APPRENTICESHIP POLICY

November 2015

Authorship :	YHCS Policy Lead – adapted for local use by Yorkshire and Humber Commissioning Support on behalf of Harrogate and Rural District CCG
Committee Approved :	CCG Senior Management Team and Joint Trade Union Partnership Forum
Approved Date :	25 November 2015
Review Date :	November 2018
Equality Impact Assessment :	Completed – Screening
Sustainability Impact Assessment :	Completed
Target Audience :	All CCG staff, particularly those with line management, supervisory and recruitment responsibilities.
Policy Reference No. :	HaRD 062
Version Number :	1.0

The on-line version is the only version that is maintained. Any printed copies should, therefore, be viewed as 'uncontrolled' and as such may not necessarily contain the latest updates and amendments.

POLICY AMENDMENTS

Amendments to the policy will be issued from time to time. A new amendment history will be issued with each change.

New Version Number	Issued by	Nature of Amendment	Approved by and Date	Date on Intranet
1.0	Harrogate and Rural District Senior Management Team	New Policy	JTUPF 25 November 2015 and CCG SMT 26 October 2015	10 March 2016

CONTENTS

INTRODUCTION

1.1 NHS Harrogate and Rural District Clinical Commissioning Group (the CCG) recognise the potential of apprentices ingrowing the workforce for the future and apprentices adding value to the services provided.

Apprenticeships offer an opportunity for an individual to work within an organisation, gaining invaluable experience, whilst studying for a qualification.

The CCG will work in partnership with local education and training providers in an aim to embed an apprentice management scheme ensuring that our apprenticeship placements are standardised and compliant with legislation and best practice.

The Apprenticeship Programme is a combination of paid work and study to gain recognised industry qualifications. Apprentices will work alongside qualified and experienced staff to gain the confidence and work skills essential to support the quality of services demanded throughout the CCG, and build apprentices' work experience in readiness for seeking substantive employment.

This policy sets out how the CCG will place and support apprentices.

2   ENGAGEMENT

This policy has been developed by the Yorkshire and Humber Commissioning Support workforce team in partnership with employees, managers and trade unions and approved at the Joint Trade Union Partnership Forum.

3   IMPACT ANALYSES

In applying this policy, the CCG will have due regard to the need to eliminate unlawful discrimination, promote equality of opportunity, and provide for good relations between people of diverse groups, in particular on the grounds of the following characteristics protected by the Equality Act (2010); age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sexual orientation, in addition to offending background, trade union membership, or any other personal characteristic.

An Equality Impact Assessment is attached at Appendix 2. This policy should be carefully monitored following implementation through the local annual staff survey and the annual monitoring data and to assess whether any particular protected groups are positively or negatively affected in terms of outcomes and accessibility. The policy meets all requirements to encourage staff to report and resolve problems.

3.2 Sustainability

A Sustainability Impact Assessment has been completed for this policy and is attached at Appendix 3.

3.3 Bribery Act 2010

The Bribery Act is relevant to this policy. Under the Bribery Act it is a criminal offence to :

- Bribe another person by offering, promising or giving a financial or other advantage to induce them to perform improperly a relevant function or activity, or as a reward for already having done so; and

- Be bribed by another person by requesting, agreeing to receive or accepting a financial or other advantage with the intention that a relevant function or activity would then be performed improperly, or as a reward for having already done so.

Incorrect and false information disclosed in order to obtain leave will be viewed as fraud and will be referred to the CCG's local Counter Fraud Specialist, which may leave the claimant liable for disciplinary, prosecution and civil recovery proceedings.

Due consideration has been given to the Bribery Act 2010 in the development of this policy document. Consistent application and monitoring of this policy will mitigate bribery in relation to the types of leave within this policy.

4   SCOPE

The scheme applies to all CCG staff, particularly those with line management, supervisory and recruitment responsibilities.

5   POLICY PURPOSE AND AIMS

To detail the process to follow when recruiting to an apprentice position.

Apprentices will be recruited with the support of the Workforce Team. Apprentice positions will be offered fixed term contracts for the length of their educational qualification. There can be no guarantee however, of substantive employment at the end of an apprenticeship term with the CCG.

Apprentices are employees of the CCG and will be paid at the standard apprentice rate of pay as determined by the government. All other Agenda for Change terms and conditions (excluding pay) will apply.

6   DEFINITIONS

What are Apprenticeships ?
An Apprenticeship is a way for young people and adult learners to earn while they learn in a real job, gaining a real qualification and a real future. Hiring apprentices helps businesses to grow their own talent by developing a motivated, skilled and qualified workforce.

7   ROLES / RESPONSIBILITIES / DUTIES

All apprentices will be assigned a line manager as well as a mentor, who may or may not be the same person.

Below is a brief guide to responsibilities for all involved with the apprentice programme from an employer's perspective :

7.1   Line Manager

7.1.1   Training Provider and Recruitment

The Line Manager is responsible for identifying a training provider for the CCG to work with. In undergoing this process the manager will ensure they are in receipt of all relevant information from the training provider, please refer to Appendix 1 for further guidance.

This information will be discussed with the Workforce Team to ensure the successful and efficient recruitment to each apprenticeship opportunity.

7.1.2   Day-to-day Supervision and Management

Once the apprentice has been recruited the Line Manager is responsible for their overall role and should ensure that they are adequately supported within the workplace. This responsibility will include induction, key contact for educational provider, regular catch ups, assigning work, objective setting, appraisal and developing the apprentice's skills and experience as required.

7.1.3   Pay

Line Managers are responsible for ensuring legislation around apprentice rates of pay is adhered to. Apprentice rates of pay are subject to review on 01 October each year. The apprenticeship rate of pay can be found at the following link: https://www.gov.uk/national-minimum-wage-rates

It is the responsibility of the manager to ensure the appropriate paperwork (HR4 Form) is completed to process any variations to pay, in line with lawful changes.

In some circumstances, apprentice rates of pay are only applicable for the first 12 months of the fixed term contract. If the contract exceeds 12 months it is the line manager's responsibility to liaise with a HR representative to determine whether an increase in wage is required.

7.1.4 Ending the Fixed Term Contract

Line Managers should also seek advice from Workforce Team at least 6 weeks prior to the end of the apprentice's fixed term contract to allow the Workforce Team to advise accordingly

7.2 Mentor

It is the responsibility of any colleagues who act as a mentor for the apprentice to meet regularly with the apprentice and discuss any concerns or queries they may have. If this individual is different to the line manager and is not able to resolve any issues directly, it is important that the line manager is aware of any such issues.

7.3 Apprentice

It is the responsibility of the apprentice to follow the instructions or guidance given to them by the line manager, asking for clarity if required, follow the policies and procedures of the CCG, ensure that they comply with their job description and consider the health and safety of themselves and others whilst undertaking their role.

Apprentices should ensure they deliver the highest quality work they are able to and work hard to fulfil the requirements to pass their assessments, assignments and qualification.

Apprentices, as with any other employee, are also required to maintain confidentiality and protect the interests of the CCG.

7.4 Workforce Team

To liaise with the recruiting manager and other relevant CCG staff with regards to wages and funding, reflecting government legislation for payments to apprentices.

The Workforce Team will offer transactional administrative support throughout the recruitment process and will issue a contract of employment. The Workforce Team will also offer advice on how to safely conclude the apprentices fixed term contract arrangements.

7.5 CCG Senior Management Team

The CCG Senior Management Team will have overall responsibility on the decision to recruit an apprentice.

8   IMPLEMENTATION

8.1   The CCG Senior Management Team is responsible for formal approval and monitoring compliance with this policy. Following ratification the policy will be disseminated to staff via the organisation's website.

8.2   Breaches of this policy may be investigated and may result in the matter being treated as a disciplinary offence under the CCGs disciplinary procedure.

9   TRAINING AND AWARENESS

This Policy will be available to view on the CCG website. Training and support will be available to all line managers in the implementation and application of this policy.

10   MONITORING AND AUDIT

The implementation of this policy will be audited on an annual basis by the Workforce team and reported to the CCG senior management team.

11   POLICY REVIEW

This policy will be reviewed every three years by the Workforce team in conjunction with operational managers and trade union representatives. Earlier review may be required in response to exceptional circumstances, organisational change or relevant changes in legislation or guidance. Where review is necessary due to legislative change, this will happen immediately.

12   REFERENCES

For further information please refer to the following reference sources

The government recommended apprenticeship website which contains a vast amount of useful information for employers wishing to explore apprenticeship options further.

http://www.apprenticeships.org.uk/employers/steps-to-make-it-happen.aspx

The CIPD has produced this guide as a one-stop-shop for employers looking to offer apprenticeships, whether for the first time or with a view to improving their existing offering.

http://www.cipd.co.uk/publicpolicy/policy-reports/apprenticeships-work.aspx

13   ASSOCIATED DOCUMENTATION

- Learning and Development Policy
- Statutory and Mandatory Training Policy
- Recruitment and Selection Policy

Management Guidance

The following guidance aims to ensure the recruiting manager is in receipt of all the necessary information to advance the effective recruitment of an Apprentice.

Is an apprenticeship appropriate ?	• What area of apprenticeship is most relevant for the tasks that will be expected of the apprentice i.e. Business Administration, Accounting, Public Relations etc.
	• What level of apprenticeship correlates with the tasks that will be expected of the apprentice i.e. Intermediate Level (NVQ 2), Advanced Level (NVQ 3) etc.
	For more information on the types and the various levels of apprenticeships please follow the below link: http://www.apprenticeships.org.uk/types-of-apprenticeships.aspx
The role of the Training Provider.	• Seek feedback from the training provider on the proposed Job Description and Person Specification
	• What length of time will the apprenticeship take to complete
	• Seek clarification on the role of the training provider. Do they offer :
	o Pre-screening of candidates
	o Advertising the apprenticeship opportunity
	o How will they assess apprentice i.e. work-based assessments or time-out of the office
	o Is there a requirement of the apprentice to complete any additional assessments as well as the National Vocational Qualification (NVQ) i.e. literacy and numeracy assessments
	• What, if any, eligibility criteria are applicable to enable the training provider to offer their element of the apprenticeship programme. Please note government funding can be reliant on the level of qualification individuals have already gained and their age.
	Eligibility criteria is very important to establish from the beginning as if there is criteria that means certain applicants will not be shortlisted, this should be made clear within the job advert.

Equality Impact Analysis

Policy / Project / Function:	Apprenticeship Policy
Date of Analysis:	August 2015
This Equality Impact Analysis was completed by: (Name and Department)	Workforce service
What are the aims and intended effects of this policy, project or function ?	The Apprenticeship Programme is a combination of paid work and study to gain recognised industry qualifications. Apprentices will work alongside qualified and experienced staff to gain the confidence and work skills essential to support the quality of services demanded throughout the CCG, and build apprentices' work experience in readiness for seeking substantive employment
Please list any other policies that are related to or referred to as part of this analysis?	Learning and Development Policy Statutory and Mandatory Training Policy Recruitment and Selection Policy
Who does the policy, project or function affect ? Please Tick ✔	Employees ✓ Service Users ☐ Members of the Public ✓ (potential employees) Other (List Below) ☐

	Could this policy have a positive impact on…		Could this policy have a negative impact on…		Is there any evidence which already exists from previous (e.g. from previous engagement) to evidence this impact
	Yes	No	Yes	No	
Race	✓	☐	☐	☐	See assessment test
Age	✓	☐	☐	☐	See assessment test
Sexual Orientation		✓	☐	☐	This has been considered and has a neutral impact.
Disabled People	✓	☐	☐	☐	See assessment test
Gender	✓	☐	☐	☐	See assessment test
Transgender People	☐	✓	☐	☐	This has been considered and has a neutral impact.
Pregnancy and Maternity	☐	✓	☐	☐	This has been considered and has a neutral impact.
Marital Status	☐	✓	☐	☐	This has been considered and has a neutral impact.
Religion and Belief	☐	✓	☐	☐	This has been considered and has a neutral impact.
Reasoning					

Equality Impact Analysis: Local Profile Data	
Local Profile/Demography of the Groups affected as at Jan 2015	
General	Total number of employees in the CCG is 28
Age	75% are aged 30-55 21.43% of staff are over 55 3.57% of staff are under 30
Race	89.29% staff employed in the CCG are White 3.57% staff are Black 3.57%staff are Asian 3.57% of staff have are not stated/undefined their ethnicity
Sex	46.43% staff employed are male 53.57% staff employed are female
Gender reassignment	No information at this stage
Disability	89.29% of staff employed declared themselves as having no disability 10.71% did not declare /undefined No staff have declared a disability
Sexual Orientation	89.29% of staff described themselves as heterosexual 10.71% did not wish to respond /undefined
Religion, faith and belief	Christianity is the largest religious group declared by staff in the CCG (50%) 25% declared themselves Atheist 17.87% were undefined or did not wish to declare 3.57% of staff have other beliefs/religious beliefs 3.57% of staff declared themselves Buddhist
Marriage and civil partnership	78.58% of employees are married. No employees are in a civil partnership. 3.57% of staff did not wish to declare. 17.85% are single / divorced /legally separated or widowed
Pregnancy and maternity	No information yet as the CCG has not been established long enough to build meaningful data

Is any Equality Data available relating to the use or implementation of this policy, project or function? Equality data is internal or external information that may indicate how the activity being analysed can affect different groups of people who share the nine *Protected Characteristics* – referred to hereafter as *'Equality Groups'*. Examples of *Equality Data* include: (this list is not definitive) 1. Application success rates *Equality Groups* 2. Complaints by *Equality Groups* 3. Service usage and withdrawal of services by *Equality Groups* *4.* Grievances or decisions upheld and dismissed by *Equality Groups* 5. *Previous EIAs*	Yes - employee data has been used to support the monitoring of the impact of this policy in the future No ☐ Where you have answered yes, please incorporate this data when performing the *Equality Impact Assessment Test* (the next section of this document).
List any Consultation e.g. with employees, service users, Unions or members of the public that has taken place in the development or implementation of this policy, project or function	Consultation has taken place with Trade Union representatives and employees
Promoting Inclusivity **How does the project, service or function contribute towards our aims of eliminating discrimination and promoting equality and diversity within our organisation**	This policy should support inclusivity and promote equality actively encouraging apprenticeships in the NHS

What impact will the implementation of this policy, project or function have on employees, service users or other people who share characteristics protected by *The Equality Act 2010* ?				
Protected Characteristic:	**No Impact:**	**Positive Impact:**	**Negative Impact:**	**Evidence of impact and if applicable, justification where a *Genuine Determining Reason* exists**
Gender (Men and Women)		✓		Following research into gender balance commissioned by The Skills Funding Agency (SFA) it was identified that 'While there appears to be a gender balance in Apprenticeships overall, in reality men and women train in markedly different sectors, reflecting and emphasising occupational segregation in the workforce generally'. (source union learn report 2013). The SFA have published this research and discussed equality with their colleges and other training organisations to assure themselves that they were helping the SFA to advance equality in learning. (source 2014 SFA Annual report) Potential positive impact
Race (All Racial Groups)		✓		The participation of BME groups will be monitored and encouraged. Concern about participation nationally has previously been identified by the Skills Funding Agency and research has been carried out. The 2013-14 Annual Report recently stated 'We published research into under-representation by race in Apprenticeships and discussed equality with our colleges and other training organisations to assure ourselves that they were helping us to advance equality in learning' These measures should support a potential positive impact on BME groups.
Disability (Mental and Physical)		✓		Positive impact: Skills Funding Agency Annual Report 2013-14 states 'Our performance on equality in the workforce was recognised by us achieving the 'two tick' disability symbol, which demonstrates our commitment to employ, keep and develop the abilities of disabled staff.' 'We published guidance for colleges and other training organisations on engaging people with learning difficulties and disabilities in workplace learning.'
Religion or Belief	✓			This has been considered and has a neutral impact.

Sexual Orientation (Heterosexual, Homosexual and Bisexual)	✓			This has been considered and has a neutral impact.
Pregnancy and Maternity	✓			This has been considered and has a neutral impact.
Transgender	✓			This has been considered and has a neutral impact.
Marital Status	✓			This has been considered and has a neutral impact.
Age		✓		Positive Impact: Legislation has lifted Age restrictions. The perception may be that it is for younger workers. Recruitment literature encourages applications from all sections of the population and work has already undertaken by the Skills Funding Agency. However an action is identified to ensure this remains.

As a result of performing this analysis, what actions are proposed to remove or reduce any risks of adverse outcomes identified on employees, service users or other people who share characteristics protected by *The Equality Act 2010* ?				
Identified Risk:	**Recommended Actions:**	**Responsible Lead:**	**Completion Date:**	**Review Date:**
Ensure recruitment literature continues to encourage applications from all sections of the population	Regular review of recruitment literature	Workforce	Ongoing	Ongoing

Analysis Rating:	Red	Red/Amber	Amber	☐ Green

		Actions	Wording for Policy / Project / Function
Red **Stop and remove the policy**	**Red:** As a result of performing the analysis, it is evident that a risk of discrimination exists (direct, indirect, unintentional or otherwise) to one or more of the nine groups of people who share *Protected Characteristics.* It is recommended that the use of the policy be suspended until further work or analysis is performed.	**Remove the policy** Complete the action plan above to identify the areas of discrimination and the work or actions which needs to be carried out to minimise the risk of discrimination.	No wording needed as policy is being removed
Red Amber **Continue the policy**	As a result of performing the analysis, it is evident that a risk of discrimination exists (direct, indirect, unintentional or otherwise) to one or more of the nine groups of people who share *Protected Characteristics.* However, a genuine determining reason may exist that could legitimise or justify the use of this policy and further professional advice should be taken.	**The policy can be published with the EIA** List the justification of the discrimination and source the evidence (i.e. clinical need as advised by NICE). Consider if there are any potential actions which would reduce the risk of discrimination. Another EIA must be completed if the policy is changed, reviewed or if further discrimination is identified at a later date.	As a result of performing the analysis, it is evident that a risk of discrimination exists (direct, indirect, unintentional or otherwise) to one or more of the nine groups of people who share *Protected Characteristics.* However, a genuine determining reason exists which justifies the use of this policy and further professional advice. *[Insert what the discrimination is and the justification of the discrimination plus any actions which could help what reduce the risk]*

		Actions	Wording for Policy / Project / Function
Amber **Adjust the Policy**	As a result of performing the analysis, it is evident that a risk of discrimination (as described above) exists and this risk may be removed or reduced by implementing the actions detailed within the *Action Planning* section of this document.	**The policy can be published with the EIA** The policy can still be published but the Action Plan must be monitored to ensure that work is being carried out to remove or reduce the discrimination. Any changes identified and made to the service/policy/ strategy etc. should be included in the policy. Another EIA must be completed if the policy is changed, reviewed or if further discrimination is identified at a later date.	As a result of performing the analysis, it is evident that a risk of discrimination (as described above) exists and this risk may be removed or reduced by implementing the actions detailed within the *Action Planning* section of this document. ***[Insert what the discrimination is and what work will be carried out to reduce/eliminate the risk]***
Green **No major change**	As a result of performing the analysis, the policy, project or function does not appear to have any adverse effects on people who share *Protected Characteristics* and no further actions are recommended at this stage.	**The policy can be published with the EIA** Another EIA must be completed if the policy is changed, reviewed or if any discrimination is identified at a later date	As a result of performing the analysis, the policy, project or function does not appear to have any adverse effects on people who share *Protected Characteristics* and no further actions are recommended at this stage.

Brief Summary/Further comments	As a result of performing the analysis, the policy, project or function does not appear to have any adverse effects on people who share *Protected Characteristics* and no further actions are recommended at this stage.

Job Title:	Name:	Date:

Sustainability Impact Assessment

Staff preparing a policy, Governing Body (or Sub-Committee) report, service development or project are required to complete a Sustainability Impact Assessment (SIA). The purpose of this SIA is to record any positive or negative impacts that this is likely to have on sustainability.

Title of the document	Apprenticeship Policy
What is the main purpose of the document	To set out guidance for HaRD CCG in order to effectively and consistently make use of apprenticeship schemes
Date completed	August 2015
Completed by	YHCS CSU Human Resources Team

Domain	Objectives	Impact of activity Negative = -1 Neutral = 0 Positive = 1 Unknown = ? Not applicable = n/a	Brief description of impact	If negative, how can it be mitigated ? If positive, how can it be enhanced ?
Travel	Will it provide / improve / promote alternatives to car based transport? Will it support more efficient use of cars (car sharing, low emission vehicles, environmentally friendly fuels and technologies)? Will it reduce 'care miles' (telecare, care closer) to home? Will it promote active travel (cycling, walking)? Will it improve access to opportunities and facilities for all groups?	N/A		
Procurement	Will it specify social, economic and environmental outcomes to be accounted for in procurement and delivery? Will it stimulate innovation among providers of services related to the delivery of the organisations' social, economic and environmental objectives?	N/A		

	Will it promote ethical purchasing of goods or services? Will it promote greater efficiency of resource use? Will it obtain maximum value from pharmaceuticals and technologies (medicines management, prescribing, and supply chain)? Will it support local or regional supply chains? Will it promote access to local services (care closer to home)? Will it make current activities more efficient or alter service delivery models			
Facilities Management	Will it reduce the amount of waste produced or increase the amount of waste recycled? Will it reduce water consumption?	N/A		
Workforce	Will it provide employment opportunities for local people? Will it promote or support equal employment opportunities? Will it promote healthy working lives (including health and safety at work, work-life/home-life balance and family friendly policies)? Will it offer employment opportunities to disadvantaged groups?	1	Apprenticeships are often offered in partnership with local education/training establishments, therefore any apprenticeships will create opportunities for local people.	Apprenticeship vacancies often create opportunities for a broader range of potential applicants, including those from disadvantaged groups such as those with a lower level of education/qualifications as well as those who wish to re-train or take their career in a different direction
Community Engagement	Will it promote health and sustainable development? Have you sought the views of our communities in relation to the impact on sustainable development for this activity?	N/A		
Buildings	Will it improve the resource efficiency of new or refurbished buildings (water, energy, density, use of existing buildings, designing for a longer lifespan)? Will it increase safety and security in new buildings and developments? Will it reduce greenhouse gas emissions from transport (choice of mode of transport, reducing need to travel)? Will it provide sympathetic and appropriate landscaping around new development?	N/A		

	Will it improve access to the built environment?			
Adaptation to Climate Change	Will it support the plan for the likely effects of climate change (e.g. identifying vulnerable groups; contingency planning for flood, heat wave and other weather extremes)?	N/A		
Models of Care	Will it minimising 'care miles' making better use of new technologies such as telecare and telehealth, delivering care in settings closer to people's homes? Will it promote prevention and self-management? Will it provide evidence-based, personalised care that achieves the best possible outcomes with the resources available? Will it deliver integrated care, that co-ordinate different elements of care more effectively and remove duplication and redundancy from care pathways?	N/A		