



Excellence Solutions Limited  
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# **Excellence Solutions Limited**

# **Employer Handbook**



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**The purpose of this handbook is to provide employer with a brief overview of the legislative and practical requirements of employing and managing apprentices**





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# Table of Contents

About us	4
Introduction to Apprenticeship Programmes We Offer	5
Level 2 Early Years Practitioner	7
Level 3 Early Years Educator	9
Level 3 Dental Nurse (Integrated)	11
Level 3 Business Administrator	14
Level 3 Team Leader/Supervisor	16
Level 3 Content Creator	18
Level 2 Beauty Therapist	20
Level 2 Hairdressing Professional	22
Level 3 Assistant Accountant	24
Employer Responsibilities	26
Employer Contribution	28
Apprenticeship Service Account	29
Reserving Funds	30
Support from Excellence Solutions Limited	32
Legislation	33
Health and Safety	34
British Values	36
Prevent Strategy	38
Meet the Team	39
Management Team	39
Delivery Team	39
Recruitment Team	40
Safeguarding Team	40



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# About us

At Excellence-Solutions Ltd., we provide apprenticeship programs specifically tailored for candidates aspiring to thrive in today's fast-evolving digital landscape. As technology becomes the foundation of every industry, organizations across sectors are increasingly in search of adaptable, skilled employees who can contribute to their business success and advance the nation's standing in the global 21st-century economy. Our programs are designed to equip individuals with the digital and practical skills that drive this transformation.

## **Industry Experts You Can Trust**

For years, companies have trusted Excellence-Solutions Ltd. to train and develop a highly skilled workforce that enhances profitability, boosts productivity, and strengthens the bottom line. Our training programs are crafted by industry experts who understand the unique challenges of each sector, ensuring that apprentices gain hands-on skills that are directly applicable to their roles.

## **Exceptional Success Rate**

Excellence-Solutions Ltd. consistently achieves an outstanding success rate across all programs. Our apprenticeships are structured to ensure that participants not only complete their programs but also excel in their fields, gaining certifications and competencies that stand out to employers.

## **Outstanding, Tailored Training Programs**

We are proud of our team of experienced trainers and consultants who design flexible training options to suit the unique needs of your workforce. By equipping employees with the right skills, our training can help you minimize liability costs and meet industry standards. Tailored to your specific business needs, our programs introduce fresh ideas into your teams and foster innovative approaches to daily challenges. Excellence-Solutions Ltd. is dedicated to more than skill-building; we focus on developing well-rounded professionals who bring strong values, resilience, and forward-thinking into every task they undertake.

## **Student Endorsements**

Don't just take our word for it—over 98% of our students would recommend Excellence-Solutions Ltd. to their friends and family. This high recommendation rate is a testament to our commitment to quality, personalized support, and the tangible career benefits our apprenticeships provide.

Empower your workforce with Excellence-Solutions Ltd., where industry-aligned training meets real-world application, preparing businesses and individuals alike for success in a digital world.



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# Introduction to Apprenticeship

Apprenticeships are structured learning programs that combine practical, on-the-job training with academic instruction. They are designed to equip individuals with the skills, experience, and qualifications necessary to excel in specific roles within an industry. Unlike traditional education pathways, apprenticeships offer candidates the unique advantage of earning while they learn, providing real-world experience in their chosen field while developing technical and professional skills that are directly relevant to the workplace.

For businesses, apprenticeships are a strategic investment in talent. They allow companies to mould new talent to fit their organizational needs, ensuring that apprentices develop competencies that contribute directly to productivity, innovation, and long-term growth. Apprenticeships also benefit the broader economy by addressing skill gaps and preparing a new generation of skilled workers ready to meet industry demands.

Apprenticeship programs are available across a variety of sectors, from technology and healthcare to finance, engineering, and beyond. Each apprenticeship is tailored to meet the standards and needs of the industry, ensuring that learners receive both the foundational knowledge and the specialized skills necessary to thrive. With a focus on both technical and soft skills, apprenticeships cultivate a well-rounded workforce capable of navigating the challenges and opportunities of the 21st-century job market.

Overall, apprenticeships are a powerful pathway to career growth and development, offering a blend of structured education, mentorship, and practical experience that not only supports individual career success but also strengthens the industries and communities in which apprentices work.

## **Apprenticeship Requirement**

Apprenticeships are structured programs with specific criteria designed to ensure high-quality training that meets both industry standards and the needs of employers. The following are key criteria that define and shape an effective apprenticeship:

- Typically, apprentices must be at least 16 years old, though some programs may have additional age requirements.
- While some apprenticeships require a minimum level of education, such as GCSEs or equivalent, others may have different entry requirements based on the role or industry.
- Many apprenticeships require candidates to be employed or hired by a sponsoring organization as part of the program.
- Apprentices are usually employed under a formal contract with a minimum duration, which outlines their role, responsibilities, and compensation.



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- The contract must ensure that the apprentice receives training aligned with the apprenticeship standard, with an agreed-upon wage that meets or exceeds the minimum apprentice wage.
- A significant portion of apprenticeship learning is hands-on, conducted in the workplace under the guidance of a mentor or skilled professional.
- Apprentices spend at least 20% of their time on theoretical and practical training away from their main work tasks. This could include workshops, online learning, and coursework with an educational institution or training provider.
- Apprenticeships vary in length, but most last from one to four years, depending on the level of apprenticeship and the industry.
- Apprenticeships are structured around competency frameworks that specify the skills, knowledge, and behaviours required for the role.
- Progress is monitored through regular assessments, including exams, practical evaluations, and on-the-job performance reviews.
- An EPA is an assessment at the end of the apprenticeship. It will assess against the knowledge, skills, and behaviours (KSBs) in the occupational standard. The EPA is an opportunity to show an independent assessor how well an apprentice can carry out the occupation they have been trained for.
- Many apprenticeships offer formal qualifications upon completion, such as diplomas, certificates, or industry-recognized credentials.
- Apprenticeships range from Level 2 (intermediate) to Level 7 (degree or master's level), allowing apprentices to achieve progressively higher levels of expertise and certification.
- Apprentices benefit from mentorship and support, with guidance from experienced professionals who help them navigate the industry, refine skills, and adapt to the workplace culture.
- Regular feedback and supervision are provided to track progress, address challenges, and ensure continuous improvement.
- Apprenticeships offer competitive wages aligned with industry standards. In addition to wages, apprentices may also receive benefits like other employees, such as paid time off, health benefits, and company resources.
- Apprenticeships should provide clear career progression opportunities, equipping candidates with the skills needed to advance within the organization or industry.
- Many apprentices are offered permanent positions at the end of their programs, giving them a solid foothold in their career.
- Apprentices are protected by employment laws, ensuring fair treatment, safe working conditions, and protection from discrimination or harassment in the workplace.
- The contract must clearly outline the apprentice's rights and protections, including grievance procedures and mechanisms for addressing workplace concerns.



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# Programmes We Offer

## Level 2 Early Years Practitioner

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### **Overview**

An Early Years Practitioner (EYP) supports the care, learning, and development of children from birth to age 5 across various private and public settings, such as full-day care centres, preschools, nursery schools, and local authority facilities. Working under the Early Years Foundation Stage (EYFS) framework, EYPs contribute to fulfilling government requirements for children's growth and education in both indoor and outdoor environments.

EYPs engage directly with children daily, facilitating play-based learning and educational activities. They work as part of a professional team, ensuring children's welfare and development under the guidance of an Early Years Educator, teacher, or other qualified professional. Their role includes:

- Supporting child-initiated and adult-led activities tailored to each child's needs and interests.
- Assisting with the planning and delivery of educational programs.
- Ensuring children feel safe, secure, and supported in their learning environment.

An EYP collaborates with parents, colleagues, and external professionals, including health visitors, social workers, and speech therapists, to meet each child's unique needs. They undergo background checks as required by EYFS to ensure suitability for working with children.

EYPs also contribute to observing and assessing each child's progress, supporting their learning experiences, and meeting their care needs, such as feeding, changing, and toileting, under supervision. They work closely with more senior staff to maintain a safe and nurturing environment.

EYPs have a critical role in recognizing and responding to potential risks to children's safety and contributing to overall health and safety standards in the setting. While they support the team, they typically do not hold budgetary or leadership responsibilities.

In all aspects, EYPs ensure a high-quality, supportive environment that fosters early learning and development.



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### ***Apprenticeship Components***

**Main Aim** - NCFE CACHE Level 2 Diploma for the Early Years Practitioner

This is the main qualification the apprentice is studying.

**Functional skills**- Learners aged 16-18 are required to hold a Level 1 Functional Skills certification in Math and English. Learners aged 19 and above have the option to pursue Functional Skills as part of their apprenticeship, subject to mutual agreement between the learner and employer.

**Off the Job Hours** - The required training hours for apprentices are recorded in OneFile and must equal 20% of their total working hours. Apprentices are responsible for maintaining an OTJH log on OneFile to provide evidence of these training hours.

### ***Reviews***

Reviews are scheduled in advance with the assessor and should take place every 12 weeks. These reviews are conducted remotely and require signatures from the assessor, learner, and employer on OneFile.

If a review needs to be rescheduled, it is recommended to set the new date as close as possible to the original.

Regular reviews play a crucial role in supporting learner engagement, tracking their progress, and keeping the employer informed. They also provide an opportunity for the employer to discuss any concerns or suggest additional learning needs. Reviews help the assessor gain insight into the learner's performance in the workplace, ensuring alignment between the apprentice and employer.

### ***Teaching Structure***

The Tutor/Assessor schedules one-to-one sessions with the apprentice and provides additional sessions as needed. They then assign coursework to the apprentice on OneFile, which the apprentice has four weeks to complete. Throughout the program, the apprentice is required to log their off-the-job training hours in OneFile, which are monitored by the Tutor/Assessor.

Additionally, the Tutor/Assessor conducts 3-4 workplace observations during the program to assess the apprentice's practical skills and progress in a real work environment.





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### **End Point Assessment (EPA)**

For the Level 2 Early Years Practitioner (EYP) apprenticeship, the End-Point Assessment (EPA) consists of two primary assessment methods:

1. Professional Discussion underpinned by a portfolio of evidence. This discussion allows the apprentice to demonstrate their knowledge, skills, and behaviours in a structured format, guided by their portfolio.
2. Knowledge Test with multiple-choice questions. This assesses the apprentice's theoretical understanding of early years practices and covers various topics from the apprenticeship standards.

These two assessment methods are designed to ensure that the learner has both practical and theoretical competence to work effectively as an Early Years Practitioner

### **Grading scale**

- The Knowledge Test consists of 40 multiple-choice questions. To pass, apprentices need to score 65-78%, which means getting 26-31 questions correct. For a distinction, they must score 80% or higher, which requires at least 32 correct answers.
- The Professional Discussion, underpinned by a portfolio of evidence, assesses skills, knowledge, and behaviours, with possible outcomes of pass or distinction.

## **Level 3 Early Years Educator**

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### **Overview**

This role is found in a variety of maintained, private, voluntary, and independent settings, including full-day care centres, children's centres, preschools, reception classes, playgroups, nursery schools, home-based care, hospitals, social care settings, out-of-school environments, and local authority facilities.

The primary purpose of this role is to deliver high-quality early education and care to young children. Through evidence-based practices, early years educators provide engaging learning experiences for all children, including those with special educational needs and disabilities (SEND). They work in alignment with the Early Years Foundation Stage (EYFS) framework, meeting government standards for the learning, development, and care of children from birth to age five in both indoor and outdoor environments.

On a daily basis, an early years educator interacts with children, parents, caregivers, colleagues, and a network of multi-agency professionals, such as health visitors, early help services, social workers, and speech and language therapists. They play a crucial role in supporting children with SEND, ensuring that all children receive the tailored support they need.



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The role includes responsibility for maintaining a safe and secure environment that fosters children's learning and development. Early years educators create inclusive spaces that reflect a commitment to equality, diversity, and inclusion, supporting every child's unique needs and abilities. They teach and facilitate play-based learning and use observation, assessment, and planning cycles to monitor and encourage each child's progress. Additionally, an early years educator typically acts as the key person for one or more children, building supportive relationships and tracking individual development. Depending on the setting, they may take on a leadership role or work under the guidance of a manager.

### ***Apprenticeship Components***

- Main Aim –** Meeting the Knowledge, Skills, and Behaviour  
Paediatric First Aid or Emergency Paediatric First Aid
- Functional skills-** Learners aged 16-18 are required to hold a Level 1 Functional Skills certification in Math and English. Learners aged 19 and above have the option to pursue Functional Skills as part of their apprenticeship, subject to mutual agreement between the learner and employer.
- Off the Job Hours -** The required training hours for apprentices are recorded in OneFile and must equal 20% of their total working hours. Apprentices are responsible for maintaining an OTJH log on OneFile to provide evidence of these training hours.

### ***Reviews***

Reviews are scheduled in advance with the assessor and should take place every 12 weeks. These reviews are conducted remotely and require signatures from the assessor, learner, and employer on OneFile.

If a review needs to be rescheduled, it is recommended to set the new date as close as possible to the original.

Regular reviews play a crucial role in supporting learner engagement, tracking their progress, and keeping the employer informed. They also provide an opportunity for the employer to discuss any concerns or suggest additional learning needs. Reviews help the assessor gain insight into the learner's performance in the workplace, ensuring alignment between the apprentice and employer.

### ***Teaching Structure***

The Tutor/Assessor schedules one-to-one sessions with the apprentice and provides additional sessions as needed. They then assign coursework to the apprentice on OneFile, which the apprentice has four weeks to complete. Throughout the program, the apprentice is required to log their off-the-job training hours in OneFile, which are monitored by the Tutor/Assessor.



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### ***End Point Assessment (EPA)***

The end-point assessment (EPA) for Early Years Educator contains 2 methods of assessment: **Observation with questioning** an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. The observation with questioning must take 1 hour 20 minutes. The observation with questioning must take place in person. **The Professional Discussion** is a structured discussion of 90 minutes (+10%), underpinned by the Portfolio. The Professional Discussion will offer a full synoptic assessment of the apprentice, testing aspects of knowledge, skills, and behaviours (KSBs) identified in the assessment plan. The apprentice will complete the Portfolio of Evidence during the on-programme learning and will enable the Independent End-Point Assessor (IEPA) to prepare for the Professional Discussion. It should cover the KSBs to be assessed by the Professional Discussion.

### ***Grading scale***

The Observation with Questions as Fail, Pass or Distinction.  
The Professional Discussion as Fail, Pass or Distinction.

**Observation with Questions:** The independent assessor will make the grading decision. The independent assessor will assess the observation and responses to questions holistically when deciding the grade.

**Professional Discussion:** This component assesses the learner's application of knowledge in practice. It is graded based on performance criteria and has three possible outcomes:

- Pass
- Distinction
- Fail

### **Level 3 Dental Nurse (Integrated)**

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#### ***Overview***

This role is within the healthcare field, specifically in dentistry. Dental nurses work in various clinical environments, which can include NHS dental practices, hospitals, private and specialist dental practices, community dental services, and military dental clinics. The clinical setting, known as a dental surgery, is equipped with a dental chair, x-ray unit, and other essential dental tools and instruments. Dental nurses primarily support dentists, dental hygienists, dental therapists, clinical dental technicians, or orthodontic therapists, assisting with patient care throughout the day.



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The primary purpose of a dental nurse is to provide chairside support to dental professionals and maintain strict standards of cleanliness and infection control. Dental nurses prepare and sterilize instruments, mix materials, manage records, assist with dictation, monitor stock levels, and ensure patient comfort and safety during their visit.

In their daily responsibilities, dental nurses interact with patients of all ages, other dental team members, healthcare professionals, and representatives from support organizations. Depending on the setting, they may also engage with schools, community dental services, the prison service, or individuals in homes and care facilities.

Dental nurses are responsible for caring for diverse patients of all ages, backgrounds, and beliefs across various clinical settings. They must only perform tasks, treatments, or make care decisions if they are appropriately trained, competent, indemnified, and have the necessary skills. As registered professionals, dental nurses adhere to the standards and scope of practice defined by the General Dental Council's Scope of Practice document.

### ***Apprenticeship Components***

**Main Aim** - NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing (Integrated Apprenticeship)

**Functional skills**- Learners aged 16-18 are required to hold a Level 1 Functional Skills certification in Math and English. Learners aged 19 and above have the option to pursue Functional Skills as part of their apprenticeship, subject to mutual agreement between the learner and employer.

**Off the Job Hours** - The required training hours for apprentices are recorded in OneFile and must equal 20% of their total working hours. Apprentices are responsible for maintaining an OTJH log on OneFile to provide evidence of these training hours.

### ***Reviews***

Reviews are scheduled in advance with the assessor and should take place every 12 weeks. These reviews are conducted remotely and require signatures from the assessor, learner, and employer on OneFile.

If a review needs to be rescheduled, it is recommended to set the new date as close as possible to the original.

Regular reviews play a crucial role in supporting learner engagement, tracking their progress, and keeping the employer informed. They also provide an opportunity for the employer to discuss any concerns or suggest additional learning needs. Reviews help the assessor gain insight into the learner's performance in the workplace, ensuring alignment between the apprentice and employer.



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### ***Teaching Structure***

The Tutor/Assessor schedules one-to-one sessions with the apprentice and provides additional sessions as needed. They then assign coursework to the apprentice on OneFile, which the apprentice has four weeks to complete. Throughout the program, the apprentice is required to log their off-the-job training hours in OneFile, which are monitored by the Tutor/Assessor.

Additionally, the Tutor/Assessor conducts 3-4 workplace observations during the program to assess the apprentice's practical skills and progress in a real work environment.

### ***End Point Assessment (EPA)***

#### **Knowledge Test:**

**Structure:** This is a closed-book, multiple-choice test with 45 questions.

**Duration:** 90 minutes.

**Content:** Assesses the apprentice's theoretical knowledge across a range of areas, including infection control, dental anatomy, patient care, and legal and ethical responsibilities.

#### ***Grading:***

**Pass:** 32-40 correct answers.

**Distinction:** 41-45 correct answers

#### ***Observation of Practice:***

**Structure:** The apprentice is observed providing dental nursing care to patients in their workplace.

**Duration:** 60 minutes (+10% at the discretion of the assessor), followed by a 15-minute Q&A session.

**Content:** Assesses practical skills such as chairside assistance, patient communication, infection control, and teamwork.

**Pass:** The apprentice must meet all the required skills and behaviours.

**Fail:** Any unsafe practice or failure to meet the criteria results in a fail

#### ***Interview Underpinned by a Portfolio of Evidence:***

**Structure:** A structured discussion based on the apprentice's portfolio, conducted by the independent assessor.

**Duration:** 45 minutes (+10% at the assessor's discretion).

**Content:** The apprentice demonstrates their knowledge, skills, and behaviours, focusing on areas such as communication, ethical practice, and reflective learning.

**Pass:** The apprentice meets all interview criteria.

**Distinction:** The apprentice meets all criteria and exceeds expectations in areas like problem-solving and managing ethical dilemmas



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### **Grading scale**

#### **Overall Grading:**

**Pass:** Achieved by meeting the pass criteria in all three assessments.

**Distinction:** Achieved by meeting the distinction criteria in the Knowledge Test and the Interview, along with a pass in the Observation of Practice.

If an apprentice fails any component, the overall result is a Fail

## **Level 3 Business Administrator**

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### **Overview**

Business administrators possess a versatile set of knowledge, skills, and behaviours that are valuable across all sectors, including small and large businesses in the public, private, and charitable sectors. Their role may involve working independently or as part of a team to develop, implement, maintain, and enhance administrative services. Through their work, business administrators cultivate essential skills and behaviours that prepare them for future management roles.

A business administrator's primary responsibility is to support and engage with various parts of the organization, interacting with both internal and external customers. Focused on adding value, they enhance the organization's efficiency by supporting functional areas, collaborating across teams, and resolving issues as needed. This role's adaptability and responsiveness allow the apprentice to acquire a broad range of competencies.

Business administrators are expected to perform their duties with efficiency and integrity, embodying a positive attitude. The role requires strong written and verbal communication skills, along with a proactive approach to skill development. Business administrators are also expected to show initiative, effectively manage priorities and time, demonstrate problem-solving and decision-making skills, and exhibit potential for people management by mentoring or coaching others.

### **Apprenticeship Components**

**Main Aim** – Meeting the Knowledge, Skills, and Behaviour

**Functional skills-** Learners aged 16-18 are required to hold a Level 1 Functional Skills certification in Math and English. Learners aged 19 and above have the option to pursue Functional Skills as part of their apprenticeship, subject to mutual agreement between the learner and employer.

**Off the Job Hours** - The required training hours for apprentices are recorded in Highfield and must equal 20% of their total working hours. Apprentices are responsible for maintaining an OTJH log on Highfield to provide evidence of these training hours.

### **Reviews**

Reviews are scheduled in advance with the assessor and should take place every 12 weeks. These reviews are conducted remotely and require signatures from the assessor, learner, and employer.



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If a review needs to be rescheduled, it is recommended to set the new date as close as possible to the original.

Regular reviews play a crucial role in supporting learner engagement, tracking their progress, and keeping the employer informed. They also provide an opportunity for the employer to discuss any concerns or suggest additional learning needs. Reviews help the assessor gain insight into the learner's performance in the workplace, ensuring alignment between the apprentice and employer.

### ***Teaching Structure***

The Tutor/Assessor schedules one-to-one sessions with the apprentice and provides additional sessions as needed. They then assign coursework to the apprentice on Highfield, which the apprentice has four weeks to complete. Throughout the program, the apprentice is required to log their off-the-job training hours in Highfield, which are monitored by the Tutor/Assessor.

Additionally, the Tutor/Assessor conducts 3-4 workplace observations during the program to assess the apprentice's practical skills and progress in a real work environment.

### ***End Point Assessment (EPA)***

The EPA consists of three elements, all of which may be completed online. All assessment methods need to be passed. Each assessment method should directly assess the knowledge, skills, and behaviours of the Standard. The assessor has the final decision.

#### **Knowledge Test:**

The apprentice undertakes a multi-choice test to last a maximum of 60 minutes and include 50 equally weighted multi-choice questions with four possible answers each. The assessment should typically be passed before the apprentice progresses to the interview and presentation. The test is to be completed online and requires invigilating.

#### **Portfolio-based Interview:**

The interview is for 30-45 minutes and graded by the Independent End-point Assessment Organisation (EPAO). The Portfolio of Learning provides a structure for this conversation. The Portfolio should provide at least one piece of evidence for each of the minimum KSBs outlined in the Assessment Methods and Grading. Evidence is gathered on-programme and the employer should facilitate this through relevant tasks and support, as outlined in the annexed table. The training provider should support where needed. The employer and training provider should review the Portfolio with the apprentice and make a judgement on whether they should be progressed to EPA. The interview assesses understanding and learning shown in the Portfolio; the Portfolio is not directly assessed.

#### **Project Presentation:**

The apprentice delivers a presentation to the EPAO on a project they have completed or a process they have improved. The presentation lasts 10-15 minutes, with a further 10-15 minutes for a Q&A session. The project is completed from month 9 of the apprenticeship and should be completed prior to EPA being triggered.



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### ***Grading scale***

**Fail** – apprentice has not met the pass criteria The apprentice has not sufficiently evidenced the knowledge, skills, and behaviours to meet the Standard. There has been a shortfall in demonstrating the KSBs on at least one of the assessment methods.

**Pass** – apprentice has met the pass criteria in all assessment methods The apprentice has shown an adequate level of performance across the Standard. They can evidence a basic level of knowledge, understanding and application in demonstrating the learning outcomes. Use of basic IT packages, communicating with different stakeholders, producing accurate records and documentation, and demonstrating learning of the working environment.

**Distinction** – apprentice has met the pass and distinction criteria in all assessment methods The apprentice has shown a high degree of expertise across the Standard. They can evidence knowledge, understanding and application of learning. They can reflect on their own learning, evaluate their own performance, and improve their performance in demonstrating specific learning, especially in how their role supports the wider team. Sharing learning with others, and seeking to promote best practice, is likely to warrant a distinction in addition to the other requirements of the Standard.

## **Level 3 Team Leader/Supervisor**

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### ***Overview***

This role exists across small, medium, large, and multinational organizations in the private, public, and third sectors, encompassing all areas of the economy.

Team leaders are essential in organizations where first-line management is required to support teams and senior management effectively.

The core purpose of a team leader is to provide leadership and oversee operational and project responsibilities. They manage individuals, teams, or aspects of a project by offering direction, guidance, and support to achieve organizational goals. Team leaders play a crucial role in ensuring all functions run smoothly, aligning with legislation and company procedures.

In their daily activities, team leaders engage with colleagues from diverse departments, such as operations, human resources, finance, legal, IT, sales, and marketing. They also interact with external stakeholders, including customers, clients, and suppliers, which may involve off-site or hybrid working arrangements.

A team leader's responsibilities include supporting, managing, and developing team members; overseeing projects; planning and monitoring workloads and resources; executing operational plans; resolving issues; and fostering internal and external relationships.

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They may work within a network or in various team configurations, often within specified budgets and available resources, and report to mid-level and senior managers. While they may occasionally make independent decisions, team leaders primarily guide or influence the decisions of others. This includes gathering and interpreting data, identifying trends, analysing resources, and finding ways to save costs and improve operational efficiency.

Team leaders understand how their role contributes to the broader organizational framework. They apply relevant codes of practice, legislation, and regulations, addressing not only legal and ethical responsibilities but also issues of equity, inclusion, and sustainability in the organization.

### ***Apprenticeship Components***

**Main Aim** – Meeting the Knowledge, Skills, and Behaviour

**Functional skills**- Learners aged 16-18 are required to hold a Level 1 Functional Skills certification in Math and English. Learners aged 19 and above have the option to pursue Functional Skills as part of their apprenticeship, subject to mutual agreement between the learner and employer.

**Off the Job Hours** - The required training hours for apprentices are recorded in Highfield and must equal 20% of their total working hours. Apprentices are responsible for maintaining an OTJH log on Highfield to provide evidence of these training hours.

### ***Reviews***

Reviews are scheduled in advance with the assessor and should take place every 12 weeks. These reviews are conducted remotely and require signatures from the assessor, learner, and employer.

If a review needs to be rescheduled, it is recommended to set the new date as close as possible to the original.

Regular reviews play a crucial role in supporting learner engagement, tracking their progress, and keeping the employer informed. They also provide an opportunity for the employer to discuss any concerns or suggest additional learning needs. Reviews help the assessor gain insight into the learner's performance in the workplace, ensuring alignment between the apprentice and employer.

### ***Teaching Structure***

The Tutor/Assessor schedules one-to-one sessions with the apprentice and provides additional sessions as needed. They then assign coursework to the apprentice on Highfield, which the apprentice has four weeks to complete. Throughout the program, the apprentice is required to log their off-the-job training hours in Highfield, which are monitored by the Tutor/Assessor.

Additionally, the Tutor/Assessor conducts 3-4 workplace observations during the program to assess the apprentice's practical skills and progress in a real work environment.



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The apprentice will prepare and deliver a presentation to an independent assessor. Presentation slides and any supporting materials must be submitted to the EPAO in advance. The presentation, followed by a question-and-answer session, will last at least 50 minutes, with the assessor asking a minimum of five questions.

### **Professional Discussion Supported by a Portfolio of Evidence**

The apprentice will engage in a 60-minute professional discussion with an independent assessor, who will ask at least five questions focusing on key aspects of the occupation. Before reaching the EPA gateway, the apprentice must compile a portfolio of evidence to support this discussion.

### **Grading scale**

The grades available for each assessment method are below

- Fail
- Pass
- Distinction

## **Level 3 Content Creator**

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### **Overview**

This occupation is found in employers across all sectors. It is a role that can be found in both creative and non-creative industries. This can be in any business creating content to engage with its audience.

Employers can vary in size from micro businesses to multinational. The occupation is found in a very broad range of businesses, ranging from public, private and third sector employer. This may include charities, social media employers, digital agencies and broadcasters.

The broad purpose of the occupation is to develop and create written and audio visual content that can be used across a variety of platforms and media. This may include social media, broadcast or in print.

A content creator works to a brief. They research, prepare and develop the messaging to maximise audience engagement. They capture the strategy and objectives of the brand and needs of the customer, client or business.

The content they create can be used as part of media, advertising, documenting and marketing campaigns.

They simplify and tailor a message to the audience to suit the purpose. These can be used across different platforms and channels. An interest in technology and creating content is a must.

In their daily work, an employee in this occupation interacts with a wide range of internal and external stakeholders throughout the end-to-end content creation process.



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Typically, they are likely to interact with clients, marketing and digital teams, production teams, budget holders, contributors, artists and end users.

An employee in this occupation will be responsible for delivering high quality content on time and on budget that meets the brief. They need to be aware of the legal and regulatory framework and take this into account throughout the content development process.

A content creator would need to take into account ethical considerations and wider organisational policies. A content creator would typically report to a senior colleague within their functional area.

They are required to keep up to date with new technologies, platform developments and consumer trends.

### ***Apprenticeship Components***

**Main Aim** – Meeting the Knowledge, Skills, and Behaviour

**Functional skills-** Learners aged 16-18 are required to hold a Level 1 Functional Skills certification in Math and English. Learners aged 19 and above have the option to pursue Functional Skills as part of their apprenticeship, subject to mutual agreement between the learner and employer.

**Off the Job Hours** - The required training hours for apprentices are recorded in OneFile and must equal 20% of their total working hours. Apprentices are responsible for maintaining an OTJH log on OneFile to provide evidence of these training hours.

### ***Reviews***

Reviews are scheduled in advance with the assessor and should take place every 12 weeks. These reviews are conducted remotely and require signatures from the assessor, learner, and employer.

If a review needs to be rescheduled, it is recommended to set the new date as close as possible to the original.

Regular reviews play a crucial role in supporting learner engagement, tracking their progress, and keeping the employer informed. They also provide an opportunity for the employer to discuss any concerns or suggest additional learning needs. Reviews help the assessor gain insight into the learner's performance in the workplace, ensuring alignment between the apprentice and employer.



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### ***Teaching Structure***

The Tutor/Assessor schedules one-to-one sessions with the apprentice and provides additional sessions as needed. They then assign coursework to the apprentice on OneFile, which the apprentice has four weeks to complete. Throughout the program, the apprentice is required to log their off-the-job training hours in OneFile, which are monitored by the Tutor/Assessor.

### ***End Point Assessment (EPA)***

#### **Project or campaign evaluation report, presentation of additional/new content and questions**

The project or campaign evaluation report requires the apprentice to produce an evaluative report based on a project or campaign that the apprentice has contributed to, and developed content for, in the last 6 months leading to gateway. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

#### **Professional Discussion Supported by a Portfolio of Evidence**

The apprentice will engage in a 60-minute professional discussion with an independent assessor, who will ask at least five questions focusing on key aspects of the occupation. Before reaching the EPA gateway, the apprentice must compile a portfolio of evidence to support this discussion.

### ***Grading scale***

The grades available for each assessment method are below

- fail
- pass
- distinction

## **Level 2 Beauty Therapist**

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### ***Overview***

Beauty therapist works in one of the largest, trusted, professional and continually expanding industries within the Hair and Beauty Sector. The work environment can be varied in size, style and ambiance, from a cruise ship, through to small bespoke salons or luxury high end beauty salons and spas. A Beauty Therapist works independently or as part of a team supported by a manager when completing treatments as a key part of a beauty business. They demonstrate a willingness to learn, have an enquiring and curious mind and are enthusiastic to learn about their chosen career. In addition, they exhibit a good work ethic applied to learning, drive and commitment to learn and maintain continual professional development. They deliver essential one-to-one Beauty Therapy treatments whilst maintaining the organisation's image, financial viability and reputation. They complete all duties and treatments within the scope of the occupational role in accordance with legal, industry and organisational requirements within commercially viable times.



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They act with professionalism, without supervision and observe safe working practices to a high level of precision.

A Beauty therapist:

- carries out beauty therapy treatments in line with legal, industry and organisational requirements, maintaining honesty, integrity and confidentiality
- carries out, maintains and stores detailed and confidential beauty treatment consultations with clients, choosing the most appropriate treatments and products
- implements and practices safe ways of working for themselves and others in accordance with legal, beauty therapy and organisational requirements
- selects, uses, and applies a range of beauty therapy techniques, products, tools and equipment to provide:
  - o waxing services (legs, underarms, face and bikini line)
  - o hand and nail treatments
  - o foot treatments
  - o facial skin care treatments
  - o eyelash and eyebrow treatments
  - o make-up application
  - o basic massage treatments (back, neck and shoulder)
- facilitates the client journey, makes appointments, completes the services and handles payments from clients
- provides advice and recommendations on the beauty treatments and appointments
- portrays professionalism and values that meet Beauty Therapy industry requirements and expectations
- maintains standards of appearance and the salon/spa image, etiquette and hygiene

### ***Apprenticeship Components***

**Main Aim** – Level 2 Diploma for Beauty Professionals

**Functional skills-** Learners aged 16-18 are required to hold a Level 1 Functional Skills certification in Math and English. Learners aged 19 and above have the option to pursue Functional Skills as part of their apprenticeship, subject to mutual agreement between the learner and employer.

**Off the Job Hours** - The required training hours for apprentices are recorded in OneFile and must equal 20% of their total working hours. Apprentices are responsible for maintaining an OTJH log on OneFile to provide evidence of these training hours.

### ***Reviews***

Reviews are scheduled in advance with the assessor and should take place every 12 weeks. These reviews are conducted remotely and require signatures from the assessor, learner, and employer on OneFile.



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If a review needs to be rescheduled, it is recommended to set the new date as close as possible to the original.

Regular reviews play a crucial role in supporting learner engagement, tracking their progress, and keeping the employer informed. They also provide an opportunity for the employer to discuss any concerns or suggest additional learning needs. Reviews help the assessor gain insight into the learner's performance in the workplace, ensuring alignment between the apprentice and employer.

### ***Teaching Structure***

The Tutor/Assessor schedules one-to-one sessions with the apprentice and provides additional sessions as needed. They then assign coursework to the apprentice on OneFile, which the apprentice has four weeks to complete. Throughout the program, the apprentice is required to log their off-the-job training hours in OneFile, which are monitored by the Tutor/Assessor.

### ***End Point Assessment (EPA)***

**Knowledge Test:** Each Knowledge Test will be assessed by multiple choice questions and will be available online and on-demand. The End-Point Assessment Organisation (EPAO) has the responsibility for scheduling the EPA (this means that there are no set dates for the test. The employer/training provider can pre-book the test for a day and time to suit the apprentice). Each question will have four options. The Knowledge Test will take 60 minutes and will be made up of 40 questions that will cover the Knowledge requirements of the Standard.

**Observation:** The apprentice will be observed by the IEPA completing a range of treatments on a few clients to industry Standards and within commercial timings

### ***Grading scale***

Each assessment method will be graded Fail/Pass/Distinction.

## **Level 2 Hairdressing Professional**

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### ***Overview***

This occupation is found in the hair and beauty sector. The work environment is always customer facing, can be varied in size, style and ambiance, from a small micro salon, to a large high street premises.

The broad purpose of the occupation is to provide a range of hairdressing services that meet client requirements, that are based on a comprehensive consultation, applicable industry tests, whilst maintaining exceptional client care skills, safe working practices, meeting legal, industry and organisation standards, procedures and protocols.



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Hairdressing Professionals are creative, passionate, and driven professionals who work without supervision. They provide a quality service, whilst working to the highest standards and continuously developing their personal and professional skills. A Hairdressing Professional works in the hairdressing industry, which is one of the largest, most trusted and fashion forward professions. They take ownership of their work and client lists, accept responsibility, are proactive, flexible and adaptable, plan their work and time, they aim for excellence by taking exceptional pride in their work and industry.

In their daily work, an employee in this occupation interacts with a wide and diverse range of clients, the salon team, other associated hair and beauty professionals. They should also be able to promote themselves, their organisation, products and services using a variety of channels.

An employee in this occupation will be responsible for demonstrating industry standards of professionalism, values, behaviours, communication skills, team work, retail and selling skills for clients. Completing a range of hairdressing services to create a variety of looks.

### ***Apprenticeship Components***

**Main Aim** – VTCT Skills Level 2 Diploma for Hair Professionals

**Functional skills-** Learners aged 16-18 are required to hold a Level 1 Functional Skills certification in Math and English. Learners aged 19 and above have the option to pursue Functional Skills as part of their apprenticeship, subject to mutual agreement between the learner and employer.

**Off the Job Hours** - The required training hours for apprentices are recorded in OneFile and must equal 20% of their total working hours. Apprentices are responsible for maintaining an OTJH log on OneFile to provide evidence of these training hours.

### ***Reviews***

Reviews are scheduled in advance with the assessor and should take place every 12 weeks. These reviews are conducted remotely and require signatures from the assessor, learner, and employer on OneFile.

If a review needs to be rescheduled, it is recommended to set the new date as close as possible to the original.

Regular reviews play a crucial role in supporting learner engagement, tracking their progress, and keeping the employer informed. They also provide an opportunity for the employer to discuss any concerns or suggest additional learning needs. Reviews help the assessor gain insight into the learner's performance in the workplace, ensuring alignment between the apprentice and employer.



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### **Teaching Structure**

The Tutor/Assessor schedules one-to-one sessions with the apprentice and provides additional sessions as needed. They then assign coursework to the apprentice on OneFile, which the apprentice has four weeks to complete. Throughout the program, the apprentice is required to log their off-the-job training hours in OneFile, which are monitored by the Tutor/Assessor.

### **End Point Assessment (EPA)**

This EPA has 3 assessment methods.

**Knowledge Test:** In the test, the apprentice answers questions in a controlled and invigilated environment. It gives the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method.

**Practical Assessment:** In a practical assessment with questions, an independent assessor observes the apprentice completing a task or series of tasks set by the EPAO. The EPAO decides where it takes place. The assessment environment must be in a real work environment that closely relates to the apprentice's natural working environment. This allows the apprentice to demonstrate the KSBs mapped to this assessment method.

**Professional Discussion:** In the discussion, an independent assessor and apprentice have a formal two-way conversation. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence. It gives the apprentice the opportunity to demonstrate their competency across the KSBs mapped to this EPA method.

### **Grading scale**

Knowledge Test: Pass or Fail

Practical Assessment: Fail, Pass or Distinction

Professional Discussion: Fail, Pass or Distinction

Overall apprenticeship grade: Fail, Pass, Merit or Distinction

## **Level 3 Assistant Accountant**

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### **Overview**

This occupation is found in all sectors and industries, including the private and the public sector. This ranges from small organisations through to large global corporations and government bodies.

The broad purpose of the occupation is to support internal and external customers in the administration of their financial and accounting activities. They may work as an assistant accountant in a practice or alternatively within the finance function of an organisation. An assistant accountant helps in the operation of day-to-day financial activities. These may include data entry to month end management accounts and year-end financial statements.





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In addition, the assistant accountant may find themselves involved in regulatory financial requirements. These may include the completion of VAT returns or assisting in the preparation of tax computations.

In their daily work, an employee in this occupation interacts with a wide range of internal and external stakeholders to deliver accurate and timely accounts services. This will include their line manager and team members, together with the workers and the clients of the organisation they are managing accounts for. They may liaise with software departments, or houses, where the accounts system is hosted externally.

An assistant accountant will be responsible for managing their own caseload and time whilst reporting to a more senior accountant.

### ***Apprenticeship Components***

**Main Aim** – AAT Level 3 Diploma in Accounting

**Functional skills-** Learners aged 16-18 are required to hold a Level 1 Functional Skills certification in Math and English. Learners aged 19 and above have the option to pursue Functional Skills as part of their apprenticeship, subject to mutual agreement between the learner and employer.

**Off the Job Hours** - The required training hours for apprentices are recorded in OneFile and must equal 20% of their total working hours. Apprentices are responsible for maintaining an OTJH log on OneFile to provide evidence of these training hours.

### ***Reviews***

Reviews are scheduled in advance with the assessor and should take place every 12 weeks. These reviews are conducted remotely and require signatures from the assessor, learner, and employer on OneFile.

If a review needs to be rescheduled, it is recommended to set the new date as close as possible to the original.

Regular reviews play a crucial role in supporting learner engagement, tracking their progress, and keeping the employer informed. They also provide an opportunity for the employer to discuss any concerns or suggest additional learning needs. Reviews help the assessor gain insight into the learner's performance in the workplace, ensuring alignment between the apprentice and employer.



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### **Teaching Structure**

The Tutor/Assessor schedules one-to-one sessions with the apprentice and provides additional sessions as needed. They then assign coursework to the apprentice on OneFile, which the apprentice has four weeks to complete. Throughout the program, the apprentice is required to log their off-the-job training hours in OneFile, which are monitored by the Tutor/Assessor.

### **End Point Assessment (EPA)**

This EPA has 2 assessment methods.

**Knowledge Assessment:** In the knowledge assessment, the apprentice answers questions in a controlled and invigilated environment. It gives the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method.

**Professional Discussion:** In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

### **Grading scale**

Each assessment method will be graded Fail/Pass/Distinction.

## **Employer Responsibilities**

Employers have several key responsibilities in apprenticeships to ensure apprentices receive high-quality training, support, and supervision. These responsibilities include:

### **Selecting the Right Apprenticeship Standard**

- Employers work with training providers to identify the most appropriate apprenticeship standard, ensuring it aligns with both the apprentice's role and career goals.

### **Supporting Eligibility and Onboarding**

- Employers assist the training provider in verifying the apprentice's eligibility for the program and conduct any necessary onboarding tasks to prepare the apprentice for their role.

### **Providing a Suitable Work Environment**

- Employers must ensure the apprentice's job role offers the opportunity to develop the required knowledge, skills, and behaviours specified in the apprenticeship standard.
- They must provide a safe, supportive work environment with adequate resources and guidance.

### **Ensuring Off-the-Job Training**

- Employers must allocate at least 20% of the apprentice's paid working hours to off-the-job training. This structured learning must take place during regular working hours and may include classes, projects, or e-learning.
- Employers should work with training providers to schedule and coordinate this training.



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### **Providing Supervision and Mentorship**

- Employers assign mentors or supervisors to guide and support the apprentice, helping bridge theoretical knowledge with practical application in the workplace.
- They also ensure the apprentice receives regular, constructive feedback.

### **Supporting the Development of a Training Plan**

- Employers collaborate with the training provider to develop a Training Plan outlining the apprentice's learning objectives, job role, and required competencies.
- They actively contribute to this plan to ensure it aligns with both workplace requirements and program standards.

### **Monitoring Progress and Conducting Reviews**

- Employers participate in regular progress reviews with the apprentice and training provider to assess the apprentice's growth and address any challenges.
- They monitor the apprentice's progress, ensuring they meet program milestones and adjusting training as necessary.

### **Taking Prior Learning into Account**

- Employers, alongside the training provider, consider any relevant prior learning or experience the apprentice may have and adjust the program accordingly to avoid redundancy and optimize learning.

### **Preparing for End-Point Assessment (EPA)**

- Employers support the apprentice in preparing for the EPA, confirming their readiness for the assessment, and coordinating with the End-Point Assessment Organization (EPAO) to schedule it.

### **Handling Complaints and Challenges**

- Employers address any complaints or issues raised by the apprentice or training provider, working toward a resolution that ensures the apprentice's development and satisfaction.

### **Post-Apprenticeship Opportunities**

- Where possible, employers consider progression opportunities for apprentices upon successful completion, supporting career development and potentially offering roles within the organization.

By fulfilling these responsibilities, employers help apprentices achieve their learning objectives, develop necessary workplace skills, and contribute effectively to the organization.



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# Employer Contribution

## **If you do not pay the apprenticeship levy**

You pay 5% towards the cost of training and assessing your apprentice. You need to:

- Agree a payment schedule with the training provider
- Pay them directly for the training

The government will pay the rest (95%) up to the funding band maximum. They'll pay it directly to the training provider.

## **If you pay the apprenticeship levy**

You'll get funds to spend on training and assessing your apprentices. The government will add 10%. Find out how to pay the apprenticeship levy.

Use your apprenticeships service account to manage funding and provider payments.

You cannot use funds from your apprenticeship service account to pay for a flexi-job apprenticeship agency's service.

## **Additional Cost**

You can get £1,000 to support your apprentice in the workplace if, at the start of their apprenticeship training, they are one of the following:

- 16 to 18 years old (or 15 years old if the apprentice's 16th birthday is between the last Friday of June and 31 August)
- 19 to 24 years old with an education, health and care (EHC) plan
- 19 to 24 years old and have been in care

## **How and when you'll be paid**

The training provider will pay you once they've confirmed that an apprentice is eligible. You'll be paid in 2 instalments of £500.

You'll get the first payment 90 days after the apprenticeship started and the second payment one year after the apprenticeship started.

You'll only get paid if the apprentice is still employed by you when the payment is due.



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# Apprenticeship Service Account

Setting up an Apprenticeship Service Account is essential for employers in the UK who want to manage apprenticeships, access funding, and work with training providers. Here's a step-by-step guide to setting up the account:

## Prepare Required Information

Before setting up the account, gather the following information:

- **Government Gateway login:** If you don't have one, you'll need to create it on the HMRC website.
- **PAYE (Pay As You Earn) scheme:** Your PAYE scheme reference number, which you can find on payroll documentation.
- **Accounts Office reference number:** This is a unique identifier provided by HMRC for your PAYE scheme.
- **Company registration number (if applicable):** If you're a registered business with Companies House, this will be needed.

## Access the Apprenticeship Service Website

- Go to the official Apprenticeship Service website: <https://accounts.manage-apprenticeships.service.gov.uk>.
- Select "Create an account" to start the registration process.

## Register Using Government Gateway

- Log in with your Government Gateway ID or create a new one if needed.
- Follow the on-screen instructions to verify your identity and link to your business.

## Add PAYE Scheme to the Account

- Enter your PAYE scheme reference number and Accounts Office reference number.
- This links your payroll details to the Apprenticeship Service account and enables funding access for apprenticeships.

## Verify Your Organisation

- If you are a registered business, enter your Companies House number or Charity number if applicable.
- If you're not registered, select the appropriate options for other organization types, such as sole proprietors or partnerships.

## Add Additional Users (Optional)

- You can invite team members to access the account by entering their email addresses and specifying their permissions.
- This is helpful for allowing HR, finance, or other relevant staff to manage aspects of the apprenticeship account.

## Agree to the Employer Agreement

- Review the employer agreement terms carefully. This agreement outlines employer responsibilities in using government funding for apprenticeships.
- Accept the agreement to complete your registration.



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### **Connect with Training Providers**

- Once your account is set up, you can start adding apprentices and connecting with training providers.
- Search for approved training providers and negotiate details of the apprenticeship, such as program structure, duration, and fees.

### **Manage Apprenticeships and Funding**

- Use the Apprenticeship Service account to:
  - Set up apprentices and manage their details.
  - Access and allocate funding, including the Apprenticeship Levy funds if applicable.
  - Track payments, monitor apprenticeship progress, and handle administrative tasks.

### **Get Support if Needed**

- If you encounter any issues, you can reach out to the Apprenticeship Service support team or refer to their online resources and guides.

By setting up an Apprenticeship Service Account, you'll have a streamlined way to access funding, track apprentices, and ensure compliance with government guidelines for apprenticeships.

### **Reserving Funds**

Reserving apprenticeship funds is crucial for employers who do not pay the Apprenticeship Levy (usually smaller employers). Reserving funds through the Apprenticeship Service account allows non-levy-paying employers to access government funding for apprenticeship training. Here's how to reserve funds step-by-step:

#### **Log in to Your Apprenticeship Service Account**

- Go to the Apprenticeship Service login page.
- Sign in with your Government Gateway credentials.

#### **Navigate to the "Finance" Section**

- Once logged in, go to the Finance or Funding reservations section of your account dashboard.
- Select the option to Reserve funding.

#### **Select "Reserve Funds"**

- Click on the Reserve funds option. This will start the process for securing government funds for a new apprentice's training and assessment.

#### **Choose the Apprenticeship Standard and Start Date**

- **Apprenticeship Standard:** Select the apprenticeship standard relevant to the role you are hiring for. **You can search by job title or select from a list of standards.**
- **Planned Start Date:** Choose the month and year when you plan for the apprentice to start. Reservations can usually be made for up to three months in advance.

#### **Enter Apprenticeship Details**

- **Apprentice's Level:** Select the level of apprenticeship (e.g., Level 2, Level 3).
- **Duration:** You may be asked to estimate the duration, though this may not be required during reservation.



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Need help?

### **Confirm the Reservation**

- Review the details you've entered, including the apprenticeship standard, start date, and any other relevant information.
- Click Confirm reservation to finalize the reservation of funds. This will secure funding for the training provider to deliver the apprenticeship.

### **Receive Reservation Confirmation**

- Once the reservation is complete, you'll receive confirmation within your Apprenticeship Service account.
- You can view this confirmation and all reserved funds under the Funding reservations section. The reservation will be active for the start date you selected.

### **Assign a Training Provider**

- After reserving funds, select a training provider from the list of approved providers if you haven't done so already.
- Work with the provider to set up the apprenticeship and submit any necessary documents, such as a Training Plan.

### **Manage and Monitor Your Reservations**

- Keep track of reserved funds and ensure the apprenticeship starts on the planned date.
- If the start date changes or if the apprenticeship doesn't proceed, notify the provider or update your Apprenticeship Service account to manage the reserved funds effectively.

### **Re-Reserve if Necessary**

- If the apprenticeship doesn't begin within the reserved period (e.g., if the start date is delayed), you may need to re-reserve funds.
- Simply go through the reservation steps again to ensure funding is available for the revised start date.

By reserving funds, non-levy-paying employers can access government-supported training for apprenticeships, which covers up to 95% of training and assessment costs.



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# Support from Excellence Solutions Limited

Excellence-Solutions Ltd. will support you and your apprentice throughout their Apprenticeship programme from initial recruitment to completion.

This will mean you will encounter 3 key teams from Excellence-Solutions Ltd.:

## **A. EMPLOYER ENGAGEMENT OFFICERS (EEO)**

This team supports you in the recruitment process of your apprentices. Their role is to advise you on how you can advertise and recruit for your Apprenticeship vacancy. To match candidates to your Apprenticeship Vacancies and forward on applications or CVs to arrange the interviews and to organise the start of your successful candidates.

## **B. TUTORS AND ASSESSORS**

This team is responsible for training the apprentices and assessing them for their qualifications. They will contact you to arrange a visit and discuss their role. They will deliver the day-release training at Excellence-Solutions Ltd., unless otherwise agreed on a different site, and be involved in assessing the components of the apprenticeship by assessment visits to the workplace. All visits will be agreed with you in advance.

If you need to contact a tutor, please be aware they may be teaching and cannot always take calls, please use email where possible.

## **C. DELIVERY MANAGEMENT**

Their role is to ensure apprentices are attending Excellence-Solutions Ltd. sessions and work, as required, and providing or signposting them for support to ensure they are making good progress in their learning. They can assist with issues around attendance at work but apprentices should also be subject to your internal processes just like any other employee. The contact details for these teams can be found in the documentation, which you will be sent once you have offered a candidate an Apprenticeship.

## **Additional Support**

Excellence-Solutions Ltd. is committed to supporting individuals with disabilities and learning difficulties, and any other support needs, and has a team of staff who will work with individuals to give appropriate support where necessary. The support team will work in liaison with the EEO, delivery management and tutors to ensure additional support provided contributes to helping the individual develop the skills needed to be successful in work





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# Legislation

Several pieces of legislation in the UK govern apprenticeships, providing structure, rights, and responsibilities for both employers and apprentices. Here are key legislations and frameworks that apply to apprenticeships:

## **Apprenticeships, Skills, Children and Learning Act 2009**

- This Act formally defines an "apprenticeship" and introduced the Apprenticeship Agreement, which is a legal document signed by the employer and apprentice.
- It sets out the requirement for apprenticeships to lead to a recognized qualification and specifies that apprenticeship training must follow an approved "apprenticeship standard" or "framework."
- This Act also established the role of the Institute for Apprenticeships and Technical Education (IfATE) to oversee standards and quality in apprenticeship programs.

## **The Enterprise Act 2016**

- Introduced protections for the term "apprenticeship," making it illegal for employers to advertise a role as an apprenticeship unless it meets the criteria set by the government.
- It ensures that apprenticeships are meaningful training programs and not simply low-wage positions labelled as apprenticeships.
- This Act also requires that apprenticeships contribute to workforce skill development and economic growth in alignment with national goals.

## **The Equality Act 2010**

- Applies to apprentices as it does to all employees, ensuring they are protected from discrimination based on age, gender, race, disability, sexual orientation, and other protected characteristics.
- Employers must make reasonable adjustments to accommodate apprentices with disabilities and provide an inclusive working environment.

## **Employment Rights Act 1996**

- Grants apprentices the same basic employment rights as other employees, including the right to a written contract, fair wages, rest breaks, and paid holidays.
- Apprentices are also protected under this Act from unfair dismissal and must be given notice in the event of termination, except in cases of gross misconduct.

## **National Minimum Wage Act 1998**

- Establishes minimum wage requirements for apprentices. Apprentices under the age of 19 or those in their first year of an apprenticeship have a lower minimum wage, known as the Apprentice Rate.
- For apprentices over the age of 19 who are in their second year and beyond, they must receive the National Minimum Wage or National Living Wage according to their age.

## **The Health and Safety at Work Act 1974**

- Employers have a duty to ensure apprentices work in a safe environment, conducting regular risk assessments and providing health and safety training.
- Apprentices must follow health and safety protocols, and employers are responsible for addressing any specific needs related to the apprentice's age, experience, or physical ability.



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### **Data Protection Act 2018 and the General Data Protection Regulation (GDPR)**

- Employers must comply with data protection laws, ensuring that apprentices' personal data is handled securely, fairly, and lawfully.
- Apprentices have the right to access, correct, and control their personal data held by the employer or training provider.

### **The Levy Regulations (2017)**

- Governs the Apprenticeship Levy, a payroll tax applied to large employers to fund apprenticeships. The Levy is paid by employers with an annual pay bill over £3 million at a rate of 0.5%.
- Employers who pay the Levy can access funds through the Apprenticeship Service to cover apprenticeship training and assessment costs.

### **Education and Skills Act 2008**

- Mandates that young people aged 16 to 18 participate in education or training, which can include apprenticeships.
- For apprentices under 18, employers have specific duties to ensure they're provided with suitable training and working conditions that support both learning and development.

### **Working Time Regulations 1998**

- Applies to apprentices regarding maximum working hours, rest breaks, and paid annual leave. Apprentices under 18 cannot work more than 8 hours a day or 40 hours a week.
- All apprentices must have a minimum of 20 days' paid holiday per year plus public holidays.

These regulations collectively ensure apprenticeships are structured, legally compliant, and beneficial for apprentices, employers, and the wider economy. Employers must stay informed and compliant with these laws to provide a positive apprenticeship experience and avoid legal repercussions.

## **Health and Safety**

Ensuring the health and safety of apprentices is a priority for employers and training providers. Since apprentices are often new to the workplace, they may require additional training and supervision to ensure a safe and healthy working environment. Here are key areas of focus for safeguarding the health and safety of apprentices:

### **Legal Responsibilities under Health and Safety Laws**

- **Health and Safety at Work Act 1974:** Employers have a legal duty to provide a safe work environment for all employees, including apprentices.
- **Management of Health and Safety at Work Regulations 1999:** Employers must assess risks, provide adequate supervision, and ensure the well-being of apprentices by implementing safety measures specific to the workplace.
- **Young Workers Regulations:** These regulations apply to apprentices under the age of 18, requiring employers to consider their age, inexperience, and developmental needs in risk assessments.



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### **Conducting Risk Assessments**

- Employers must perform a comprehensive risk assessment that identifies potential hazards associated with the apprentice's role.
- The risk assessment should consider factors such as the apprentice's age, experience, and familiarity with equipment or tasks.
- Any specific risks for young workers, such as the operation of machinery or hazardous materials, should be thoroughly evaluated, and measures should be put in place to mitigate these risks.

### **Health and Safety Training**

- **Induction Training:** New apprentices should receive health and safety training as part of their induction process, covering emergency procedures, workplace hazards, and safety protocols.
- **Ongoing Training:** Continuous training on specific equipment, procedures, or situations is essential to ensure apprentices understand and can manage potential hazards.
- **Understanding Rights and Responsibilities:** Apprentices should be informed of their rights to a safe workplace and their responsibility to follow safety guidelines and report unsafe conditions.

### **Adequate Supervision and Mentorship**

- **Close Supervision:** Apprentices, especially those new to the workforce, should be closely supervised to ensure they follow safety procedures and avoid unnecessary risks.
- **Mentorship:** Assigning an experienced mentor or supervisor helps apprentices learn safe work practices and provides a trusted resource for any safety-related questions or concerns.

### **Protective Equipment and Safety Gear**

- Employers must provide all necessary personal protective equipment (PPE), such as gloves, safety goggles, helmets, and protective footwear, where appropriate.
- Apprentices should be trained on the correct use and maintenance of PPE and understand when and why it is required.

### **Safe Work Environment**

- Employers are responsible for ensuring that the workplace meets safety standards, including proper signage, adequate lighting, and well-maintained equipment.
- Hazards such as wet floors, heavy machinery, electrical equipment, or hazardous chemicals should be clearly marked, and apprentices should receive specific training for working around or with these hazards.

### **Emergency Procedures and First Aid**

- Employers must train apprentices on emergency procedures, including evacuation routes, fire safety, and protocols for handling accidents or incidents.
- Apprentices should know the location of first-aid kits, emergency exits, and how to contact the nearest first-aider in case of injury.

### **Mental Health and Well-being**

- Apprentices may face unique stressors, such as adapting to a new role or managing work-study balance. Employers should promote mental well-being by fostering a supportive environment and offering resources for managing stress and work-related pressures.
- Employers should make sure apprentices are aware of any mental health support available, whether through the workplace or external resources.



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### **Age-Specific Considerations for Young Apprentices**

- Apprentices under 18 have additional protections. They are prohibited from certain high-risk tasks, such as operating heavy machinery or handling hazardous materials unless they have received adequate training and supervision.
- Employers must comply with the Working Time Regulations, limiting apprentices under 18 to a maximum of 8 hours per day and 40 hours per week, with appropriate breaks and rest periods.

### **Encouraging a Culture of Safety**

- Employers should encourage apprentices to speak up about any safety concerns and reinforce that health and safety is a priority.
- Regular safety meetings or briefings can help keep health and safety front of mind and provide an opportunity for apprentices to ask questions and receive guidance.

By prioritizing health and safety for apprentices, employers can create a safer, more productive learning environment and help apprentices build a foundation of safety-conscious habits for their future careers.

## **British Values**

British Values play an important role in apprenticeships, as they help apprentices develop a sense of responsibility, respect, and inclusivity in the workplace. Integrating these values into apprenticeships helps foster positive behaviours and prepares apprentices for effective participation in diverse, professional environments.

The core British Values, as outlined by the UK government, include:

### **Democracy**

- **Encouraging Participation:** Apprenticeships should encourage apprentices to express their views, ask questions, and contribute ideas to workplace decisions where appropriate.
- **Understanding Roles and Responsibilities:** Apprentices learn about different roles within an organization and how decisions are made. Encouraging apprentices to share their feedback on training programs or workplace practices reinforces the democratic process.
- **Active Involvement:** Engaging apprentices in team discussions or project planning can give them a practical understanding of democratic principles and the value of each person's contribution.

### **The Rule of Law**

- **Understanding Policies and Procedures:** Apprentices should be taught the importance of following workplace policies and regulations, which mirror the rule of law in society.
- **Health and Safety Compliance:** Adhering to health and safety guidelines helps apprentices understand that rules exist to protect everyone. This highlights the importance of respecting and complying with laws both inside and outside the workplace.



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## Individual Liberty

- **Respecting Freedom of Choice:** Apprenticeships should encourage personal growth by supporting apprentices in exploring career paths and gaining new skills, emphasizing that they have the freedom to choose their development journey.
- **Encouraging Initiative:** Giving apprentices opportunities to take ownership of their projects, make decisions, and show initiative fosters a sense of individual responsibility.
- **Promoting Well-being:** Providing a safe and supportive environment where apprentices feel they can express their views and pursue their interests helps reinforce the value of individual liberty.

## Mutual Respect and Tolerance

- **Fostering an Inclusive Environment:** Apprenticeships should promote a culture of respect, where apprentices learn to appreciate differences in backgrounds, cultures, and perspectives.
- **Promoting Teamwork:** Apprentices often work in diverse teams, allowing them to learn firsthand the importance of cooperation, respect, and understanding others' viewpoints.
- **Challenging Discrimination:** Training apprentices on equality and diversity helps them understand the significance of treating everyone fairly and confronting discriminatory behaviour, reinforcing a workplace culture rooted in mutual respect.

## Respect for Diversity and Cultural Awareness

- **Valuing Differences:** Apprenticeships expose individuals to diverse backgrounds and perspectives, encouraging them to respect and appreciate cultural, religious, and ethnic differences.
- **Celebrating Diversity:** Encouraging apprentices to engage in multicultural events or awareness days within the workplace can enhance cultural awareness and understanding.
- **Communication Skills:** Emphasizing the importance of clear and respectful communication across diverse groups prepares apprentices for inclusive interactions in professional settings.

## Implementing British Values in Apprenticeships

Employers and training providers can actively integrate British Values into apprenticeship programs by:

- Including British Values in the induction and training process, ensuring apprentices understand the significance of each value in the workplace.
- Providing real-life scenarios or role-play activities that allow apprentices to apply these values in practical situations.
- Encouraging reflection and discussion so apprentices can consider how these values impact their personal and professional lives.

By embedding these values into the apprenticeship experience, employers and providers help apprentices develop respect, responsibility, and a community-minded approach, which benefits both the individual and the broader society.



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# Prevent Strategy

Everyone has a right to live in a safe and welcoming neighbourhood where they feel they belong. The Government's Prevent Strategy is designed to expose the ideology that sanctions and encourages division, hatred, and indiscriminate violence by a very small minority against society.

The Prevent Strategy has for key strands aimed at addressing these casual factors and in support of the over all aim of stopping people becoming or supporting terrorist or violent extremists:

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

To support the Prevent Strategy, Excellence-Solutions Ltd. alongside other partners such as local employers, has a critical role in preventing violent extremism, including recognition of any signs that a student may be at risk, or is a risk to others. Employers understand the local context and are in a unique position of being part of the local communities where we share the responsibility of rejecting and condemning all forms of violence.

If you have any concerns about the welfare of an apprentice or student, you can contact Excellence-Solutions Ltd. Safeguarding Team for advice on all matters relating to the Prevent strategy. The contact for the Safeguarding Team can be found in this Handbook.



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# Meet the Team

## *Management Team*



**Elvy Velayudhan**  
Head of the Academy



**Nausheen Ali**  
Apprenticeship Manager



**Tania Popa**  
Relationship Manager

## *Delivery Team*



**Mandi Ladher**  
Tutor/Assessor



**Veronika Slavik**  
Tutor/Assessor



**Linda Nijje**  
Tutor/Assessor



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### *Recruitment Team*



**Mayuri Bodige**  
Employer Engagement Officer



**Lynn Rojo**  
Employer Engagement Officer



**Maan Cambay**  
On Boarding Officer

### *Safeguarding Team*



**Elvy Velayudhan**  
Designated Safeguarding Officer  
elvy@cpba.co.uk



**Anetta Molnar**  
Designated Safeguarding Officer  
anetta.m@cpba.co.uk

You can also call any onsite safeguarding officer at 0208004883

The Local Authority Designated Officer (LADO):

**Waltham Forest - Gillian Nash**  
020 8496 3646 / 07791 559 789

**Donna Park**  
020 8496 8276 / 07854 238 759





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