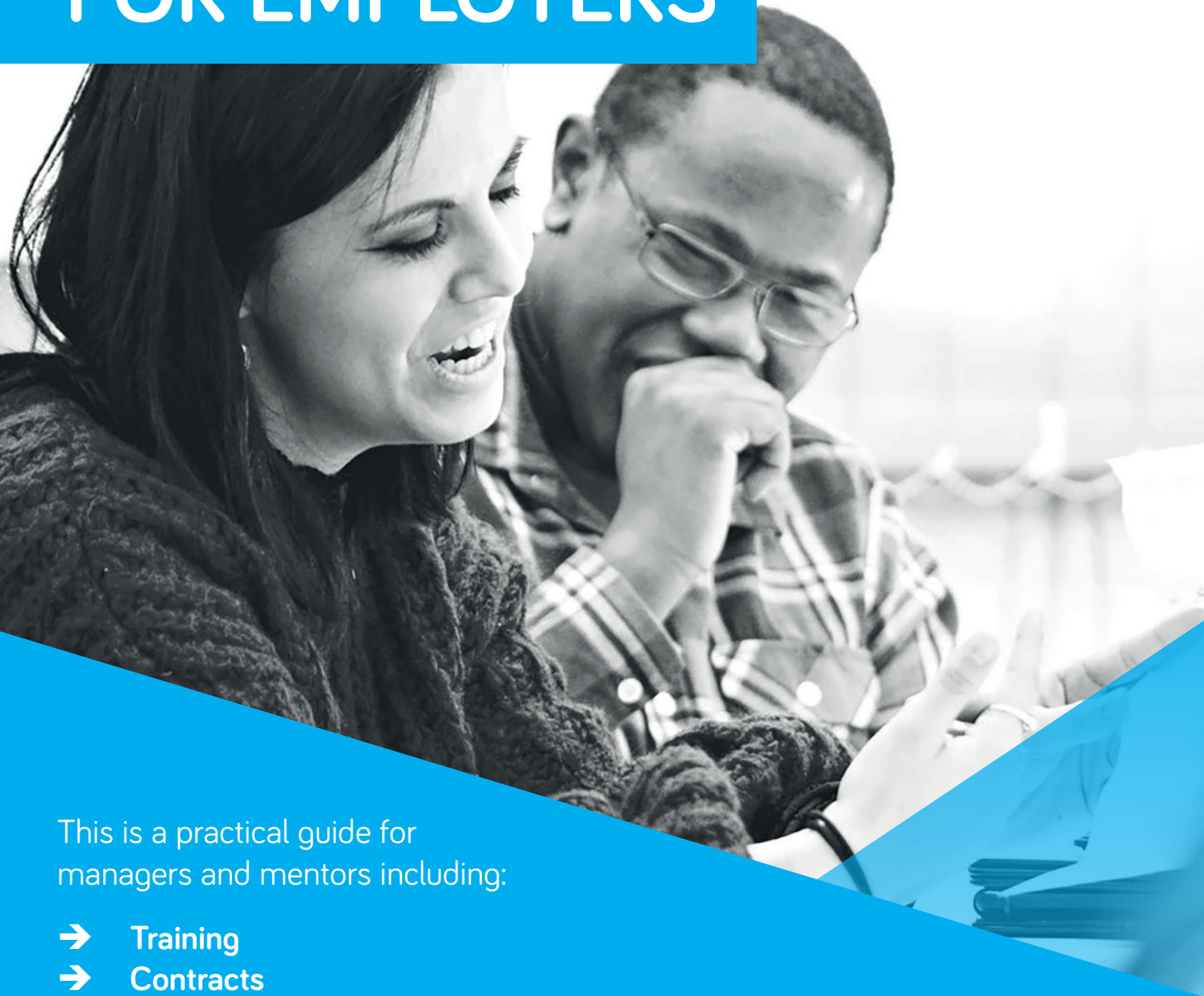


# SUPPORT GUIDE FOR EMPLOYERS



This is a practical guide for managers and mentors including:

- Training
- Contracts
- Employment
- Supporting your apprentice
- Useful Resources
- British Values & Prevent
- Safeguarding



**Congratulations** on appointing an apprentice and thank you for choosing Creative Alliance as your specialist training provider.

This is a practical guide for employers and managers. It gives an overview of the information you need if you are employing an apprentice or training your own staff through apprenticeships.

**Creative Alliance will support you to ensure that your apprentice gains the skills, behaviours and knowledge that they need in order to complete their apprenticeship successfully and develop a future career.**

**Creative Alliance** is an Independent Training Provider that operates as a social enterprise. We specialise in enabling talented people from a range of backgrounds and experiences to succeed. We help them get into and then get on in creative, digital and marketing roles in any company.

We offer services that are tailored to the needs of the employers and the talented apprentices. We have a strong reputation for our ethics and recognition of our duty of care to both apprentice and employer.

We will enter into an apprenticeship agreement with you as the employer and this will outline how we will support the apprentice. Be assured that we are with you every step of the way, during the apprenticeship and beyond.

## What qualification will my apprentice gain?

The apprenticeship is aligned to an apprenticeship standard or framework.

### Standards

A standard is occupation-focused and contains a list of the skills, knowledge and behaviours an apprentice will need to learn. The learning is supported throughout the apprenticeship by Creative Alliance and is assessed at the end by an independent end-point assessment organisation.

### Frameworks

A framework is competency-based and qualification-focused. Apprentices are assessed by Creative Alliance throughout their apprenticeship with no end assessment.

## What is this apprenticeship all about?

An apprenticeship consists of three core elements:

- ➔ A paid job – provided by you, the employer
- ➔ Off-the-job training – supported by Creative Alliance (registered apprenticeship training provider). This must make up a minimum of 20% of the apprentices working week
- ➔ Functional skills in ICT, English and maths – this applies only to those who don't hold recognised qualifications in these subjects at an agreed level. Creative Alliance will provide support to those that need to do functional skills and this is in addition to the 20% off-the-job training

## Functional skills

Functional skills are a mandatory element of each apprenticeship framework and standard in the UK for learners who have not achieved the required standard in maths, English and ICT.

We will undertake initial assessments with regard to functional skills. If needed, we will address any requirements at our workshops and through our e-learning services. This is in addition to the 20% off-the-job training.

## What about the training?

An apprenticeship is work-based learning. You as the employer and Creative Alliance are jointly responsible for providing learning opportunities. These will include face-to-face and online coaching, interactive online videos and learning guides, work shadowing, mentoring, e-learning, individual research and some classroom-based seminars and workshops.

You and your apprentice will work with a dedicated Creative Alliance development coach who will provide support, advice and guidance. They will work with you to deliver and record a training plan that is bespoke to your organisation.

Together we will demonstrate the positive impact that the training and workplace experience will have on the learner. It is the joint responsibility of the employer and Creative Alliance to provide training and support that is directly relevant to the apprenticeship standard or framework and develops the apprentice professionally and as a person.

The apprentice must spend 20% of their employed time doing off-the-job training (this is not necessarily away from the workplace, but it could be). If your apprentice is working towards a standard we will decide together when they are ready for the end-point assessment.

### Examples of off-the-job training can include:

- ➔ Training in the workplace
- ➔ Time spent shadowing colleagues
- ➔ Being shown how to use equipment and software
- ➔ Time spent researching and preparing work as directed by the development coach
- ➔ Watching tutorial videos, e.g. on YouTube
- ➔ Evaluations and feedback from colleagues
- ➔ Teaching/training time spent with your nominated Creative Alliance contact
- ➔ Seminars and other sessions at Creative Alliance
- ➔ Reading industry news, magazines, books or publications
- ➔ Receiving mentoring support
- ➔ Working on assignments for their portfolio

## Is there any day-release or centre-based learning?

Creative Alliance's ethos is that the majority of our training and assessment should take place within the workplace. So, unlike many other providers, learners are not simply placed in a classroom environment every week. You will have a bespoke training and assessment plan which allows us to maintain one-to-one training; this means the learner's skills are developed in the most effective way possible and the time taken out of the office is minimised.

Creative Alliance will provide your apprentice with two full days of introductory training at the beginning of their apprenticeship. During this, apprentices will learn about Health and Safety, Equality and Diversity, and Safeguarding and Prevent. They will be given an introduction to One File and they will receive individual guidance based on their qualifications. Some apprentices will be expected to attend a series of technical digital marketing seminars.

Creative Alliance will arrange your apprentice's classroom training and keep you informed of when they will be out of the workplace.



## Do I need to provide a contract of employment?

You'll need to provide an apprenticeship agreement: the apprenticeship agreement should include all your usual terms and conditions of employment but should also include a statement of the skill, trade or occupation for which the apprentice is being trained under the qualifying apprenticeship framework. Full details can be found at <https://www.gov.uk/take-on-an-apprentice>

We always advise to make the time to complete the contract as part of your induction with the apprentice.

## Do I have to employ my apprentice at the end of the apprenticeship?

You do not have a legal responsibility to offer employment. However, many employers find that the investment of time and training has turned an apprentice into a skilled professional ready to take on higher-level responsibility and more advanced workplace tasks.

Where appropriate, Creative Alliance will support and encourage employers and learners to consider progression routes into other relevant learning.

### Possible routes are:

- ➔ Progressing into full-time employment with your business, possibly with higher-level qualification such as moving from Level 2 to Level 3 or Level 4
- ➔ Finding other opportunities within the sector
- ➔ Establishing themselves as being self-employed
- ➔ Enrolling in a higher education course

## What do I need to consider when contracting an apprentice?

An apprentice must be treated in the same way as any employee and provided with a contract of employment that adheres to legal requirements. The contract should include the same benefits as other employees, such as paid holiday and sickness pay.

An apprentice must be aged 16 or over and have completed their final GCSE year at school before starting an apprenticeship. There is no maximum age limit.

### If your apprentice is under 18 years of age:

- ➔ They must be given a 12-hour break between one shift ending and another starting and not exceed an 8-hour day or 40-hour week
- ➔ They must have a break of at least 30 minutes when their shift lasts more than four and a half hours

It is really important that you give your apprentice as many opportunities as possible to apply their training in real workplace scenarios. This will equip them with the experience they will need to succeed on the programme and give them skills and knowledge they need for future employment. You may be asked to complete witness testimony confirming that you have seen your apprentice completing a specific task, which will be used as evidence of learning.

## How long will the apprenticeship last?

All apprentices must be contracted and paid for a minimum of 30 hours a week (to include off-the-job training) for at least a year. In some circumstances a part-time apprenticeship can be agreed, but it must be equivalent to 30 hours over 12 months.

Apprenticeships typically last 12-18 months depending on the standard.

## What should I pay my apprentice?

By law you must pay at least the National Minimum Apprenticeship Wage <https://www.gov.uk/national-minimum-wage-rates>. This is for all apprentices aged 16-19 and those aged 19 and over who are in the first year of their apprenticeship. After this apprentices must be paid the appropriate minimum wage for their age.

Many employers choose to pay their apprentice more than the minimum wage from the start. Creative Alliance encourages this, because it is good for recruitment and retention. As an employer you may wish to consider performance-related pay increases.

## Health and safety

You will be asked to complete a workplace health and safety check, which Creative Alliance will go through with you in the workplace. As part of this you will also need to provide evidence of public liability insurance. Where this is out of date you will be asked to renew this prior to the apprentice starting.



## How will a new apprentice fit into our workplace?

The apprentices we work with are very diverse, both in their age range and educational background.

An apprenticeship could be a person's first experience of work and you may need to apply a level of patience and understanding to aid the transition from education to the workplace. On the other hand your apprentice may have experience in a similar or different workplace.

**From talking to our apprentices over the years, the most common challenges faced by inexperienced workers during this time are:**

- ➔ Working longer hours
- ➔ Commuting to work and using public transport (especially during rush-hour times)
- ➔ Learning the format and etiquette of email and report writing
- ➔ Understanding appropriate business dress, attitudes and behaviours
- ➔ Not knowing who to ask when they have a problem, or not feeling comfortable asking (for fear of looking incompetent)
- ➔ Not knowing the protocol for handing in finished work and projects
- ➔ A lack of confidence around existing employees and management structures
- ➔ Being unsure of health and safety guidelines

## Supporting your apprentice

**During the early days with your apprentice, it is usually a good idea to assign starting tasks that will help them to build confidence and competence. Within three months, you can expect your apprentice to be ready to handle greater workloads and levels of responsibility. Be sure to:**

- ➔ Take the time to set expectations and give advice as early as possible
- ➔ Have clear guidelines from the very start and make them a crucial part of your apprentice's induction
- ➔ Hold weekly meetings with your apprentice to give them the opportunity to ask any questions, and for you to provide advice and guidance when needed
- ➔ Feel free to ask how you're doing at any point too! This is an opportunity for both parties to learn from one another
- ➔ Consider assigning them to social media roles; as a young creative, they will likely be familiar with various social media platforms, and you may find that they bring an effective voice and personality to your social media presence

If, at any point, you are unsure of how best to support your apprentice, the Creative Alliance team will be here to help.

## Mentoring and support in the workplace

We are committed to helping you develop your apprentice into a productive, valuable and committed professional. This is best achieved when their training is complemented by additional mentoring, support and guidance in the workplace from yourself and from their fellow co-workers.

You'll find that a good mentor will be invaluable to your apprentice's development. This does not necessarily require you to be their line manager – in fact, it helps the apprentice to have another point of contact in the organisation who can help with technical questions, as well as any other advice they may need.

Mentoring provides a great development opportunity for staff in your business, and although it takes up some time for the mentor, it will give potential managers the chance to enhance their skill set and get hands-on experience supervising others. Dedicated mentoring and support in the workplace for your apprentices will also bring significant efficiency benefits by getting them up to speed much more quickly.

## How will we keep track of learning?

Creative Alliance use an e-portfolio system called One File. It benefits both you as an employer and your apprentice, helping to keep track of your apprentice's progress. All communications with the apprentice and all work and feedback is provided through this system. This enables the employer to track the progress of their apprentice.

It is your assigned development coach's role to review progress, give feedback and set targets. They will also provide additional support for you or your apprentice if required – such as help in balancing your apprentice's workload with their training, advice on safeguarding and the government's Prevent agenda, or helping your apprentice adjust to the workplace.

Some apprentices find the transition from school/college-based learning to work-based learning difficult and get anxious about their progress. Your development coach has experience of supporting and guiding the process. They ensure that your apprentice is progressing in line with their One File profile and will adjust their tasks and objectives if required.

### Workplace reviews

Regular reviews of training and assessment will take place between yourself, your apprentice and your development coach. Visits will be arranged every six to eight weeks throughout the apprenticeship. The reviews are recorded on One File.



# Apprenticeship

## Frameworks

Apprenticeships are learning programmes intended to lead to the acquisition and application of the skills, knowledge and understanding required by employers. Devised by sectors skills councils and standard setting bodies in consultation with employers, apprenticeships in England and Wales comprise the following four elements:

- ➔ Competence-based element - for example, a National Award
- ➔ Knowledge-based element -for example, a technical certificate
- ➔ Transferable skills - for example the key skills or functional skills
- ➔ Employment rights and responsibilities - determined by the sector skills council or standard setting body
- ➔ Personal Learning and Thinking Skills

In England and Wales, Apprenticeships are available at Level 2 (Intermediate), Level 3 (advanced), and level 4 (Higher level apprenticeships) for people from the age of 16.

## English, Maths and ICT

In regards to English, Maths and ICT, Creative Alliance will provide your training if you haven't already got a GCSE grade C or above or equivalent. As agreed with your employer, you will be required to attend sessions at the Creative Alliance offices one day a week for 7 weeks. After that you will have an exam with us and hopefully receive your qualification. If you do not pass the first time round, you can re-sit this free of charge.

# Standards

## On Programme Assessment

Technical knowledge, understanding and competencies will be assessed on programme through a combination of knowledge modules, projects and vendor qualifications depending on the standard you are working towards. Evidence will be collected and monitored through the work based learning eportfolio system, OneFile. The duration of the programme is a minimum of 15 months.

## Gateway

Gateway is the decision-making process that takes place to decide if an apprentice is ready for the (EPA) End-Point Assessment. An apprentice will only be considered ready for EPA when they have completed all elements of their training programme including Functional Skills, therefore Gateway can only be applied for after 365 days of being on programme.

# Creative, Digital and Marketing

Group	Programme	Level
Creative and Digital Media	Creative and Digital Media	3
	Broadcast Production Assistant	3
	Junior Content Producer	3
Digital Marketing	Social Media & Digital Marketing	4
	Digital Marketer	3
Events and Promotion	Events Assistant	3



# Creative and Cultural Venues

Group	Programme	Level
Technical Theatre	Technical Theatre Sound Light and Stage	2
	Technical Theatre Sound Light and Stage	3
	Administration	2
Community Arts	Management	3
Creative Venue Technician	Cultural Heritage and Venues Operations	3
Cultural Venues	Cultural Heritage and Venues Operations	3



# Business and Management

Group	Programme	Level
Business Administration	Business and Administration	3
	Business and Administration	4
Customer Service	Customer Service Practitioner	2
Project Management	Associate Project Management	4



## End-Point Assessment

The final, end-point assessment is completed in the last few months of the apprenticeship, and only once the employer and training provider are confident that you have shown knowledge and skills in all required areas of the apprenticeship standard.

This is completed by an external organisation and is required for apprentices to successfully pass the apprenticeship Standard.

The End-Point Assessment date is set externally by the Apprentice Assessment Organisation. This date will be decided through the gateway and will be between 13 and 15 months. A number of approaches are being used for the End-Point Assessment. These may include: Interviews, presentations, portfolio review, employer reference and synoptic project.

The EPA takes place at the end of the apprenticeship when all the all the on-programme training has been completed and after the gateway has been passed.

**Summative Portfolio** - This portfolio will be to showcase the very best work that the apprentice has completed during the programme and must contain all areas of the apprentice Standard.

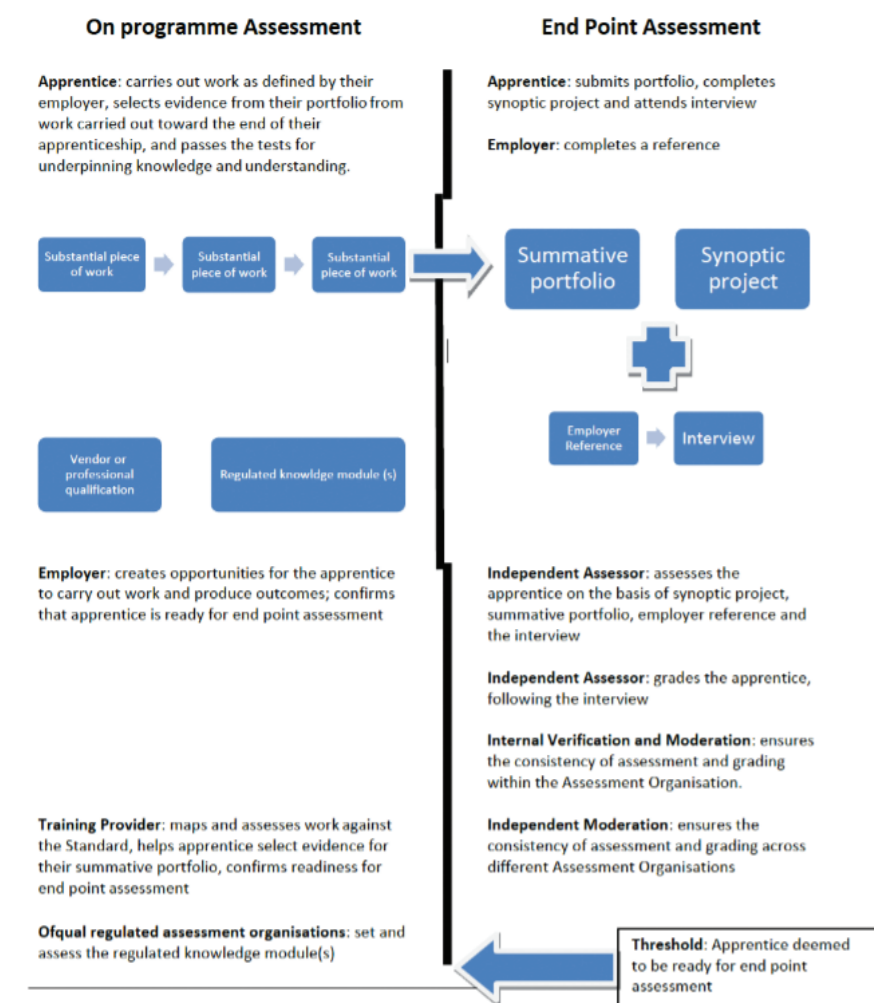
**Synoptic Project** - This assessment is to be completed a period either in the workplace or on the training providers premises. It is set by the end point assessment organisation.

**Employer Reference** - This reference will confirm the learning that has taken place for the apprentice and that the apprentice is competent and confident within their occupation.

**Structure Interview** - This interview will be conducted by the end-point assessment provider, exploring the work that has been completed within the summative portfolio and synoptic project.

An independent End Point Assessment organisation will assess each element of the end point assessment and will make the decision whether to award successful apprentices with a Pass, Merit or Distinction.

**Example end point assessment for the Digital Marketer Standard:**



## Introduction to our Awarding Organisations

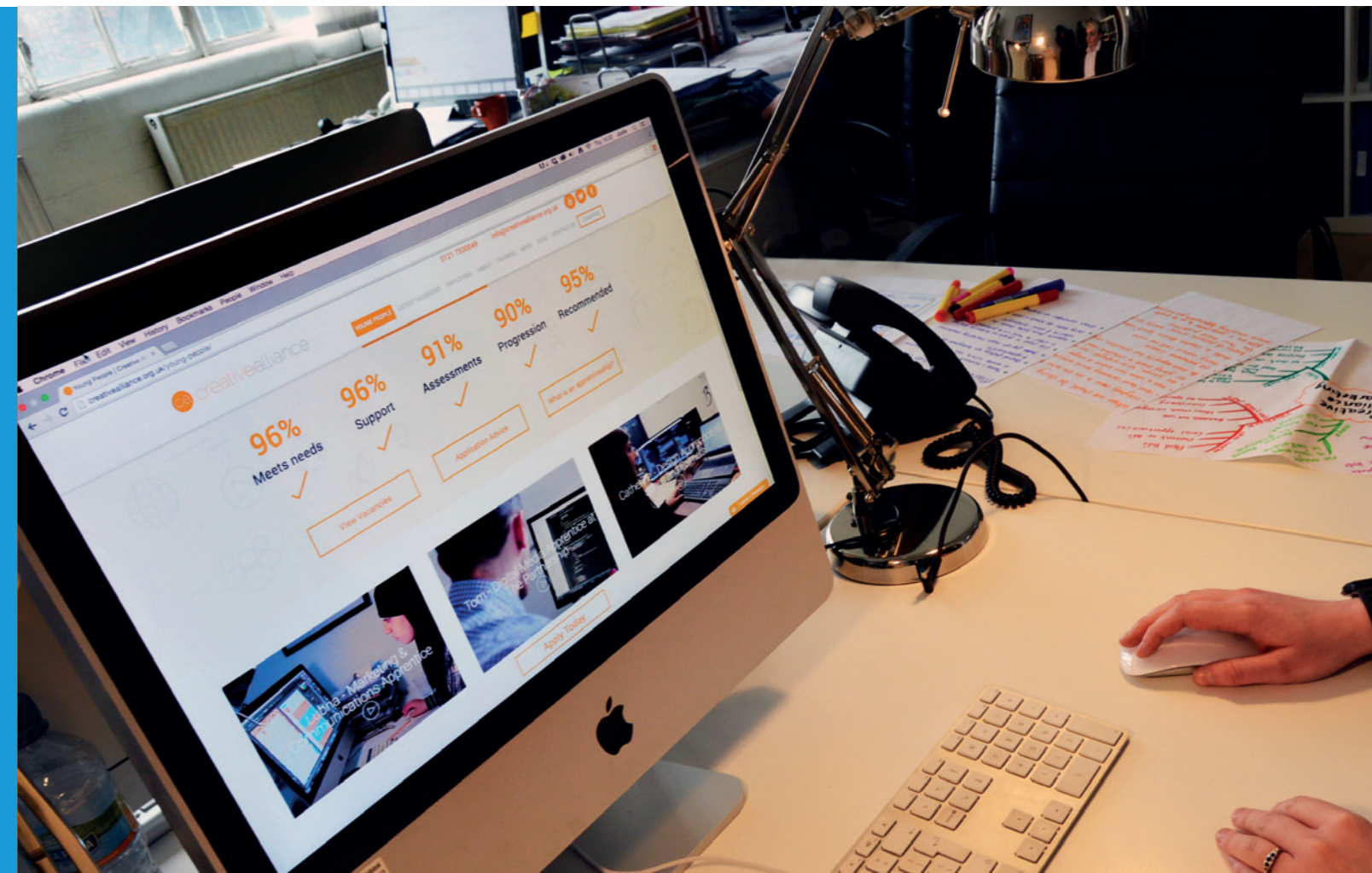
### Vocational Qualifications created with industry for industry

**NCFE:** is a national Awarding Organisation, passionate about designing, developing and certificating diverse, nationally recognised qualifications and awards. These qualifications contribute to the success of millions of learners at all levels, bringing them closer to fulfilling their personal goals. Last year alone, over 340,000 learners from over 2,000 colleges, schools and training organisations chose NCFE as the Awarding Organisation to help them move their careers forward. For more info go to [www.ncfe.org.uk](http://www.ncfe.org.uk)

**Edexcel:** Edexcel is the brand name for academic and general qualifications from Pearson, including GCSEs and A levels, as well as some vocational qualifications, including NVQs and Functional Skills. Designed to advance learners' skills while developing knowledge, Edexcel's qualifications help learners either progress to higher education or go directly into employment. They are grounded in the quality and traditions of the British education system made relevant for today's UK and international learners. For more info go to [www.edexcel.com](http://www.edexcel.com)

### Development Coach Role

To coach and train the apprentice through the learning of knowledge and presentation of skills gained in the workplace. The Development Coach will complete workplace visits to support with assessments and to complete progress review's, which will be scheduled every 8-10 weeks and will require attendance from the apprentice and workplace manager.



## What is Safeguarding?

Safeguarding regulations have been around for a while, across a wide range of legislation, but were brought together by the Safeguarding Vulnerable Groups Act 2006.

This legislation provides definitions of children (anyone under 18) and vulnerable adults and sets out the legislative framework of measures to protect them from harm.

- Promotion of your health and development
- Ensuring your safety and care
- Ensuring you are offered the best life chances
- Protection from abuse and neglect
- Prevention of bullying and harassment

The term 'safeguarding' embraces both child and vulnerable adult protection and preventative approaches to keep our students, staff and employers safe. Safeguarding encompasses students' health and safety, welfare and well-being.

**Creative Alliance is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and employers to share this commitment. We have developed a Safeguarding Policy and Procedure that aims to meet this commitment.**

## Why is safeguarding necessary for employed learners?

Providers of government funded training have a duty to safeguard their learners and to take such steps that try to ensure the safety and well being of its learners at all times. As part of that duty, we will talk to you about what you can do to ensure that learners are not exposed to threats or dangers.

## What are the responsibilities of an Employer?

- To understand what is meant by safeguarding and promote the welfare of learners
- Be aware of your statutory duties towards the welfare of children and vulnerable adults
- Be familiar with our guidance, in particular, the reporting arrangements
- It is the responsibility of the employer to ensure employees working alongside learners are free from convictions in relevant offences listed with the Disclosure and Barring Service, are not undertaking regulated activity with children and vulnerable adults, and of sound character and judgement and will not pose as any threat or danger to learners

## What do I do if my apprentice discloses information to me?

- Re-assure the learner that they have done the right thing
- Record what the learner said, using their words where possible. Sign and date the record
- Inform our Designated Person or deputy as soon as possible and pass on the written record
- Maintain confidentiality and do not discuss with others
- Listen without making judgements
- Stay calm
- Try not to ask questions, but if you must, make sure they are open-ended questions to clarify understanding and not to probe or investigate
- Don't give an opinion or offer advice
- Don't promise confidentiality - explain you may need to talk to a designated safeguarding officer
- Employees working closely with children or vulnerable learners should be alert to the possibilities of harm and they should inform only—and not investigate or offer advice

If any member of staff has a safeguarding issue brought to their attention, they must treat it as a matter of urgency and document and email / phone one of our Designated Safeguarding Team within 24 hours of the disclosure. Unless the child is in immediate harm, where the relevant authorities will be contacted immediately. In this situation ensure that the child is accompanied and kept safe until the relevant authorities arrive.

### Designated Safeguarding Officer with Lead Responsibilities

Noel Dunne: noel@creativealliance.org.uk  
07793 200701

### Deputy Designated Safeguarding Officer and Quality Lead

Helen Dixon: helen@creativealliance.org.uk  
0121 753 0049

NSPCC's guidance on safeguarding and identifying the signs of a child at risk:

<https://www.nspcc.org.uk/>

<https://www.nspcc.org.uk/services-and-resources/research-and-resources/2015/thriving-communities-framework-neglect/>

The Counter-Terrorism and Security Act 2015:

<https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>

## British Values

As part of the Prevent strategy, Creative Alliance will be promoting Fundamental British Values to reflect life in modern Britain.

These values are Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.

Fundamental British Values are not exclusive to being British and are shared by other democratic countries as a way of creating an orderly society, where individual members can feel safe, valued and can contribute for the good of themselves and others.

These will mirror the principles and values of Creative Alliance and all the work areas that we support.

## Prevent

Another aspect of safeguarding is the PREVENT duty, which requires the education sector to have “*due regard to the need to prevent people from being drawn into terrorism, supporting terrorism or being drawn into non-violent extremism.*” Building the resilience of young people and the promotion of fundamental British values is at the heart of preventing radicalisation.

## Purpose of Prevent

Prevent aims to safeguard vulnerable individuals (both adults and children) who may be at risk of potentially becoming involved in terrorist activities. It also aims to support institutions, such as schools, colleges and universities where this may happen.

All staff have a responsibility to report any instances where they think they have identified a Safeguarding / Prevent issue to their Safeguarding Officer.

### Responsibilities

All Creative Alliance staff have a legal responsibility under the Prevent Duty to make sure that:

- They have undertaken training in the Prevent Duty
- They are aware of when it is appropriate to refer concerns about learners to the Prevent officer, who is also the Designated Safeguarding Officer
- They exemplify British values of “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs” into their practice

## How will we support with safeguarding and prevent?

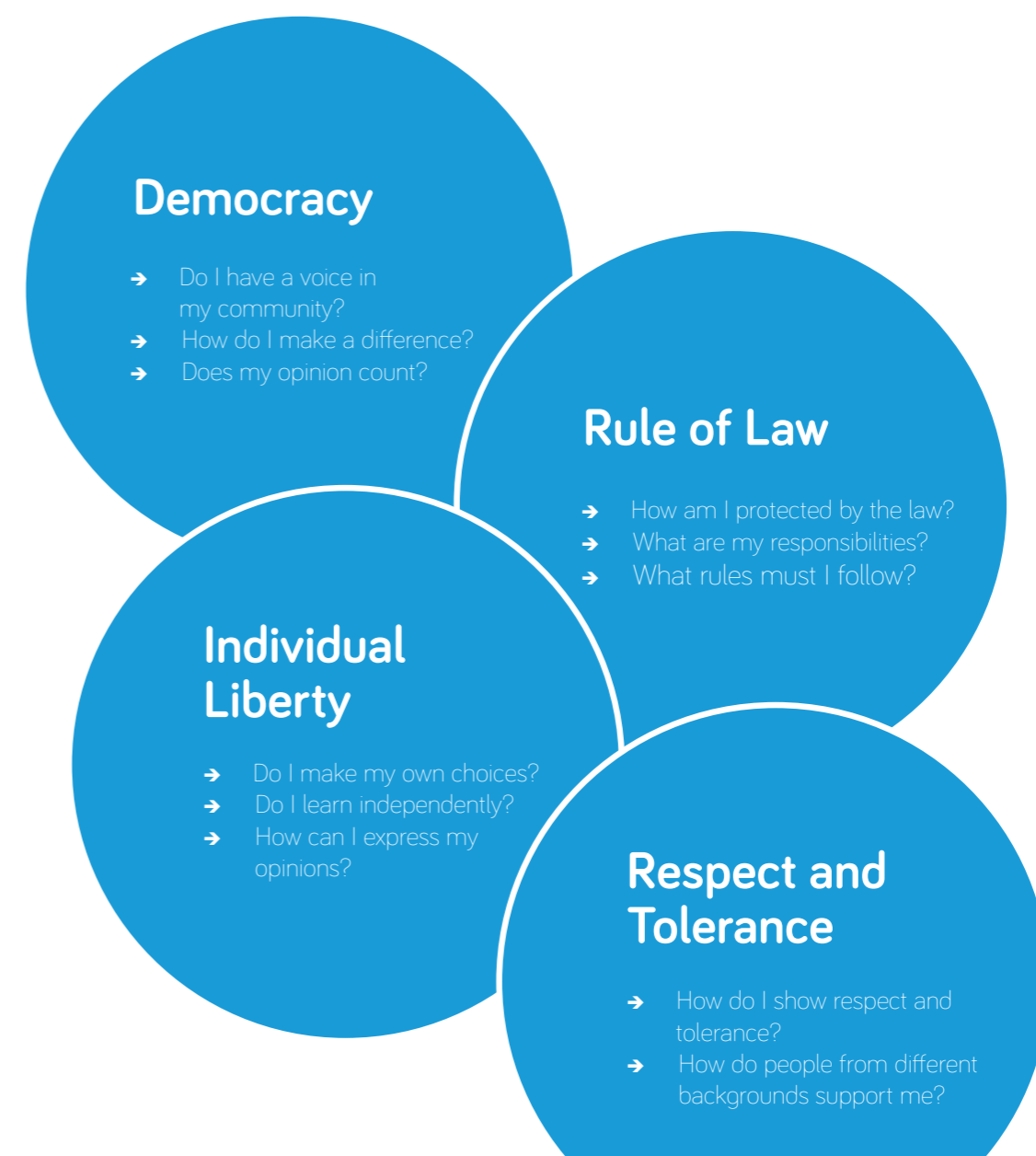
We work with parents, apprentices, employers and our own staff to support the Government's Prevent agenda and ensure safeguarding is in place for all our learners.

**We will support employers to provide a safe working environment by:**

- Educating apprentices on these policies during their two-day training with us
- Actively informing employers of safeguarding and prevent
- Working in partnership with employers to support children in an apprenticeship
- Working with employers to identify health and safety, equality and diversity, and safeguarding and radicalisation risks in the workplace

**Development Coaches** are fully trained in safeguarding and can be a useful first point of contact for discussing queries. Never hesitate to get in touch.

**Our full Policy and Procedures on Safeguarding and Prevent can be accessed on the resource area of OneFile.**



## Health and Wellbeing Support

People are important to all businesses. Their performance can impact upon productivity and profitability.

People living with a mental health condition experience good days and bad days. On their bad days they can lose focus and find tasks difficult to complete. They may even need time off, which can harm their performance and your productivity.

The Access to Work Mental Health Support Service is a Department for Work and Pensions funded programme and is delivered by Able Futures, a specialist partnership in Great Britain set up to help people with mental health difficulties have more good days.

Access to Work Mental Health Support Service provides employers with education support and resources to help them demonstrate their commitment to supporting people with mental health conditions in the workplace. There is no charge to use this service.

- ➔ Advice on supporting a worker with a mental health condition
- ➔ Education and a toolkit for you, your colleagues and your leadership team
- ➔ Internal promotion of an easy-to-use service for your employees

## What support can I get?

The Access to Work Mental Health Support Service helps you support your employees with a confidential service designed around their needs and daily routine. It also offers you advice, practical support and internal promotion materials you can use to raise awareness of the service within your business.

In addition, every business that registers for the service receives an employer toolkit, a free training resource full of helpful dos and don'ts, and invitations to Disability Confident events where you can gain first-hand experience of the latest guidance for supporting people with their mental health, as well as the latest research.

## Who will support me?

When you sign-up to provide the Access to Work Mental Health Support Service you receive a comprehensive range of support. In addition to the employer toolkit, event invitations and internal promotion, you have access to qualified professionals to help you help your employees. They will have experience of working with people with mental health conditions. Knowledge that you can access at any time.

## Will the service cost me anything?

There is no charge to you or your employees to use the Access to Work Mental Health Support Service. This includes all the calls, meetings, expert advice, guidance and promotional materials.

It does not matter what type or size your business is, or how many employees use the service. All support provided under the Access to Work Mental Health Support Service is funded by the Department for Work and Pensions.

<https://www.able-futures.co.uk> | Freephone number **0800 321 3137**



Taking on an apprentice is a great opportunity to help move your business forward and to develop someone who has the potential to add value to your organisation.

As someone who has had two apprentices, I would say there are a few things that you should do to get the most out of the experience.

### Spend enough time training

It's a fact: your apprentices aren't necessarily going to be highly skilled workers (it's kind of part of the definition of an apprentice - they're there to learn!) I would recommend spending a good amount of time training them, especially in the early days. They will pick things up, adapt to the tasks you give them.

### Give them responsibilities

To develop your apprentices' confidence, skills and business awareness you need to give them responsibilities.

I started off small: get them to research new clients, ideas, theories, ways of thinking and ask them to present it as if they were presenting a proposal to a client. This tests their research skills (obviously), but also their critical thinking, team work, design skills and communication skills.

I also found that social media was a good way to give them responsibility. It's a fast moving space where it's good for users to have their own voice and personality. They can also schedule posts, giving you the opportunity to check them over and make sure the messages are in line with those of the company (if you want to).

When it's your company, it is always scary letting someone new take over a specific area of operations, but if you don't give them that chance, how can you expect them to ever contribute to your business' growth?

### Make sure they have someone to work with

I made the conscious decision to take on two apprentices at near enough the same time. This worked out to be a great move for my business.

As a director of a company, sometimes you need to just get your head down and work. But at the same time, setting a task and just going off into your own corner whilst your apprentice pulls their hair out trying to make sense of your cryptic instructions - well, that isn't good for anyone.

Having more than one apprentice (or having one of your team who can work with them) means they have someone to discuss ideas with and allows them to work together on tasks. It frees you up to do what you need to do, but gives them a platform to bounce ideas and collaboratively make sense of their tasks and complete them more effectively.

**EMPLOYER: Daniel Bridgewater,**  
**Hero Communications, Director**

## Useful resources

Working with apprentices

National Apprenticeship Service (NAS) information for employers

<https://www.gov.uk/topic/further-education-skills/apprenticeships>

Skills Funding Agency (SFA) employer guide:

<https://www.gov.uk/government/publications/apprenticeships-guide-for-employers>

CIPD guide for employers:

<https://www.cipd.co.uk/publicpolicy/policy-reports/apprenticeships-work.aspx>

Government guidance on safeguarding:

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

The Government's guidance on prevent:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

## Training

You can access a range of free training resources, including:

- ➔ Leadership and Management
- ➔ Equality and Diversity
- ➔ Prevent

Simply go to the online learning foundation learning platform

<http://www.foundationonline.org.uk> you can login or self-register and create your own profile. Once logged in, select prevent and then prevent for employers simply enrol on the course and access the training materials.

## HR Resources

For Government advice on disciplinary procedures, visit

<https://www.gov.uk/taking-disciplinary-action/overview>


Acas code of practice

<http://www.acas.org.uk/media/pdf/f/m/Acas-Code-of-Practice-1-on-disciplinary-and-grievance-procedures.pdf>

Acas Helpline - The Acas Helpline has further advice on disciplinary issues.

**Acas Helpline - Telephone: 0300 123 11 00**

**Textphone: 18001 0300 123 1100 - Monday to Friday, 8am to 6pm**

 0121 753 0049

 [info@creativealliance.org.uk](mailto:info@creativealliance.org.uk)

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[www.creativealliance.org.uk](http://www.creativealliance.org.uk)

Right Talent; Right Workplace;  
**BRIGHT FUTURE**

