence over the duration of the apprenticeship. They combine classroom-based theory learning with work based practical learning where new skills and knowledge are put into practice. Over time, this leads to the development of competence. The workplace is also where the required behaviours are developed.

The skills, knowledge and behaviours required to demonstrate competence are set out in the relevant Apprenticeship Standard *(a copy of the relevant standard is attached in* ***Appendix D*** *to this handbook)* and it is the responsibility of the Employer and Work Based Mentor to support the Apprentice’s development in the workplace by:

* Providing opportunities to put learning into practice (e.g. projects)
* Coaching the individual in new skills
* Mentoring and provision of advice and guidance
* Monitoring and reviewing progress in a structured way against the Apprenticeship Standard to decide when an Apprentice is ready to take the End Point Assessment

The End Point Assessment is a mandatory part of all apprenticeships where the individual Apprentice’s competence is assessed by an independent assessor against all of the Skills, Knowledge and Behaviour requirements set out in the Apprenticeship Standard.

The Apprentice’s journey is illustrated in the following flow chart:



The diagram shows that the work-based element of the apprenticeship runs in parallel to the classroom based element and compliments it. Overall progress in both areas is discussed in the 10 weekly tripartite review involving the Apprentice, a University representative and the Work Based Mentor. The structure and content of the tripartite review is explained later in this handbook.

**3. What is Work based Mentoring?**

Mentoring is a valuable developmental activity, implemented in many organisations to provide guidance and support to either new staff members, or those developing their skills, expertise and knowledge to broaden their career path.

In the context of Higher and Degree Level Apprenticeships, work-based mentoring or coaching will involve a combination of formal 1:1s, informal chats and day-to-day contact between the Mentor and the Apprentice. There is no ESFA or University prescribed pattern for this contact, nor the format and number may vary from one employer to another. However, they need to be regular and have the following elements in common:

* Discussion of learning gained from the classroom-based input
* Agreeing how that learning can be applied in the workplace
* Agreeing opportunities to put the learning into practice (e.g. specific projects or responsibilities)
* Setting targets for work to address specific elements from the Apprenticeship Standard (Skills, Knowledge and behaviours)
* Reviewing and recording progress and performance against targets
* Reviewing and recording progress against the skills, knowledge and behaviours in the Apprenticeship Standard
* (At a point towards the end of the apprenticeship) Agreeing and recording that the Gateway Criteria for the End Point Assessment has been met and that the Apprentice is ready to take the assessment

University of Cumbria staff will be able to assist employers with their approach to considering these elements and an example template of areas to discuss and record is included in **Appendix A** of this handbook, which may be of use.

**NOTE! Whilst the provided template is not mandatory, it is essential for the employer to keep a written record to be able to demonstrate the Apprentice’s progress in-between the 10 weekly tripartite review meetings. The work-based experience and record of learning is a formal part of the apprenticeship that must take place in order for the apprenticeship to be completed**

The learner has to demonstrate specific competencies (**Knowledge, Skills & Behaviours)** throughout the apprenticeship programme, and their progress will be regularly monitored by the University through the formal **Tripartite Review** process (An example of the paperwork used is in appendix B of this guide). Completed Tripartite Review meetings summarise all aspects of the Apprentice’s progress in the previous 10 weeks including the work based mentoring element and a copy of the notes will be kept on the Apprentice’s student file as evidence of progress throughout the apprenticeship.

First Meeting:

A typical first meeting between a Work Based Mentor and an Apprentice might consider the following areas:

1. The relationship between Mentor and learner
2. Expectations of each other
* What the learner needs and what the Mentor is able to offer
* Preferred ways of learning and giving/receiving feedback
* How mentoring meetings will be facilitated
* How (and when) progress will be reviewed and recorded
1. Practicalities
* Frequency, duration and location of meetings
* Confidentiality and boundaries limits
* Managing cancellation/missed meetings
* Communication between meetings
1. Career path to date
* Looking at achievements and learning to date
* Consideration of where the learner is now, and where they want to be in future

By the end of the first meeting, there should be an agreed understanding of the areas likely to be discussed and how you will work together and communicate with each other.

On-going Support for the Learner

This should typically include:

* Induction and specific training sessions
* Clarify goals of the learner
* Offer knowledge and share experience and advice
* Offer fresh perspectives
* Listen and provide (non-judgemental) support
* Ask questions and encourage active learning and exploration
* Provide feedback that is challenging and empathic
* Allow learner to take initiative for their learning experience
* Provide opportunities for observing other staff
* Allowing interviews to take place with key staff
* Providing resources/uniform/safety equipment
* Provide relevant health and safety information and training
* Notify the University of any accidents involving apprentices
* Recording/reporting to the apprentice and/or University as appropriate
* Provide opportunities to meet specific learning outcomes
* Maintain professional boundaries and confidentiality

This list is intended as a guide and it is not suggested that all of these areas are covered in every meeting.

Other key areas of the Mentor role include:

Commitment Statement

The Mentor should ensure that the Commitment Statement is used as the main reference point to meeting the requirements of the apprenticeship. This should be used in Tri-partite reviews to:

* Check progress against the 20% ‘off the job’ learning
* Assess impact and achievements
* Check responsibilities are being met
* Reiterate ongoing support
* Action plan and to review queries/issues
* Evaluation and impact review

Monitoring attendance

Apprentices are required to spend a minimum of 20% of their work time involved in ‘*off the job’* learning. This means that attendance in the workplace, and at the University, is important. The Mentor should keep records of any *‘off the job’* learning that the Apprentice is involved in. If the Apprentice is unavoidably absent for a long period of time, their apprenticeship may need to be extended to cover the minimum duration required, or they may have to make up additional *‘off the job’* learning hours before being put forward for end point assessment.

Assessment of work-based learning

The work-based learning components of the Apprenticeship programme will complement the University taught components to allow apprentices to demonstrate the meeting of the relevant Apprenticeship Standard. The programme specification will provide further detail on how work-based learning is assessed (for example, within the Module Descriptor Forms (MDFs)), including any contribution to End Point Assessment. It will also provide detail on how the work-based learning integrates with academic learning so that apprentices can be clear on learning outcomes specifically in respect of the workplace.

Learning outcomes of work-based learning may include professional competencies. All apprentices, regardless of disability, may need to be able to meet the professional competencies that are required by the different professions, which are subject to national regulations and criteria. The University is not required, and is unable, to adjust the required professional competencies or level of competency. Individual guidance is available on reasonable adjustments that may be available to support the learner to meet the relevant professional guidelines. The University is supportive of providing reasonable adjustments related to assessment methods/demonstrations of the required skills and/or learning outcomes. Further detailed information will be available in section 3 of the Programme Handbook.

Tripartite Review

You will be involved in formally assessing progress of the Apprentice’s work-based learning through 10 weekly tri-partite reviews involving the Apprentice, yourself and the University tutor. The areas to be included in this review are set out in the 10 weekly ‘Learner Review & Progress Summary’ in **Appendix B** of this guide.

Contact with the University Link Tutor

The University Link Tutor will have contact with you periodically, to ensure that the academic learning outcomes are being progressed satisfactorily alongside work-based learning elements of the programme. If you have any questions which need an immediate response, please contact the Link Tutor.

What happens if there needs to be a change of Mentor?

If, in exceptional cases, there needs to be a change of Mentor, steps must be taken between the out-going Mentor, the new Mentor and the University Link Tutor to ensure that the new Mentor is fully briefed (eg on progress, outstanding issues, areas for follow up action).

1. **4. How to get the most out of mentoring sessions**

## The mentoring relationship will be underpinned by good communication skills, on both sides, where there is evidence of the following:

* Saying (giving information)
* Listening (and checking understanding)
* Asking (for clarification and further investigation)
* Summarising (reaching conclusions)
* Recording (To demonstrate and recall progress)

The framework below provides a useful model for supporting the learner towards further development of knowledge, skills acquisition and action.

1. **5. Benefits of Mentoring**

There are a number of benefits of mentoring to both the Learner, the Mentor and the organisation:

 **Learner** **Mentor** **Organisation**

Increased productivity

Improved staff engagement

Retention of skilled workforce

Increased job satisfaction

Increased self-awareness

Motivation and confidence

Greater clarity of purpose and productivity

Increases organisational knowledge

Improved skills

Driver for future career

New perspectives

Engagement with realities and challenges of junior staff

Development of interpersonal skills

Contribution to wider organisational goals

Personal satisfaction

**6. Responsibilities of others involved**

Responsibilities of the Learner and University Link Tutor will be clearly set out in the Programme Handbook.

1. **7. Health and Safety**

The primary responsibility for meeting statutory health and safety requirements within a placement remains with the employer. Apprentices are therefore employees and are owed a duty of care. Full details on health and safety can be found in the Programme Handbook.

1. **8. Additional Information**

**Responsibilities for Prevent and Safeguarding**

Universities that receive funding for apprenticeship training have a duty under the law to safeguard their apprentices to keep them safe and within the law. The PREVENT duty is not about preventing apprentices having political and religious views and concerns, but about supporting them to use those concerns or act on them in non-extremist ways.

**What is the Prevent Duty?**

Section 26 of the Counter Terrorism and Security Act 2015 places a duty on certain bodies, listed in Schedule 3 of the Act, to have ‘*due regard to the need to prevent people from being drawn into terrorism’*. These statutory bodies include Education, Health, Social Care and Police.

**What is Extremism?**

The government has defined extremism in the Prevent Duty as ‘*vocal or active opposition to fundamental British Values’*. This also includes calls for the death of members of the British armed forces. Extremism and radicalisation might include; violent Islamist groups, the extreme right wing and other causes.

**Radicalisation**

The process by which a person comes to support terrorism and extremist ideologies. “*Radicalisation is a vague and non-specific word which different people may use to mean different things … this nation and our culture are tolerant of religious diversity …”* Justice Holman, March 2014

**What are the signs of vulnerability?**

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include:

* Loneliness or isolation leading to negative influence from other people or via the internet
* Drugs, gangs, violence and crime against them or their involvement in crime, eg race/hate crime, anti-social behaviour etc
* Family tensions and breakdown, poverty, homelessness and lack of self-esteem
* Personal or political grievances or recent political or religious conversion
* Sexual exploitation, physical or mental abuse

**What is the University’s role?**

The University of Cumbria has a legal responsibility under the Prevent Duty to make sure that:

* All staff have undertaken training in the Prevent Duty
* We are aware of when it is appropriate to refer concerns about apprentices, learners or colleagues to the University’s Designated Safeguarding and Prevent Lead
* College staff, working with its partner organisations and employers, exemplify British values of ‘*democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs’* into their practice

The University has a statutory duty to ‘*prevent people from being drawn into terrorism’* and as such, we need your help and support to comply with this duty. Many of the things we already do at the University of Cumbria help learners to be positive, happy members of society, and these include:

* Exploring other cultures and religions and promoting diversity
* Challenging prejudices and racist comments and behaviours
* Developing critical thinking skills and a strong, positive self-identity
* Promoting spiritual, moral, social and cultural development

We provide learners with information so they understand how to protect themselves from extremist views contrary to British values, which they may encounter, now or later in their lives, helping to keep themselves safe.

We use a range of methods to protect learners from the risk of radicalisation, such as: embedding British values into our teaching and learning practice; monitoring of online activity; ensuring all staff have received training and by vetting visitors who deliver sessions. All our staff are subject to DBS (Disclosure and Barring Service) checks.

The University has access to a range of support services, both internally and externally, which include: Drug, Alcohol and Health Awareness, Careers and Employability Support, Education and Training Support, Special Educational Needs and Disabilities Services, Life and Social Skills Development, Mentoring and Counselling.

Where staff have concerns, they would report them to the University’s Designated Safeguarding and Prevent Lead, who would then determine what course of action to take and whether or not to make a referral to Channel. We ask that employers do the same.

**What is Channel?**

Channel is a programme that provides support to people who are identified as being vulnerable to being drawn into terrorism or extremism. It is a supportive approach and operates in the pre-criminal space. The programme uses a multi-agency approach to protect vulnerable people by:

* Identifying individuals at risk
* Assessing the nature and extent of the risk
* Developing the most appropriate support plan for the individuals concerned

**Employer’s responsibilities explained**

You have a responsibility to:

* Alert the University of Cumbria to any concerns regarding your Apprentice to allow us to explore what the causes might be
* Provide opportunities for employees to discuss their own concerns about extremism, events in the news and about British values
* Be alert to any changes in your Apprentice’s behaviour, that in your professional opinion gives you cause for concern

**Reporting Safeguarding or Prevent concerns involving an Apprentice**

If you have a concern, would like more information or have any questions, please contact your Apprenticeship Co-ordinator on Peter.Train@Cumbria.ac.uk or alternatively call Student Support Services on PAd.Lancaster@cumbria.ac.uk

The following sources may also be useful for further information:

1. HM Government Prevent duty guidance: for England and Wales - [*www.gov.uk/government/publications/prevent-duty-guidance*](http://www.gov.uk/government/publications/prevent-duty-guidance)
2. What is Prevent? Let’s Talk About It - [*www.ltai.info/what-is-prevent*](http://www.ltai.info/what-is-prevent)

Extremism takes many forms and some of these may be a greater threat in some areas. Your local council and police will be able to advise you if you have specific concerns or questions.

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| --- | --- |
| **Appendix A** | **Sample Weekly/Fortnightly Work Based Mentor 1:1 Record Template for use by the employer**  |

|  |  |  |
| --- | --- | --- |
| **Date of Meeting** |  | **Signatures** |
| **Mentor name** |  |  |
| **Apprentice Name** |  |  |

|  |
| --- |
| **Learning/topics from this week/month’s classroom input** |
|  |
| **Work/Projects currently involved in** | **Relevance to topics in classroom/Apprenticeship Standard** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Other off the job training undertaken (e.g. formal training or other tasks)** |
| **Topic/subject** | **Time taken to complete** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Action Plan:****Specific Work to be undertaken to apply learning from the classroom element. No more than 4** |
| **Action** | **Relevant to Apprenticeship Standard** | **By When** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| **Review of any Previous Action Points:** |
| **Action** | **Progress** |
|  |  |
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| APPENDIX B - University of Cumbria Higher Level/Degree Apprenticeship Workplace Learner Review and Progress Summary |  |
| NOTE – This document forms a record of progress with an individual’s apprenticeship and may be audited by the Education and Skills Funding Agency (ESFA) as part of their monitoring and audit process to ensure provision of high quality apprenticeshipsAll sections of this document must be completed for each review. Reviews to be no more than 10 weeks apartCompleted Copies must be sent to PAd for storage on the Apprentice’s File |
| **Company Name:**  |  |
| **Apprentice Name:**  |  |
| **Apprenticeship name**  |  |
| Work based Supervisor/Mentor |  | Visit date |  | Next visit due date |  |
| REVIEW OF PREVIOUS TARGETS |
| Targets | Progress | Met/Not met |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| REVIEW OF PROGRESS OF ELEMENTS OF Apprenticeships Standard | Planned End Date |  |
| Area for review | Comments and actions |
| English Functional Skills Progress | % complete & target date |  |
| Maths Functional Skills Progress | % complete & target date |  |
| Attendance & timekeeping | In Work | Good | Satisfactory | Poor |  |
| In University | Good | Satisfactory | Poor |  |
| Progress with Qualification(Enter details) | % complete & target date |  |
| Progress with any required additional qualification(Enter Details) | % complete & target date |  |
| Record any Off the Job learning undertaken in the workplace since the last review | Number of Day/Hours “off the Job” | Description of Activities |
| Progress with Skills |  |  |
| Progress with Knowledge |  |  |
| Progress with Behaviours |  |  |
| ON TARGET  | YES / NO | Actions needed to be taken |
| AT RISK | YES / NO |
| FOLLOW UP TARGETS |
| SMART MILESTONE TARGETS | How will target be achieved | By when |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| APPRENTICE COMMENTS & PASTORAL CARE/ISSUES (Confirm learner is receiving additional support if required.) |
| In this box record a summary of progress and performance at work that can include:* Work/projects undertaken
* Off the job learning
* Successes/Learning
* Issues
* Problems
 |
| Workbased Supervisor Comments |
|  |
| University Tutor Comments |
|  |
| Record any Health and Safety, Ethics or Confidentiality issues below: |
|  |
| Safeguarding and Prevent – Are there any safeguarding or prevent issues that have not been dealt with in the workplace?Please indicate yes or no in each review meeting. If yes record comments and then take action in line with UoC’s safeguarding policy |
| YES/NO |
| Record any feedback or comments from the English and Maths provider below where applicable: |
|  |
| The undersigned confirm that this is an accurate record of the 10 week review and of the named Apprentice’s progressAs a learner I confirm that my standard working hours are 30 or above per week. (if not record details giving dates and reasons.) |
| Visitor/assessor signature  | Learner signature  | Supervisor signature  |
| This section to be completed when the Gateway for End Point Assessment achieved | YES / NO | If yes, record evidence (Note, Specific EPA requirements for the standard being worked with should be cut and pasted into this box for each review) |
| The undersigned agree that the Apprentice has now achieved the gateway criteria for this apprenticeship and is ready to undertake the end pint assessment |
| University representative signature and date | Employer Signature and Date |

**Appendix C - Key Course Contacts:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **email** | **Contact details** | **Area of** **Programme responsibility** |
| Tom Davidson | tom.davidson@cumbria.ac.uk  |  | Director |
| Gemma Howlett | Gemma.howlett@cumbria.ac.uk  |  | Principal Lecturer |
| Louise Cox | Louise.cox@cumbria.ac.uk |  | Programme Lead |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |

**Appendix D - Apprenticeship Standard for Programme being studied pasted below:**

<https://www.instituteforapprenticeships.org/apprenticeship-standards/paramedic-degree/>

**Appendix E - Programme Specific Information for Mentors**

Add any additional requirements arising from the programme or any national requirements e.g. NMC, HCPC, College of Policing etc.

Details of the End Point Assessment can be found below

<https://www.instituteforapprenticeships.org/media/1907/st0567_paramedic_l6_ap-for-publication_17052018.pdf>