Sutton and District Training

Employability Practitioner Apprenticeship
Level 4 Standard

Apprenticeship Journey

The apprenticeship journey consists of many different stages, below we have provided more information on some of them :

Employer

Supporting the apprentice with regular progress reviews, work based training and time to complete apprenticeship tasks during the working day.

ENGAGEMENT
Firstly, we need to ascertain employer needs and objectives and evaluate all training options. If apprenticeships are chosen, we will then establish which Apprenticeship Standards are most suitable for the organisation and its employees.

NOMINATION
Following the engagement process, employers are encouraged to put forward names (nominate) staff members who have shown an interest in undertaking an apprenticeship.

INITIAL ASSESSMENT – LINE MANAGER
A meeting between the Subject Specialist and the Line Manager takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and line managers' ability to support the apprentice. The apprenticeship bespoke Training Plan will start being prepared.

Apprentice

Attending all training and coaching sessions, submitting work set on time and providing evidence of knowledge, skills and behaviours.

INITIAL ASSESSMENT – APPRENTICE
A meeting between the Subject Specialist and the apprentice takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and to ensure that the apprentice has a full and informed understanding of the apprenticeship prior to enrolment. The apprenticeship bespoke Training Plan will start continue being planned.

FUNCTIONAL SKILLS – MATHS AND ENGLISH
Maths and English at Level 1 or 2 are a requirement of all apprenticeships, before enrolment an apprentice will either provide certificates of prior attainment or complete an indicative assessment on BKSB (online Maths & English initial assessment program).

START DATE IS CONFIRMED AND TRAINING BEGINS

Apprentice & Employer

PROGRESS REVIEWS
These are conducted at 12 week intervals with the line manager and apprentice. These are designed to check on apprentice progress, provide support to employer and apprentice, ensure all apprentice training is being delivered and set apprenticeship objectives for the next 12 weeks.

Initial Assessment

Before the employer, the line manager and the apprentice commit to an apprenticeship it is crucial to ensure that the right apprenticeship, at the right level, is selected.

This first step is conducted with the Subject Specialists, it usually takes place via a video call and lasts approximately 30-40 minutes.

Line Manager

This initial time commitment is an investment in the future, it ensures apprenticeship relevance to the apprentice's role and it significantly increases success rates.

INITIAL ASSESSMENT - LINE MANAGER
Conducted between the Line Manager and the Subject Specialist.

The Line Manager will have an understanding of the apprentices' roles and responsibilities, whilst the Subject Specialist will have an in-depth understanding of the apprenticeship requirements.

During the call, each area of the apprenticeship is considered in the context of its relevance to apprentices' current role, the knowledge that will be taught, the skills and behaviours that the apprentice will need to demonstrate.

The apprenticeship requires ongoing commitment from the Line Manager, this process raises their awareness of apprenticeship requirements from the outset. Other requirements such as Off the Job Training (OTJ) and IT requirements are also addressed.
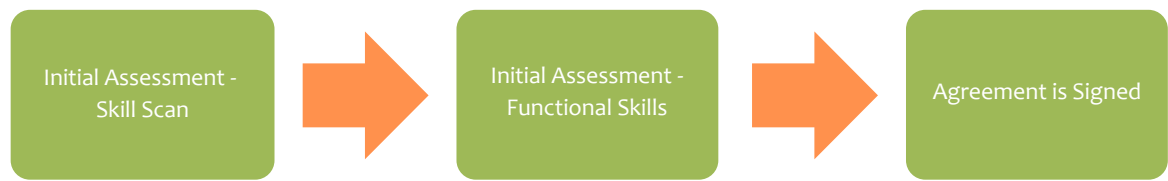
Apprentice

Apprentices are required to complete Initial Assessments relevant to their preferred apprenticeship and Initial Assessment in Functional Skills Maths and English.

INITIAL ASSESSMENT - APPRENTICE
Conducted between the Apprentice and the Subject Specialist.

Each area is considered in detail and requirements explained to the apprentice. The apprentice is asked to explain their current understanding of the subject matter. Based on their answers the Subject Specialist will rate the apprentice's current ability. These results are used to record the Prior Learning Recognition (PLR) which in turn is used to calculate the OTJ hours required for the duration of the apprenticeship. If the PLR is at a considerably higher level, a higher level apprenticeship is likely to be recommended.

Mathematics and English functional skills at Level 1 are required for all Level 2 apprenticeships and Level 2 functional skills are required for all apprenticeships at Level 3 and above. If the apprentice does not have certificates of prior attainment, they will need to complete Functional Skills Initial Assessments prior to enrolment.

Apprenticeship Journey

Stage			
Engagement	Employer Engagement	Identifying Apprentices	Confirm Eligibility
Enrolment	Initial Assessment - Skill Scan	Initial Assessment - Functional Skills	Agreement is Signed
Delivery	Apprentices' Start is Planned	Induction	On Programme Training
Completion	Mock Assessment	Gateway	End-Point Assessment
Progression	Completion	Progression	Future Learning

Start date
Flexible

Level 4

Duration
24 Months

Delivery
Virtually
In-Person
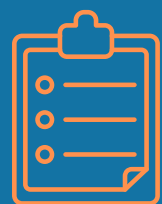
Assessment
End-Point Assessment
On Programme

Progression
Various opportunities

Employability Practitioner
Level 4

This occupation is found in small, medium or large organisations which sit within any of the public, private or charitable sectors. These organisations will deliver employability support through local and national contracts across different public services such as back to work programmes, careers advice and guidance, housing, probation, health, social care, apprenticeships and skills development.

The broad purpose of the occupation is to work with individuals (service users) who are distanced furthest from the labour market, helping them to address and overcome obstacles to securing suitable and sustainable employment. Employability Practitioners may specialise in working with a specific group of service users and will devise strategies to address and overcome the multiple and complex barriers to employment, and to improve their employability prospects, with the end goal being to find employment or to progress in work if they are already employed. This requires a broad appreciation of the types of public services, community offerings and funding streams available and an understanding of how these fit together so that they can put in place a bespoke plan of support that takes a holistic approach to the whole service user.

Typical Job Roles

Typical job titles: Advanced Practitioners and Key workers, Career or Employment Coordinators, Careers Advisors, Case Managers and Student Support Workers

Suggested Sectors

This apprenticeship feeds into an unlimited number of professions.

Entry Requirements

Individual employers will set their selection criteria but the standard includes Maths and English understanding and functional application at Level 1, enabling apprentices to aspire to the next level. Employers will set the entry specification suitable for the correct level of the individual.

Knowledge

- K1: Holistic Assessments & Diagnostics - How to use a wide range of holistic assessments and diagnostics that take into consideration the whole person, not just employability related factors. For example, physical health, mental well-being and external factors such as housing, financial situations, family etc.

- K2: Holistic Action Plans & Reviews - How to develop and use SMART, holistic and in-depth work-focused action plans that are user-led and agreed with representatives from other agencies and which considers the specific needs of different groups (e.g. those with physical disabilities and those with mental, learning, emotional and behavioural challenges, including autism and dyslexia). How to conduct regular reviews.

- K3: Job Search & Other Interventions - How to deliver a wide range of interventions (either face-to-face or remotely) that are tailored to consider the specific needs of individual service users and different groups (e.g. those with physical disabilities and those with mental, learning, emotional and behavioural challenges, including autism and dyslexia). Not just employability related interventions but those that impact on health and well-being etc. Different methods of evaluating interventions for continuous improvement.

- K4: Integrated Services - Multi-agency (e.g. mental health services, probation services, police, social care services, health care services, local authorities etc.) approaches to service delivery where local third-party provision is integrated with other services and knowledge of outreach, mobile and flexible working practices. Facilitate "service user focused" meetings with external multi-agency caseworkers, utilising all available sources of support to help assist service users move into work, ensuring synergy and non-duplication of other agency work.

- K5: Customer Service - How to deal with complaints, Different methods of gathering service user feedback, approaches to evaluate it, critically analyse it and use it for service delivery improvements.

- K6: Coaching & Mentoring - A wide range of coaching and mentoring techniques for use with service users and colleagues. The differences between coaching and mentoring and knowing when to coach and when to mentor. Methods of reviewing and improving coaching and mentoring practice.

- K7: Supported Employment - In work support, supported employment models, individual placement and support models. Other models that support those with complex needs to stay in work. How to manage the employer relationship to provide supported employment.

- K8: Challenging & Complex Caseloads - How to manage caseloads effectively. Knowledge of caseload management techniques and time management techniques. Obstacles and factors that affect caseload management and how to deal with complex and challenging cases.

- K9: Non-Clinical Behavioural Change - Different types of non-clinical behavioural change techniques.

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Knowledge

Knowledge

- K10: Challenging Situations - A wide range of managing challenging behaviour techniques, change management techniques, when to use them and company referral/escalation processes.
- K11: Employability Industry - Funding systems, welfare benefits and professional boundaries.The different types of public services, community offerings and funding streams available and an understanding of how these fit together so that they can put in place a bespoke plan of support that takes a holistic approach to the whole service user.
- K12: Practice Development - Participate in practice development sessions, caseload reviews and observations to support the development of themselves and others.
- K13: Careers, Employability & Labour Market Information - Career choice theories and concepts, how to use these to provide advice and guidance, an understanding of employers and how to work with them, advocating on the behalf of individual service users to broker suitable employment based on their individual circumstances and considering any reasonable adjustments that might need to be made, how to analyse and interpret labour market information for service delivery improvement.
- K14: Legislation & Company Vision, Mission, Values - Industry relevant legislation and company's own vision, mission and values, how to adhere to these and how they inform service delivery.
- K15: Minimum Service Levels & Contractual Requirements - Current contractual requirements and minimum service levels, how to meet them, how to highlight and address issues with service level requirements.
- K16: IT Systems & Record Keeping - How to use IT Systems for management of information to inform service delivery and how to conduct routine compliance checks of records.
- K17: Safeguarding - The context for legal and policy frameworks, family and environmental context and how to deal with safeguarding and PREVENT concerns and knowing when to escalate. Knows and understands the government's Prevent strategy.
- K18: Continuing Professional Development (CPD) - The importance of effective management of own and others' CPD.
- K19: Equality, Diversity & Inclusion - Equality, diversity and inclusion, what they are, how to embed them within daily practice.

Skills

Skills

S1: Holistic Assessments & Diagnostics - Use holistic assessment and diagnostic skills to identify servicer user employability, career goals and aspirations and health and well-being barriers. Assess service users' strengths and obstacles to building healthier lives through returning to work.

S2: Interviewing & Effective Questioning - Apply effective interviewing and questioning techniques to identify servicer user employability, career goals and aspirations and potential barriers to these

S3: Attention to detail & Record Keeping- Conduct routine compliance checks of service user records for own caseload and others, identifying areas for improvement and making recommendations.

S4: Design & Deliver Interventions - Utilise evidence-based solutions to design and deliver employability, health and wellbeing related programmes, services and interventions to service users which considers the specific needs of different groups (e.g. those with physical disabilities and those with mental, learning, emotional and behavioural challenges, including autism and dyslexia). These can be either on a one-to-one basis (face-to-face or remotely) or in groups at a central office or out in the community.

S5: Flexible Working - Where required, work flexibly across different locations by undertaking outreach work to make services accessible for service users or even co-locating with other community services. Where required, work flexibly outside of normal office working hours as there may be times when they have to work evenings and weekends if any of their service users are employed and need to be contacted and provided with support outside of these times

S6: Communication - Communicate to a high standard, both verbally and written, using a wide variety of different methods and adapting for different audiences, evaluating the effectiveness for continuous improvement.

S7: Coaching & Mentoring - Coach and mentor service users and colleagues and actively improve coaching and mentoring skills for themselves and others.

S8: Problem Solving & Risk/Crisis Management - Uses advanced problem solving, and negotiation skills to establish win-win situations with service users where possible. Identifying when they might potentially fall out of work and rapidly respond to minimise the risk. Address safeguarding and PREVENT concerns maturely, dealing with service users when they present in crisis, minimising risks/crises in the future through pastoral support and effective risk assessment.

S9: Managing Complex Caseloads - Application of specialist knowledge to deal with particular complex and challenging cases.

S10: Behaviour Management - Anticipate and de-escalate challenging behaviour in service users, managing challenging behaviour as it presents itself using relevant non-clinical behaviour change tools and techniques.

S11: Change Management - Manage change effectively with the on-boarding/off-boarding of contracts and services

Skills

Skills

S12: Business Development - Identify, seek out and establish business development and commercial opportunities for the organisation including new referral streams.

S13: Networking - Network with internal and external customers and key stakeholders to build relationships and identify business opportunities.

S14: Stakeholder Management & Engagement - Build and maintain strong working relationships with key stakeholders to support service delivery by taking a multi-agency and integrated services approach.

S15: Giving Feedback - Give constructive and timely feedback to service users and colleagues.

S16: Evaluation & Critical Analysis - Evaluates and analyses programmes, services and interventions, using data to make recommendations for improvements and to inform service delivery.

S17: Research Skills - Gather labour market, employability and careers information, analyse it, spot trends and patterns, draw conclusions to inform information, advice and guidance given to service users and employers. Research skills are used to further specialism knowledge and experience, as well as to support service design and delivery.

S18: Deliver Information, Advice & Guidance - Apply employability, careers and labour market knowledge to deliver high quality information, advice and guidance that is tailored to the needs of the service users and key stakeholders.

S19: Service Delivery - Adheres to company vision, mission and values, embedding them in all service delivery.

S20: Performance Management - Independently manage own performance to meet and exceed minimum service levels, contractual requirements and service level agreements.

S21: ICT & Digital Skills - ICT skills are used for record keeping and digital skills are used to support service users with finding employment through social media and the internet.

S22: Assertiveness - Assertively directs and challenges service users to reach their potential. Will also be used when dealing with key stakeholders.

S23: Manage CPD - Manage your own and support the professional development of others. Promote best practice through learning opportunities as they arise.

Behaviours

Behaviours

- B1: Pro-Active & Efficient - Gets own job done and where relevant gets tasks done through others, always achieving high standard results, taking a pro-active approach to all work areas.
- B2: Positive - Has a 'can do' attitude, is enthusiastic and can inspire service users and colleagues.
- B3: Professional - Demonstrates a genuine commitment to the personal, health & well-being and occupational success of individual service users by meeting industry standards.
- B4: Target Driven - Ambitious and determined to succeed, finding better ways of achieving business objectives even in the light of sustained pressure.
- B5: Flexible & Adaptable - Adapting to changing circumstances and implementing change effectively.
- B6: Resilient - Has the capacity to respond to and recover from difficulties.
- B7: Emotional Intelligence - Recognises, understands and manages own emotions and recognises, understands and be proactive in influencing the emotions of others. Can handle interpersonal relationships establishing trust and rapport effectively.
- B8: Supportive - Provide encouragement and emotional help and support appropriately and where needed to service users and colleagues.
- B9: Analytical - Seeks and interprets information from a variety of sources, comparing and contrasting to identify key issues and make sound decisions.
- B10: Innovative & Creative - Quickly appreciates diverse and complex information, using it to challenge current methods and generate innovative ideas and solutions to improve business performance and act upon potential business opportunities.
- B11: Commercially Aware - Understands the business, its strategy, goals and priorities as well as the business environment.

Gateway and EPA

EPA Weighting

Presentation

33%

Observation

33%

Knowledge Test

33%

At Gateway meeting, using the portfolio of e3vidence the employer and assessor will agree that the portfolio of evidence and the EPA elements are complete or prepared for and meet the requirements of the standard.

Presentation
Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.
The title of the presentation will be "A Summary of Employability Practice, Using Evidence". The presentation will be based on work done during the apprenticeship and will allow the apprentice to evidence the end-to-end support they delivered to service users. This could be direct support or because of labour market research. It will be underpinned by a portfolio that covers evidence to show the apprentice has taken a minimum of 4 and a maximum of 6 service users from first engagement through to achievement of agreed action plan goals.

Observation
Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation to take place, in consultation with the employer.

Observation
Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor, or another external person employed by the EPAO or specialised (proctor) software if the test can be taken online. The EPAO is required to have an invigilation policy that will set out how the test/examination is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best consider the setting and security required in administering the test/examination.

PROGRESS REVIEWS

A progress review is a 12-weekly contractual monitoring meeting between the line manager, the apprentice and the tutor

Progress Review
The Apprentice
Line Manager
Tutor

Wellbeing
Safeguarding
Prevent
Equality
Diversity
Inclusion
Heath and
Safety

SMART TARGETS
With all parties agreed, tasks for the next 12 weeks are planned

Progress

Progress between the review and the current review is recorded in a table and the RAG rating is implemented.

Reflection

The apprentice is required to reflect on the past 12 weeks by stating what new knowledge and skills they have learned and explained what the impact of this learning has been.

Wellbeing

The focus is not only on progress but also on the welfare of the apprentice, monitoring their health and safety and equality of opportunity.

Line Manager Feedback

Line Managers are encouraged to provide feedback relevant to the apprentice's progress and comment on changes apprentices' work-based performance as the result of the training.

Forward Planning

The three parties will consider the areas that will be next covered in training in the upcoming 12 weeks. The collaboration between the three parties here is of the utmost importance. They need to ensure that operational objectives align with the apprentice's duties and upcoming training.

Career Aspirations

During the reviews the tutor will speak with the apprentice about their long-term career aspirations and offer relevant support and guidance.

Functional Skills Overview

IA

Initial Assessment
Completed on BKSB

DA

Diagnostic Assessment
Completed on BKSB

Tutor Support

Specialist Support

Mock Tests

Tests

Certification

At Level 2 apprenticeship you are required to have passed Maths and English at Level 1. Level 1 Functional Skills are equivalent to a GCSE Grade E-D (2-3), and Level 2 Functional Skills are equivalent to GCSE Grade C-A*(4-9).

BKSB

To support apprentices development of Functional Skills we have engaged the services of EdTech specialist BKSB, established for over 20 years they are used by thousands of educators and millions of learners around the world. Apprentices are provided with online access and supported by their tutors

Tutor Support

During coaching session tutors will assess apprentices progress on BKSB and provide any additional teaching that could be required

Specialist Support

On occasion, specialist support is needed. Sutton & District Training have a designated Functional Skills Lead who is there to offer specialist support to learners in addition to the support provided by their designated tutors

Mock Exams

Before the exam all apprentices are encouraged to take mock exams, these are marked by the Functional Skills Lead and feedback is provided

Functional Skills Exams

Functional Skills Exams are arranged at the time and date that is most convenient for the apprentice and the manager. They are invigilated and take place on line usually within the first 6 months from the start of the apprenticeship. Location of the exam is at the learners discretion, but usually in a quiet office in their place of work.

Off the Job Training

Teaching

The teaching of theory

Training

Shadowing & Mentoring

Learning

Learning support and time spent writing assessments

What can't be included

Training

Training on skills not required in the standard

Reviews

Progress Reviews

Functional Skills

English and Maths training is funded separately

Off-the-job training must make up at least 20% of the apprentice's normal working hours (paid hours excluding overtime) over the planned duration of the apprenticeship.

ESFA DEFINITION

Off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime.

It is not on-the-job training which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship

Examples of off the job training include:

- Induction training for job role
- Induction training for your qualification
- Online learning / training
- Independent study / research
- Shadowing staff in other departments / roles
- Technical training for your role
- Time spent completing your assignments / tasks for your qualification
- Qualification workshops – Face to face or Zoom
- Attending off the job training courses

Get in Touch
To Progress

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Sutton & District Training