

Employers Guide to Work-Based Training

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*increase
company
performance
and
productivity
through better
trained staff...*

Introduction

- How can work-based training help your business?
- What is work-based training?
- What are National Vocational Qualifications?
- What are Apprenticeships?
- How we will help you...

If you are already providing or expressing interest in providing a work-placement, taking on a new recruit or training one of your existing employees, we hope that this Guide will help you understand the services and support which we can provide and the role which you can play in the process.

How can work-based training help your business?

We know that recruiting the right member of staff for your company and ensuring that they have the relevant skills and knowledge to do the job you require will be of paramount importance to you. We can help you in these activities through our work-based training programmes, which will provide you with a number of key benefits:

- cost effective recruitment
- development of a well trained, well-motivated work force
- help meet the costs of training
- increased productivity through better trained staff
- improved company performance
- demonstrate your commitment to staff development

Work-based training is also a good way of ensuring that your business complies with the 'Time Off for Study or Training' employment right for 16 and 17 year olds which was introduced in September 1999.

Key Skills are considered by employers to be an essential part of occupational competence...

What is work-based training?

Work-based training is part of a national programme of government funded provision to raise the skill levels of young people - the employees of the future. It aims to develop an individual's knowledge and skills within the work place environment and presents a real opportunity for young people who want to continue their learning outside full-time further and higher education. It provides support for young people (learners) to work towards the achievement of National Vocational Qualifications (NVQs). Over 100,000 forward thinking employers are currently developing their employees in this way, ranging from small employers who employ less than five staff to household names such as J Sainsbury, Rolls Royce and American Express.

What are National Vocational Qualifications?

National Vocational Qualifications are designed around the skills people use at work and cover all types and levels of work. There are five levels within the NVQ system ranging from level one covering basic work activities up to level five for senior management. Each NVQ is made up of a number of units of competence which set out what an individual must be able to do in a given area and to what standard. National standards are set by national employer led-bodies, who know exactly what skills are needed to do each job well. Each individual unit is assessed and credited and an NVQ is awarded when all of the required units have been achieved. Assessment activities normally take place within the work place by a qualified assessor.

As part of their training programme learners will also be developing their Key Skills. Key Skills address the personal development of an individual and cover: communication, application of number, information technology, personal skills and problem solving. Key Skills are considered by employers to be an essential part of occupational competence. They are delivered with the NVQ but are separately certificated.

Our staff will be on hand regularly to help your staff understand what NVQs are and to ensure that training is delivered to national standards.

What are Apprenticeships?

Each year, around 300,000 young people nationally choose an Apprenticeship. Where a learner is enrolled on an Apprenticeship or an Advanced Apprenticeship programme they will be working towards the achievement of an NVQ, Key Skills, Technical Certificates where appropriate and other training requirements defined for that particular occupation.

Employers Guide to Work-Based Training

*advanced
Apprenticeships,
to develop
skills as
potential
supervisors,
technicians and
managers...*

HYA Training

The Apprenticeship programme enables young people to get basic skills to NVQ level 2, which can then lead to progression to the Advanced Apprenticeship.

Young people who join the Advanced Apprenticeship will be developing skills as potential supervisors, technicians and managers to NVQ level 3 and are looking for a challenging and rewarding career.

Advanced Apprentices have to be employed. The training programme usually lasts for approximately 3 years. Apprentices can either be employed status or on a training placement receiving a training allowance. The Apprenticeship training can last for up to two years but young people can and often do progress more quickly on to the Advanced Apprenticeship.

How we will help you...

We will work with you to:

- identify suitable employees and work placement opportunities
- identify existing employees who may benefit from training
- plan and design training programmes to meet your needs and those of the individual
- provide off-the-job training to support the learning which is taking place in the work place
- monitor learner progress and provide help and support where necessary
- assess learner competence in the work place
- work with the national Awarding Bodies, such as City and Guilds, to award nationally recognised qualifications (NVQs) to learners
- provide on-going support and training to you and your staff in all aspects of the above
- The following sections of the Guide provide further information on the role which we play, and how this supports the role which you can play in the work-based training process.

Recruiting and selecting learners

The recruitment and selection process aims to attract and select learners who are best suited to the work and the training you can offer.

Having discussed your particular needs we will match your requirements with the skills and experience of our learners and short list those whom we feel would be most suited to the position you are offering. Alternatively you may wish to undertake your own recruitment activities.

As the employer the final decision regarding selection will be yours. Once you have made your final decision you can either take your learner on as an employed status or non-employed status learner and our member of staff will discuss the benefits of both with you.

*as the
employer the
final decision
regarding
selection will
be yours...*

*well-planned
induction
programme to
help learners
settle quickly
into your
company...*

Inducting learners

Having got the right person you will want to ensure that they stay with you. One way of doing this is by providing a well-planned induction programme. Induction training will help learners settle quickly into your company by helping them understand the environment in which they are based and the job which they are doing. We will complement this by providing an induction to tell them about their training programme.

Training provider's role...

- provide induction training for learners on their training programme
- explain about work-based training and the role of everyone
- advise you on work place induction and initial training
- explain how NVQs are achieved
- explain to learners their rights and responsibilities
- to check that learners have understood the information which they have been given at induction
- provide learners with written information to support what they have been given during induction, to which they can refer to in the future

Employer's role...

- show learners where everything in the work place is
- introduce them to the people they will work with and their supervisor
- train them in the health and safety of your work place
- explain your company policies and procedures
- inform learners of their conditions of employment or placement
- provide learners with basic information about the job which they will be doing
- provide the learner with a mentor if possible

*a jointly
created
training
programme
that meets
the needs of
both learners
and the
employer...*

Individual training programmes

To help you to get the best from your learner and to develop their skills and knowledge, we will jointly plan a training programme that meets both their needs and your needs as an employer. A training plan will be developed for each learner which shows what training they will receive, both on-and off-the-job, to ensure that they achieve their qualification.

The plan will also identify any additional support that they may require. We will obviously take into account their current knowledge, skills and experience when doing this. We will ensure that your staff are provided with whatever information they require to understand the learner's NVQ programme.

Training provider's role...

- to work with you to identify the individual's immediate training and development needs
- assess the learner's current skills, knowledge and qualifications
- identify any personal circumstances which may affect learning and training
- set out the training programme in a training plan for the learner and yourselves
- help you understand the training programme including the NVQ and Key Skill requirements

Employer's role...

- to help identify the individual's immediate training and development needs
- help us plan the training programme for the learner
- identify appropriate learning opportunities within the work place which will help the learner develop and progress
- understand the learner's training programme including NVQ and Key Skill requirements

*provide
practical help
and advice on
planning work
place training
and learning
activities...*

Delivering training programmes

Having planned the learner's training programme we will work together to deliver the training that is required to develop the learner's skills and help them achieve their qualification.

Much of the training will take place within the work place itself. This will typically involve learners developing their skills through observing others perform activities, practising themselves and learning from their supervisor. The more learning opportunities that you can provide therefore, the greater range of skills that the learner is likely to acquire which will be of benefit to your company.

You may also wish to consider giving the learner projects to undertake, or want them to attend formal training sessions in the work place that will develop their skills and knowledge even further.

In terms of who provides the off-the-job training, this is a matter of personal choice. You may wish to carry out some or all of the training within the company.

Training provider's role...

- provide help and advice on planning work place training and learning activities and to be aware of the learning activities that are taking place within the work place
- provide appropriate off-the-job training sessions to support the skills that the learner is developing in the work place, in order that they can achieve their qualification
- keep you informed of what the learner has covered during off-the-job training activities

Employer's role...

- to help learners develop their knowledge and skills by providing a wide range of learning and training opportunities
- allow learners to attend off-the-job training sessions at the agreed times
- help learners put into practice what they have learnt during off-the-job training sessions and to give learners time in the work place to compile their NVQ portfolios
- initiate a meeting with us if you have any concerns about any aspect of the training delivery

*additional
training
or support
needs that
are identified
are properly
addressed...*

Reviewing learner progress

To check that the learner is getting the most out of their training programme it is important to monitor their progress at regular intervals. This will ensure that any additional training or support needs that are identified are properly addressed. We will fully involve the learner's supervisor and agree with you what is the best time for these to take place, so as not to cause disruption to normal work place activities.

Training provider's role...

- organise a schedule of regular review meetings
- involve the learner and the work place supervisor in the review
- find out and record the progress made by the learner
- identify additional training and support needs and amend the training plan accordingly
- agree and record actions and targets between this and the next review
- make sure the learner and the work place supervisor have a copy of the record of the review

Employer's role...

- let us know how the learner is progressing in the work place
- advise us of any concerns which you may have regarding the learner's progress
- attend learner progress reviews
- advise on work place training and assessment opportunities that may occur in the period to the next review

*collect
evidence to
demonstrate
competence
in a range
of different
activities...*

Assessing learner competence

To gain an NVQ a learner is required to collect evidence to demonstrate that they are competent in a range of different activities. Each learner is allocated an assessor who will discuss and agree the best way of providing evidence to reach the national standard. This will involve sorting out material which occurs normally within the work place or organising activities to demonstrate particular skills.

The assessor will observe the learner carrying out tasks within the work place, to make sure that their work is consistent and that the standard of work required can be reached over and over again. They will also examine pieces of work or information which the learner has collected to demonstrate competence.

The role of the work place assessor is of key importance and our staff can fulfil this role for you. Alternatively you may already have your own assessors whom you can use or we can provide the opportunity to train a member of your own staff as an assessor.

Training provider's role...

- help learners and staff within your organisation understand the assessment process
- help learners understand how to collect evidence and match it to the occupational standards
- formally assess learner competence
- give constructive feedback to learners following assessment

Employer's role...

- provide opportunities for the learner to demonstrate their competence in specific tasks
- help learners to collect evidence of the work they have done
- sign statements confirming the learner's competence in specific activities
- consider training your own staff as assessors

*promote
and advise
on equal
opportunities
issues and
legislation...*

Ensuring equality of opportunity

We operate and promote a policy of equal opportunities throughout the whole of the work-based training process. This is reflected in our recruitment practices where we welcome applications from all persons regardless of sex, marital status, race, disability, colour, age, sexual orientation, nationality or ethnic origin. We aim to treat learners fairly and equally during their training programmes and ensure that they know what to do if they have a complaint. We trust that your commitment to ensuring equality of opportunity will be the same as ours.

Training provider's role...

- promote equal opportunities throughout the work-based training process
- have a written equal opportunities policy which staff, learners and employers understand and are committed to
- advise you on equal opportunities issues and legislation
- explain to learners how they should treat other people
- make sure that learners know what to do if they feel they are being unfairly treated in the work place
- act on any complaints received from learners

Employer's role...

- comply with equal opportunities legislation
- demonstrate your commitment to equality of opportunity in the work place through a clearly publicised statement
- ensure equality of opportunity in selection and recruitment and training activities
- ensure that learners are treated fairly and equally
- make sure that learners are not bullied, harassed or made to feel unwelcome in the work place
- explain to learners what to do if they have a complaint about the way they are treated

*proper
support to
identify and
address any
potential
problems...*

Supporting learners

Following the investment that you have made in recruiting the learner, you will want to ensure that they stay with you and complete their training programme. Occasionally some learners, particularly those that come straight from school, will change their mind regarding their choice of career and their training programme, after they have joined a company. We will work closely with you to ensure that learners are given proper support and that any potential problems are identified and addressed as early as possible.

Training provider's role...

- keep in regular touch with learners and yourselves
- encourage and motivate learners in their training programme
- show real interest in the skills which learners are developing in the work place
- help learners to understand the long-term benefits of training and qualifications
- identify any problems or concerns which learners may have at an early stage
- share any identified concerns with you and agree suitable solutions where learners want to change their training programme or job

Employer's role...

- help learners to understand the long-term benefits of training and qualifications
- provide opportunities for learners to practice their skills
- give learners time at work to develop their portfolio
- encourage learners to attend and show real interest in their off-the-job training
- be aware of any problems or difficulties which may be facing learners and share your concerns with us
- help learners to find suitable alternatives if they decide that they are on the wrong training programme or doing the wrong job

*a positive
commitment
to promoting
good health
and safety
practice in
the work
place...*

Health and Safety

We have a positive commitment to promoting good health and safety practice in the work place and know that this will be equally true of you. Learners placed with you, whether employed or non-employed status, are regarded as employees for the purposes of health and safety.

Training provider's role...

- using competent staff verify that you can provide a healthy, safe and supportive learning environment
- assist you on questions of health and safety requirements and application to individual learners
- provide a safe and healthy working environment for learners at all times during off-the-job training and monitor health and safety practices on an ongoing basis
- provide health and safety training for learners to raise their awareness of risk and check learners' understanding of health and safety risk awareness
- investigate any accidents involving learners within the work place and agree preventative action

Employer's role...

- ensure the health, safety and welfare of learners and bring your policy statement to their attention and to comply with health and safety legislation
- inform the learner about who is responsible for health and safety matters within the company and provide initial and ongoing health and safety training in the work place for learners
- provide necessary protective clothing and report any accidents concerning learners immediately to us
- assess the risks to which learners are exposed at work and apply the general principles of prevention
- introduce and maintain appropriate measures to eliminate or control risks to the lowest reasonable practicable level
- ensure learners are properly supervised by a competent person and that learners are covered under public and employer's liability insurance

Maintaining standards

All work-based training is subject to external inspection by the government's body for maintaining standards.

Inspections look at the quality of training in all occupational areas where training is being provided, and at four general aspects: learner support, equal opportunities, management of training and quality assurance.

Inspectors typically collect much of their evidence through discussions with learners, training providers and employers, and therefore your views and comments will form an important part of the process.

Training provider's role...

- to produce an annual self-assessment report and action plan
- to prepare for inspection by the Government's Inspectorate once every four years
- work with Inspectors during inspection

Employer's role...

- provide us with feedback on the quality of our training programmes
- to take part in discussions with Inspectors during inspections as required
- to allow Inspectors to take part in discussions with learners during the inspection process

*Need to know
more?*

Talk to us...

Further information

Thank you for taking time to read this brief Guide which we hope that you have found informative.

If you have any questions or would like any further information on any aspect please do not hesitate to contact us at the address shown below.

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ALI QUALITY
ACHIEVEMENT
GRADE 2

