



BOSCH

Invented for life

A man with a beard and short brown hair, wearing a light blue polo shirt, is looking down at a rugged black tablet he is holding with both hands. He is standing in a garage or workshop. In the background, a silver car with its hood open is visible, along with large windows showing an outdoor scene. The overall lighting is bright and natural.

Employer Guide for Apprenticeships

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Introduction

When training Apprentices, we at BOSCH want to ensure that the Employers and their Apprentices that we work with, receive the best possible service.

This is why we have produced this guidebook to help provide Employers with an understanding of the everyday legislative requirements when managing apprentices.

What is an Apprenticeship?

There is a general misconception that an apprenticeship is only for manual or field-based roles and entry level staff that have just completed a school or college based education. This is a misapprehension, as the definition has a broader scale pertaining to the modern working environment.

An apprenticeship is a mixture of employment and training that is widely available to anyone who is eligible to work within the UK. The training that is carried out is constructed around nationally recognised qualifications whilst the apprentice remains in a fully employed job. This means that the apprentice can be assigned with tasks that directly relate to an organisation's business.

Not only does the apprentice earn a wage they also benefit from gaining technical knowledge and practical experience from a mixture of learning in the workplace with off-the-job training whilst using the opportunity to carry out the practise of new skills acquired in a real life working environment.

The training is designed and developed by experienced trainers based around the employer's needs for any particular sector. Each apprenticeship will define all of the skills required in order to succeed as a fully qualified apprentice, such as knowledge and behavioural abilities based on specific industries.

Currently there are more than 100,000 businesses nationwide that employ approximately 200,000 apprentices, encompassing 170 different industries with around 1,500 different occupational roles.

An apprentice is a person that can either be a new recruit or an existing employee that can be re-skilled or up-skilled. They are generally employed for a minimum term required to complete the apprenticeship and this framework is usually over a one to four year period.

The technical and professional disciplines that are offered can range from entry level credentials, right through to degree level. This means that with these employer designed standards, organisations can tailor a programme that fits their business needs and can include roles such as:

- ▶ Administration
- ▶ Customer Support
- ▶ Finance
- ▶ Human Resources (HR)
- ▶ Information Technology (IT)
- ▶ Leadership and Management
- ▶ Social Media
- ▶ Warehousing

The Apprenticeship Levy

What is it and how does it work?

Since April 2017, the government introduced a scheme for large employers called 'The Apprenticeship Levy'. It is a contribution fund that can only be spent on apprenticeships.

This means that an organisation with an annual pay bill larger than £3 million will contribute to the levy each month via the PAYE process, similar to Tax or National Insurance contributions.

A request can be made for a 'Digital Apprenticeship Service' (DAS) using the Government Gateway, where a log in can be requested in order to set up an account. Once the account is ready there is access to:

- ▶ Input of staff detail and programme delivery
- ▶ A choice of training provider(s)
- ▶ A choice of End Point Assessment organisation
- ▶ A chance to post apprenticeship vacancies
- ▶ Confirm agreed costs with the training provider(s)
- ▶ The chance to manage payments (if there is an apprenticeship break or the level of service is not to the required standard)
- ▶ Authorise payments to the training provider(s)
- ▶ View payment activities

Key Facts:

- ▶ If an employer has a pay bill of £3 million each year, the levy must be paid
- ▶ There is a national UK funding of £3.3 billion with England retaining £2.5 billion
- ▶ The current levy rate is set at 0.5% of an employer's total payroll, collected via the PAYE system
- ▶ The levy payment are ring-fenced and are held in a digital account for organisations to reclaim when used to purchase apprenticeship training from approved providers
- ▶ Levy funds can only be used to purchase English qualifications for apprenticeship programmes (delivered across the UK)
- ▶ From conception in the digital account, the fund must be reclaimed within 24 months or to fund another organisation by the means of a transfer (10%)
- ▶ Exceeded levy allowances by employers means that the employer will enter a co-investment model with non-levy paying employers
- ▶ Apprenticeships have a single funding band and it is the employer's responsibility to negotiate delivery terms with training providers

Requirements when Employing an Apprentice

The age of an apprentice must be from 16 years or over (there is no set upper age limit).
An apprentice can be a newly recruited or existing employee.

An employer is responsible for paying the wages of an apprentice and for providing a legitimate contract of employment. The wage must be set at a minimum of the 'Apprentice Wage Rate'.

Apprentices must be provided with the same working conditions as other employees within the organisation that are working with similar conditions, such as grading or role. These can include (but are not limited to):

- ▶ Paid holiday entitlement
- ▶ Sick Pay entitlement
- ▶ Offered benefits (such as childcare voucher schemes)
- ▶ Offered support (such as coaching or mentoring)

The apprentice must be paid for the time they spend training or studying for the apprenticeship. This is considered as 'off-the-job training'.

The minimum term allowed for an apprenticeship is one year but it can last for up to five years depending on the apprenticeship level.

An apprentice must be employed in a genuine job that provides opportunities to gain knowledge and skills that are required in order to carry out the specific needs of the job and to pass the 'End Point Assessment' (EPA).

A framework and standard must be adhered to whilst carrying out the apprenticeship.

An 'Apprenticeship Agreement' and 'Commitment Statement' must be signed by both the employer and the apprentice.

A thorough and comprehensive Health and Safety induction must be carried out alongside any Health and Safety training that is specific to the employer's industry sector or organisation.

The Apprenticeship Training Programme

Levels of Apprenticeships

There are equivalent educational levels that are set to apprenticeship qualifications. These levels depend on the difficulty of the role that the apprentice has been tasked with, tied to the responsibility given within the workplace.

This is an example of the levels that can be expected:

There may also be a requirement for some additional studies that have to be carried out in order to

Type	Level	Equivalent
Intermediate	2	GCSE
Advanced	3	A Level
Higher	4 / 5 / 6 / 7	Foundation degree or above
Degree	6 / 7	Bachelors or Masters degree

attain the required levels. Such studies can be functional skills qualifications in subjects like English, Mathematics and IT. The apprentice may already have achieved the necessary results for these subjects, so it may be that they are exempt. This will be confirmed by a case-by-case scenario when enrolling for the apprenticeship.

Frameworks and Standards

Frameworks

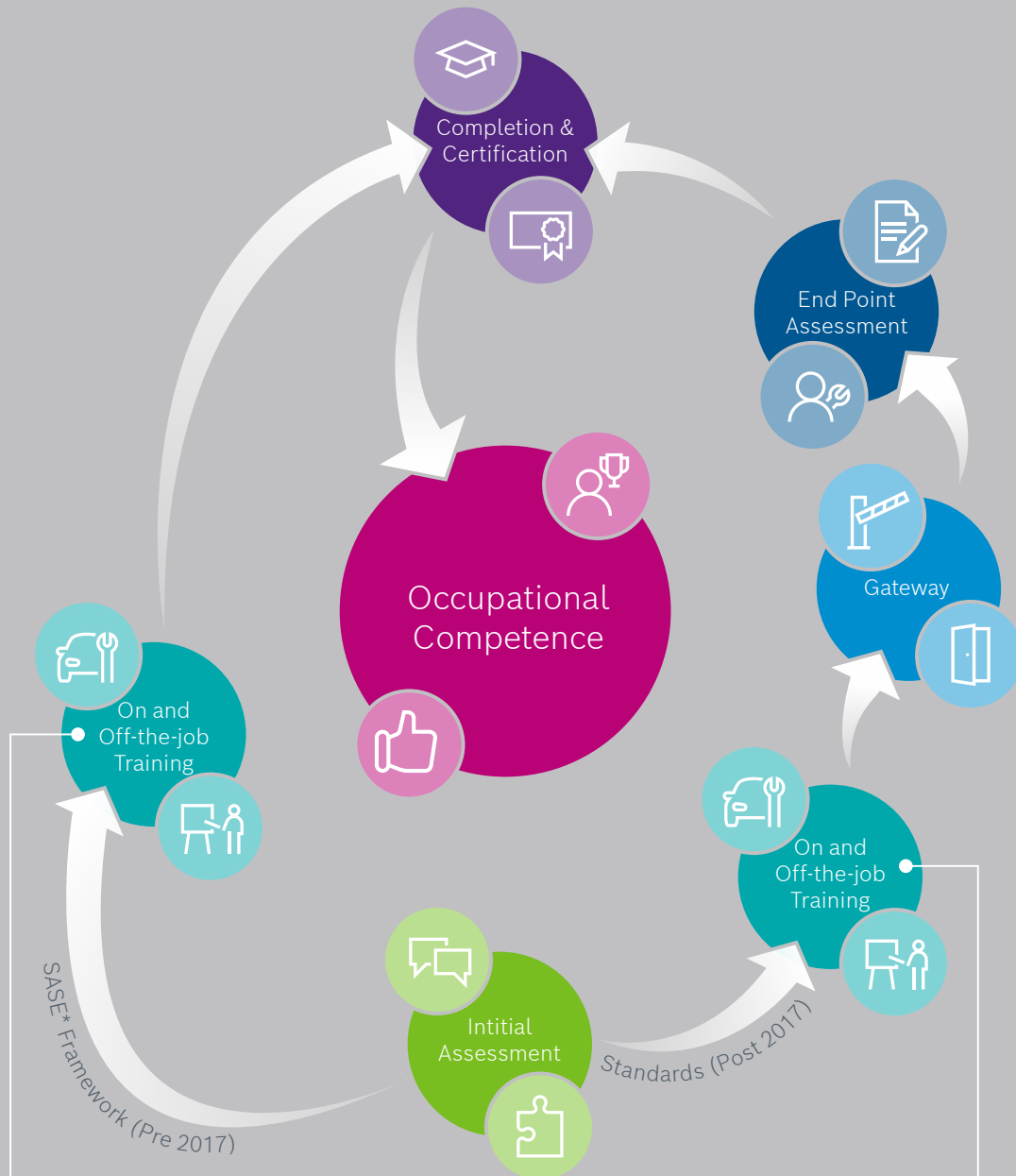
Before 2017, apprenticeships were based around a framework. This means that the training is based primarily on a qualification foundation. The apprentices are continuously assessed for the duration of the training period by compiling evidence collected together in a portfolio. By the end of the framework the apprentice should achieve a competency-based qualification such as an NVQ and a technical qualification such as a BTEC.

Standards

Post 2017, the Government introduced the development of an 'Apprenticeship Standard'. This standard comprises a list of skills, knowledge and behaviours that an apprentice must learn by the completion of the apprenticeship. The standards remain focussed on the particular occupation and are not qualification led. The learning continues throughout the apprenticeship term where the apprentice must prove that they can competently carry out all aspects of their job. The skills that are gained during this period should help provide transferable skills along with integrity.

Once this criteria has been satisfactorily met, the employer and the training provider will be able to agree on a sign-off of the completed training. An undertaking of a final 'End Point Assessment' (EPA) with the apprentice follows, which leads to completion, certification and occupational competence.

Apprenticeship Changes



Mandatory Maths and English Qualification(s)
 Personal Learning & Thinking Skills
 Employment Rights & Responsibilities

Maths and English Qualifications Non-mandatory
 Formative Assessment of Behaviours

* Specification of Apprenticeship Standards for England

Off-the-job-training

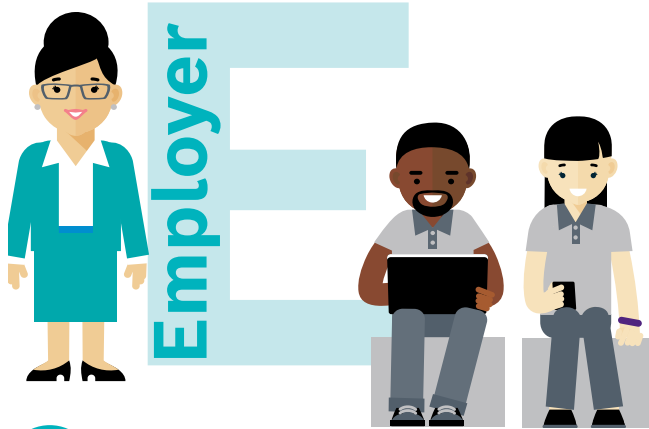
The definition of off-the-job training is education that is carried out in addition to the normal day-to-day work duties. New knowledge, skills and behaviours must be learned that are directly related to the apprenticeship. It normally involves training that is either delivered at the apprentice's usual place of work or at an external training facility.

Some examples:

- ▶ Theory (lectures, role play, simulation, e-learning, manufacturer training)
- ▶ Practical (guided instruction, shadowing, mentoring, visiting industries, attending competitions)
- ▶ Learning support, research and assignment projects

However off-the-job does not include:

- ▶ English and Maths (up to level 2)
- ▶ Progress reviews or on-programme assessment
- ▶ Training taken outside the apprentice's paid working hours



Roles and Responsibilities

Employer



Off-the-job Training

Provide sufficient 'off-the-job training' in the workplace to support the 20% minimum requirement. Off-the-job training must make up at least 20% of the Apprentice's normal working hours over the planned duration of the apprenticeship.



Development & Welfare

Take an interest in the apprenticeship and in the welfare of your Apprentice. Support your Apprentice in their development and in gaining their training qualifications.



Workplace Experience

You must ensure that your Apprentice gains the workplace experience and competence needed to develop the required skills and knowledge in their training programme.



Work Plans

Set clear work plans, along with personal objectives for the Apprentice that are linked to the successful completion of the apprenticeship.



Feedback

Provide regular feedback to the apprentice on their performance in their job in order to support their development and ensure they have the necessary skills and knowledge for their job role and apprenticeship.



Mentoring

Appoint a workplace mentor to be responsible for the Apprentice. This may be the same person as the employer in smaller organisations, but some employers may prefer line managers and mentors to be distinct.



Review Meetings

Attend the regular review meetings of your Apprentice's progress with the training provider. During reviews, the employer, mentor and Apprentice need to be present.



Individual Learning Plan

Be involved and in agreement with the Individual Learning Plan for the Apprentice in discussions with the training provider as part of normal target setting or to address any issues identified during the apprenticeship.



Programme Support

Support the programme by signing visit reports, providing witness testimonies and releasing the learner from the workplace to complete the programme.



Progress Awareness

Be involved and in agreement with the Individual Learning Plan for the Apprentice in discussions with the training provider as part of normal target setting or to address any issues identified during the apprenticeship.



Mentor Assist

Be involved and in agreement with the Individual Learning Plan for the Apprentice in discussions with the training provider as part of normal target setting or to address any issues identified during the apprenticeship.



eLogbook

Ensure your Apprentice is completing set work and utilising their eLogbook to record evidence of workplace activities to prove competence, knowledge and behaviours.



Coordination

Inform the training provider on matters relating to workplace attendance, discipline, accidents, etc.



Meeting Targets

Throughout the programme, coordinate with the training provider to confirm that all the requirements to pass the various phases of the Apprenticeship have been met.



Workplace Mentor



Skills Development

In conjunction with your employer, provide the Apprentice with the appropriate workplace learning opportunities to support their skills development in becoming competent.



Coaching

Provide coaching and ongoing feedback to support the Apprentice in their development. Apprentices also need pastoral care to help them settle into and progress in their role.



Key Tasks

With guidance from the training provider, work with your employer to ensure the key tasks and activities the Apprentice needs to undertake in the workplace to compliment the training component that is delivered by the training provider.



Work Shadowing

Awareness of the workplace activities that are eligible to record as "off-the-job training" and ensure that the Apprentice is allocated such activities in the appropriate proportions. As an example, work shadowing enables the Apprentice to learn from their colleagues and better understand how to undertake workplace activities.



Collecting Evidence

Assist the Apprentice with the workplace training and in the collection of work evidence for the eLogbook. As a core component of the apprenticeship, the Apprentice must collect evidence that demonstrates they are competent in a range of different activities and skills.



Authenticity

Confirm that the workplace evidence collected by the Apprentice is valid and authentic.



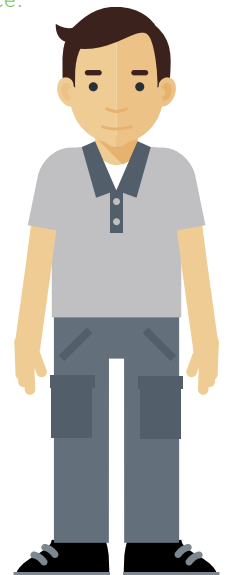
Assessments

Assess and pass judgement on progress throughout the apprenticeship and contribute to behaviour assessments.



Progress Reviews

The mentor and employer/manager need to be present at the regular progress reviews carried out by the training provider in order to better support the progress of the Apprentice, discuss any areas of concern or of good practice, be involved in the setting of targets and agreeing workplace competence.



Additional Information

As a core component of the apprenticeship, the Apprentice must collect evidence that demonstrates they are competent in a range of different activities and skills.

The Apprentice is required to record all the off-the-job training in which they take part in the workplace. Off-the-job training should teach something the Apprentice does not already know how to do, and the activity and duration must be recorded.

All workplace learning taking place will be discussed with the trainer/assessor during each visit.

Off-the-job training must make up at least 20% of the Apprentice's normal working hours over the planned duration of the apprenticeship.

As an essential part of the apprenticeship, the Apprentice must receive off-the-job training for a minimum of 20% of the time they are paid to work. This training therefore must take place during employed time, however it must also take place separate to their normal work duties.

In order to meet the 20% minimum requirement, off-the-job training must take place in the Apprentice's normal workplace in addition to the external training supplied by the training provider.

The training provider will advise on the quantity of workplace off-the-job training that is required for the Apprentice. The minimum quantity is likely to be in the region of an hour each day. However it is typically higher in the earlier years of the apprenticeship, with a smaller proportion taking place in the final year. The employer should also decide with the provider when the workplace off-the-job training is best carried out (for example, a proportion of every day, or on every Friday).

Definitions & Key Points

'Off-the-job' Training:

Off-the-job training is defined as learning undertaken outside of the normal day-to-day working duties. It must teach new knowledge, skills and behaviours directly relevant to the apprenticeship. This can include training delivered at the apprentice's normal place of work or at an external location.

Off-the-job training examples:

- ▶ The teaching of theory (e.g. lectures, role playing, simulation exercises, online learning or manufacturer training)
- ▶ Practical training (e.g. guided instruction, shadowing, mentoring, industry visits or attendance at competitions)
- ▶ Learning support and time spent on research and assignments

Off-the-job training DOES NOT include:

- ▶ English and maths up to level 2
- ▶ Progress reviews or on-programme assessment
- ▶ Training which takes place outside the apprentice's paid working hours

Day-to-day working duties:

The work activities carried out by the Apprentice in the workplace are a vital component of the apprenticeship as they are key to the Apprentice gaining the full skills, competency and experience that they require.

The Trainer/Assessor will work with the employer to identify key tasks and experiences the Apprentice needs to gain in the workplace to compliment the 'off-the-job training'.

Adherence to these combined training plans will allow the Apprentice to accumulate evidence of their competence in key areas of their apprenticeship and Functional Skills to ensure successful completion of the apprenticeship.



KEY POINTS:

- ▶ Off-the-job training must make up at least 20% of the Apprentice's normal working hours over the planned duration of the apprenticeship
- ▶ In order to meet the 20% requirement, off-the-job training must take place in the Apprentice's normal workplace in addition to the external training supplied by the training provider
- ▶ It is vital that detailed records are made of all off-the-job training conducted in the workplace in order for it to count towards the completion of the apprenticeship. While it is the responsibility of the Apprentice to record this evidence, the workplace mentor and employer must confirm that this evidence is valid and authentic.
- ▶ A pre requisite tri- party agreement confirming readiness of the apprentice for End Point Assessment (EPA) must be agreed by all parties prior to EPA enrolment



Apprentice

Attend regular meetings

Meetings are established at the beginning of the programme by the Trainer Provider and are regularly reviewed during the programme every four and eight weeks. The nature of the meetings can be face to face or via other suitable pre-agreed communication methods.

Be self-sufficient

The apprentice will be responsible for their own learning and development throughout the course of the programme. They must always strive to work to the best of their abilities.

Be responsible

The apprentice must be meticulous, prompt and be fully accountable for their manner in accordance with the Health and Safety regulations. For example, an apprentice must take reasonable care to avoid injury to themselves and others during the training activities and cooperate with employers and colleagues alike.

Attend scheduled formal reviews

These will take place with the apprentice, line manager and the learning provider's trainer in attendance. It is an opportunity for all parties to review progress and to discuss the next level of training.

Allow access and share learning

This is to provide access and a complete transparency when relating to prior learning records to assist with the managing of the apprenticeship learning journey.

Undertake training

Where required, the apprentice must always attend courses, maintain records and carry out such work that as maybe required to realise the apprenticeship qualification, based on the learner's specific training plan.

Think about the employer

Always keep in mind the employer's best interests.

Training Provider

It is the Training Provider's responsibility to support and guide the apprentice and their line manager throughout the programme. The training provider will visit and communicate with the apprentice at regular intervals at the workplace, to provide support, carry out assessments and to observe and appraise evidence gathered by the apprentice.

The training provider will ensure that the apprentice always remains on course to complete their apprenticeship within the required timescale.

Training providers must ensure learning plan goals are met, whilst endeavouring to make sure that the employer provides the apprentice with the necessary facilities, training and workplace opportunities.

Organise induction

An all-inclusive induction to the programme must be provided for the apprentice and their line manager when they first visit the provider's site. An in-depth 'Information, Advice and Guidance' session must be held.

Organise meaningful learning activities

The training provider must instigate and provide a programme of training and learning sessions with the apprentice and also hold regular meetings with the apprentice and their line manager.

Set the study course

Providers must deliver learning, provide support and guidance by setting a relevant study course, agreeing realistic deadlines for completion. They should work through the learner's 'Individual learning Plan' (ILP) to map out the learner journey. This also includes the 20% off-the-job training that is required to complete the training.

Raise any concerns

The provider must raise any concerns or issues with the employer relating to the apprentice and the apprenticeship. This also includes any 'safeguarding' and 'prevent' concerns.

Reviews

It is the expectation that apprentices will have a formal review of their progress during the apprenticeship at least every 12 weeks or more regularly if need be.

The primary purpose is to review the progress of the apprentice based on their work carried out at the trainer provider's facility and work place.

End Point Assessment

This is the biggest change that has been introduced since the government's apprenticeship reforms. The End Point Assessment (EPA) has been introduced to provide an assurance that the quality of training is maintained throughout the course of the apprenticeship programme. It has replaced the former model of continuous assessment and the resulting qualification.

Once the apprentice has completed their apprenticeship, they will go through a 'gateway' process where they will be 'signed-off' by their employer as ready for their EPA to check their knowledge and practicable competences.

Normally the assessment will be classified to show that the apprentice is entirely proficient and fully productive in their chosen occupation. The assessment is carried out by an independent assessor, separate from the training provider and employer. A register of such assessors are freely available and these can be provided upon request.

Contracts of Employment/Apprenticeship Agreement

Every employee will have an employment contract with their employer, it is an agreement that indicates an employee's:

Employment Conditions

- ▶ Rights
- ▶ Responsibilities
- ▶ Duties

An employment contract does not have to be in writing to be lawfully valid but it is better if it is. Once the offer of employment is accepted the contract will commence.

Most employees are legally entitled to a 'written statement' of the main terms and conditions of their employment within two calendar months of commencing work. The details can include subjects such as pay, holiday entitlement and working hours.

Legislation

Like other employees, apprentices are subject to a range of legislation including areas such as Employment Law, Health and Safety Legislation and Equality Legislation. This means that apprentices should receive the same treatment as other employees where the legal responsibilities lie with the employer. However, there are three specific areas that are applied to apprentices that may not otherwise apply to other employees:

National Minimum Wage

The government has designed a national minimum wage for apprentices which only relates to this group of employees.

Employers can choose to pay more than the recommended minimum rate if they wish. Many employers will choose to offer small pay rises based on performance during their training. Apprentices aged over 19 will only receive the minimum wage during the first year of the apprenticeship.

There is also a legislation regarding working hours for those under the age of 18. This limits the working hours that an under 18 year old is allowed to do. For further information regarding these restrictions, there is more information on the [Direct.gov](https://www.direct.gov.uk) web site.

Any working hours, whether the apprentice is over or under 18 should be taken into consideration when discussing with the applicant before commencing an apprenticeship.

Risk assessments for employing a young person

Any employer wishing to employ a 16-18 year old is legally obliged to carry out a risk assessment into any additional health and safety risks when employing a young and inexperienced person. It is relatively straight forward to conduct such an assessment and may have been carried out with other employees in the past under the same circumstance. Useful support can be gathered from the Health and Safety Executive (HSE) web site.

Learner Safety

Health & Safety

This subject requires a bit more thought when dealing with apprentices as they are often in the position where they have not been exposed to the sort of work experience that other new employees have been subject to.

Some apprentices may be fresh out of the school environment and therefore their knowledge of Health and Safety may be minimal. This is legally the employer's responsibility and it will be covered as part of the training provider's programme but employers should always expose the apprentice to this topic from their first day of work. The training provider will always be in the position to offer help and guidance throughout this process.

The importance of this topic must be conveyed to the apprentice to ensure that they are completely aware of any sanctions that can apply if they fail to follow the proper procedures. Always instruct the apprentice to stop what they are doing and check rather than take any risk.

Larger organisations would normally take care of this subject during a first day induction to highlight to the apprentice the proper procedures of the area in which they will be working as well as a wider view of the whole working establishment.

Speak Up, Stay Safe

There is useful advice provided from the British Safety Council campaign which aims to place young individuals alongside communication confidence at the very heart of Health and Safety. For further information you can visit their web site www.britsafe.org/speakupstaysafe.

Duty of care

Everyone has a responsibility and duty of care to protect children's and adults' health. As well as this there is the need to ensure that their human rights are not abused or neglected in any way. This is why 'The Prevent Duty' was introduced which places a responsibility on specific authorities to have a due diligence in the need to prevent individuals from being drawn into terrorism activities. This includes not only the employer but also the training provider. The most widely available source that is used to radicalise and influence people is by online activities. This means that we all must do what we can to make sure that all of the policies are in place to protect all parties when using the internet and social media.

Safeguarding

Safeguarding is something that should be encouraged when apprentices are under the age of 18 years of age. It is a process where risk is minimised with regard to bullying or abuse in the workplace. Although it is targeted at younger people, roughly 16-18 year olds, it is advisable to look at a continuation of safeguarding older and vulnerable adults too.

Safeguarding issues are not usual and there are no specific requirements for Disclosure and Barring Service (DBS) checks on staff because a young person has been employed. However, in order to minimise risk there are simple tasks that can be carried out:

- ▶ Provide a first point of contact within the organisation that the apprentice can turn to in time of need
- ▶ Contact a member of a Safeguarding Team who offer further support and advice where required
- ▶ If concerns are raised, ensure that it is fully investigated and take appropriate action

British Values

These underpin the values of what it means to be a citizen of a modern, diverse and inclusive country such as the UK.

Definition:

- ▶ Democracy
- ▶ The rule of Law
- ▶ Individual liberty
- ▶ Mutual Respect
- ▶ Tolerance of different faiths and beliefs

It is the training provider's aim to:

Aid apprentices to become exemplary, rounded members of society, considering others with respect and tolerance irrespective of race or background.

Encourage the British values of fairness, rule of law, individual freedom, shared respect and acceptance for people with differing beliefs and faiths.

Make sure that the young people leave the training programme knowing the importance of respect for others and that they are fully prepared for life outside of the training environment.

Encourage a celebration of difference and diversity.

Provide an understanding that people in different cultures can face difficulties and that some of their own values are not recognised or respected.

The training provider will therefore:

Reduce the risk associated to the risk of contact with bullying, grooming, radicalisation or abuse of apprentices through the use of technology including the internet, social media and by other means of communication.

Design well developed strategies to keep apprentices safe and to support them to gain their own understanding of what it means to keep themselves and others safe.

Supervise the safe use of technology and if a concern is raised, take immediate and appropriate action.

Make sure that apprentices relate to any signs of not feeling safe or if they see anything that they feel will pose a risk or threat, that the matter is reported immediately, knowing that in doing so that their report will be meticulously investigated but with the highest confidentiality.

The Prevent Strategy

Is a scheme designed by the government based on the fact that everyone has the right to live in a society where they feel safe and have a sense of belonging. The Prevent Strategy exposes the ideology that sanctions and encourages division, hatred and indiscriminate violence by a small minority against others in the society that disagree with their philosophy.

The policy includes five key points aimed at addressing these issues and from preventing people from becoming or supporting terrorists or violent radicals:

- ▶ Challenging the violent extremist ideology and supporting mainstream voices
- ▶ Disrupting those who promote violent extremism and supporting the institutions where they are active
- ▶ Supporting individuals who are being targeted and recruited to the cause of violent extremism
- ▶ Increasing the resilience of communities to violent extremism
- ▶ Addressing the grievances that ideologues are exploiting

The training provider and employer alike, have the responsibility to prevent this type of violent extremism by recognising any signs that a student may be at risk or could be a risk to others. All types of violence must be rejected and condemned.

e-Safety

The training provider will always provide guidance to the apprentice when it comes to using online technology, ensuring that they remain safe from any malicious content or vulnerability.

Quality Assurance

One of the key services a trainer supplier provides is Quality Assurance, ensuring that the programme remains effective throughout the apprentice's journey. There are many individuals that go into the make-up of the department:

Training Consultant

Provide support and guidance to the apprentice. Carrying out assessments at key stages in the apprentice's development. Responsible for signing off qualifications at the end of the apprenticeship.

Functional Skills Tutors

Support the apprentice where functional skills qualifications are required. Provide a challenge to the apprentice when studying English and Mathematics.

Quality Assurer (QA)

Responsible for making sure that the Training Consultants and Functional Skills Tutors meet the required standards for the programme as outlined by the awarding organisation. On occasion the Quality Assurer may observe training sessions to guarantee that the quality is maintained.

External Quality Assurer (EQA)

Employed by the awarding or EPA organisation to make sure that quality standards are maintained by the training provider. They may also contact the employer to gather evidence that the appropriate training standards are being adhered to. Any such meeting will always be prepared in advance. If an EPA is required, it will be carried out by the EQA and will most likely be in the form of a workplace project, examination or discussion.

External Evaluation

Any training provision is externally evaluated by an outside organisation, namely Ofsted. This may involve both the employer and apprentice. Ofsted will expect to have access to an employer's place of work in order to carry out activities such as interviews and observations to gather feedback on the learning programme and its impression on the apprentice and the employer's organisation.

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