



**Busy  
Bees.**

Education and Training

# Employer TOOLKIT

Progressing lives through pioneering education

# Dear employer,

## Your learning journey starts here!

Welcome to Busy Bees Education and Training (<https://busybeestraining.co.uk/>)

We are delighted you have chosen us to support your learners throughout their learning journey.

The program your learners are undertaking is designed to work with their existing role and responsibilities at work. Under the supervision and guidance of their development coach, the learners are responsible for leading their qualification and meeting the requirements of the standard they are working toward. It is also the role of the employer to support them to have the opportunities to develop their knowledge, Skills, and behaviours.

All learners are provided with a OneFile E-Portfolio, this allows them to gain evidence by partaking in observations of practice within the working environment, completing written assignments or theory work, attending teaching, and learning sessions, building on their current Knowledge skills and behaviours, working toward Maths and English and sitting functional skills exams where required, participating in regular progress reviews, recording your off the job hours and progressing through to complete their EPA assessments. As the employer, you too will have access to OneFile to allow you to monitor and support the learner within with learning journey. You will also be asked to take part in progress reviews and to share feedback on the development of the learner.

As the learner's employer, it is essential to be committed to full support your learners to achieve success. The development coach is the person who will be on hand to guide and support the learner throughout the duration of the course, and while they will be the main point of contact, we have included a directory within this toolkit with other useful staff contacts.

We look forward to working with you to support your learner.

The Busy Bees Education and Training Team

*The Busy Bees Team*

**Busy Bees Education and Training want to ensure that your apprentice has the best experience and achievement. Please find below an overview of expectations of the apprenticeship:-**

- Apprentices will follow the induction plan provided (see induction Plan)
- Apprentices will be allowed to complete all support sessions to achieve their Functional Skills within 42 days of their apprenticeship. (see Induction Plan)
- Apprentices will be provided quality Off-the-Job Training throughout their apprenticeship and this will be recorded on Onefile
- Development Coaches will be able to meet each apprentice every month for support sessions
- Teaching sessions will be attended that have been identified within the apprentice training plan
- Review meetings will take place every 8- 10 weeks and all agree on actions for the apprentice
- Each apprentice will be allocated a mentor in the setting to support them through their apprenticeship
- Pre-booked exams and End Point Assessments will be attended
- The time provided for the completion of the apprenticeship will be adhered to for each individual apprentice
- Apprentices will be provided quality Off-the-Job Training as well as On-The-Job opportunities to enhance their skills throughout their apprenticeship and this will be recorded on Onefile.

I agree to the above and understand my requirements of supporting an apprentice at my centre.

Signature:

Name:

Date:

Centre:

## Values



Care



Expertise



Innovation



Accountability

# Our Values and Mission

Our values and mission are just part of the reason we've featured as a Top Apprenticeship Employer and proud holders of the Queens Award for Enterprise.

## Mission

Empowering people to unlock their full potential and achieve lasting success.

## Values

Driven by our core values of being **care, expertise, innovation and accountability** our experienced and certified training professionals will support you every step of the way.



Care

### Care

We create a supportive and caring environment where our learners and dedicated team members feel valued, safe and encouraged to achieve.



Expertise

### Expertise

We apply our in-depth knowledge and experience to empower learners, ensuring they are stretched and challenged to their potential.



Accountability

### Accountability

We take full responsibility for delivering on our promises, consistently exceeding expectations and upholding our commitments.



Innovation

### Innovation

We embrace innovation to drive continuous growth, enhancing both individual potential and business success.



Apprenticeships  
Top 100 Employers 2022

# **CODE OF CONDUCT**



# Expectations - Code of Conduct

## What you can expect from us:

- To deliver high-quality personalised training and learning experiences
- To provide your learner with an induction to Busy Bees Education and Training and their chosen program of study
- To conduct initial assessments and signpost support or additional programs as required
- To provide learners with Individual Learning, agree and monitor targets
- To offer Information Advice and Guidance throughout your programme
- To have regular contact between the learner and their development coach using a blend of remote and face-to-face visits
- Treat you as an individual and respect your values and beliefs
- Behave in a professional manner and in a way that does not offend others
- Treat any complaint seriously
- Allow you to give us feedback on the quality of our service and any recommendations for improvement.

**Have any concerns?**

Should you have any safeguarding concerns please discuss with your Development Coach or report to [bbtsafeguarding@busybees.com](mailto:bbtsafeguarding@busybees.com)

## What we expect from you:

- To support your learners to undertake all training and learning as agreed.
- Co-operate with the Development coach to ensure that learners can attend monthly teaching and learning sessions.
- Inform the Development Coach or Busy Bees Education and Training of any issues which may affect the learner's training or their ability to complete the course.
- Inform the Development Coach at the earliest opportunity if you will not be able to accommodate the planned remote or face-to-face sessions.
- Support learners to submit work on time.
- To work together with the Development coach in a professional manner and in a way that does not offend others.



# **APPRENTICESHIP TYPES**

# Types of Apprenticeships

An apprenticeship is a program of learning that is designed to enhance the individual level of competency and confidence by developing learner's practical skills and knowledge as well as theory knowledge. It can also be used to upskill existing employees or bring in a new member of the team to the organisation.

Each of the apprenticeships will have its own set standards linked directly to the specific occupation. As part of the onboarding process, we ensure that our learners are on the right course at the right time. We also promote progressing onto further apprenticeship, this allows learners to consider their next steps.

## Level 2 Apprenticeships

These are known as "Intermediate Apprenticeships" Apprentices will work towards an industry set standard, within this they may also complete a level 2 diploma or certificate. They will also be required to complete Functional Skills in English and maths. This level of apprenticeship provides knowledge, skills and behaviours required for the apprentice's chosen career and will support the progression to a level 3 apprenticeship

## Level 3 Apprenticeships

These are known as "Advanced Apprenticeships" Apprentices will work towards an industry set standard, within this they may also complete a level 3 diploma or certificate. They will also be required to complete Functional Skills in English and maths. To start this apprenticeship learners should have prior knowledge to support the chosen industry and/or GCSE in English and maths at grade 9-4 or have completed a level 2 Apprenticeship. This level of apprenticeship provides knowledge, skills and behaviours required for the apprentice's chosen career and will support the progression within their chosen career and/or towards a progression to another apprenticeship.

## Level 4/5 Apprenticeships

These are known as "Higher Apprenticeships" Apprentices will work towards an industry set standard, within this they may also include the completion of a diploma qualification. They will also be required to complete Functional Skills in English and maths. To start this apprenticeship learners should have prior knowledge to support the chosen industry and/or GCSE in English and maths at grade 9-4 or have completed a level 3 Apprenticeship. This level of apprenticeship provides knowledge, skills and behaviours required for the apprentice's chosen career and will support the progression within their chosen career.





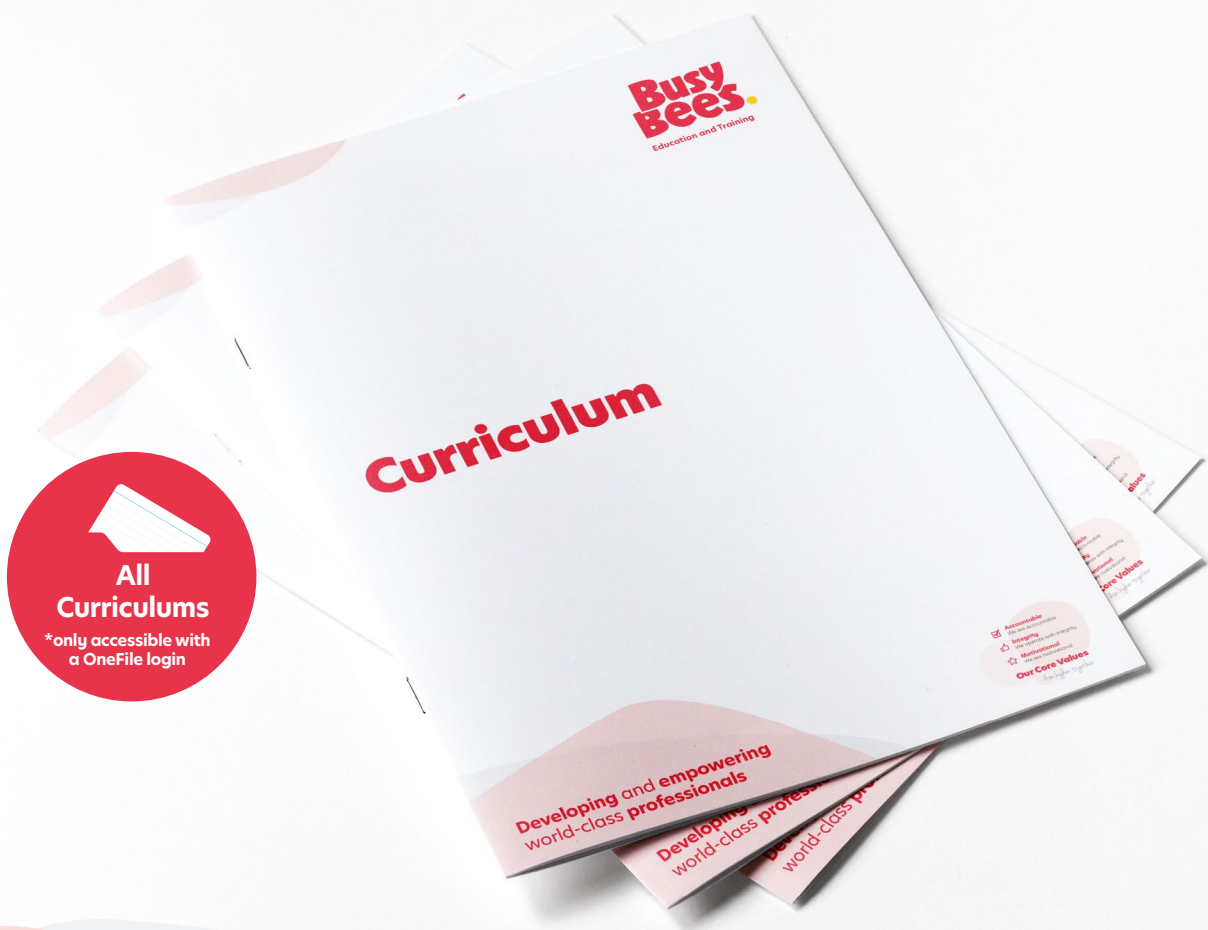
# **CURRICULUM**

# Curriculum

A curriculum is the guide or road map of your learner's learning. The curriculum outlines the themes and topics you will cover as part of the apprenticeship standard. This is a flexible working document and can be adapted to meet the learner's own individual needs, learning styles, and the order in which they wish to complete their learning.

The development coach will discuss the curriculum in further detail with the learner, and a copy of this will also be on your OneFile account. As the employer, you will also be involved the sequencing and content of the curriculum.

The below link will take you to the resource section on OneFile, where you will find copies of the curriculums - select the folder labeled All Curriculums (pictured below).



# **GATEWAY AND END POINT ASSESSMENT**

# Gateway and End Point Assessment

## Gateway

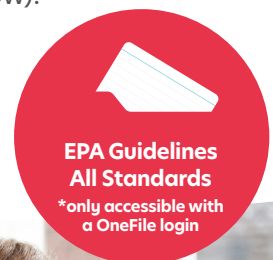
Gateway takes place before an EPA can start. Before you enter gateway, your development coach and employer will review your knowledge, skills, and behaviours to ensure you have met the requirements of your standard and are ready to take your assessments.

## End Point Assessment (EPA)

This is an assessment of the knowledge, skills, and behaviours the learner has developed as part of the standard they are completing. Their development coach will have made assessment decisions on them during their learning journey and help to prepare them for EPA; however, when they enter gateway, the EPA will be carried out by an independent end-point assessor who is not part of Busy Bees Education and Training. While the development coach will support the learner and go through the gateway and EPA requirements, it will be the learner who need to demonstrate their ability at the EPA. It is also important that Learners have a clear ambition on what grade they would like to achieve and what the highest level is that they can achieve at the EPA.

To prepare Learners for gateway and end point assessment, the development coach will regularly review with you and the learner the grade they are hoping to achieve at end point assessment and will support them to achieve this by setting appropriate activities and tasks throughout your learning journey. They will also review and provide feedback on their learning journey, providing constructive and developmental feedback for you and the learner. Learners will take part in mock end-point assessments with a member of the quality team so they feel fully prepared and confident before their actual EPA. They will only enter gateway, once all relevant criteria has been met, and you as the employer, the learner and development coach all agree.

Copies can also be found clicking on the below link, the folder is labelled EPA Guide - All Standards (pictured below).



**COGNASSIST**

# CognAssist

**CognAssist is a neurodiversity assessment that all learners complete when they apply for an apprenticeship with us. It is an online platform that we have in place to support learners on their apprenticeship journey. The assessment takes approximately 30 minutes, and will involve you completing a selection of short activities. The activities you complete are based on the nine domains of the brain, which are:**

- Literacy
- Numeracy
- Visual Information Processing Speed
  - Visual Perception
- Verbal Reasoning
- Verbal Memory
- Non-Verbal Memory
- Reading Decoding
- Executive Function

CognAssist is also a tool that can be used to support learner within their workplace to ensure that they are able to achieve the best of their abilities. CognAssist allows learners to complete strategies that they can then apply to work, home life, and study. To support you as an employer, we have supporting documentation from CognAssist.

One guide is how to support neurodiverse employees, this allows you to understand neurodiversity and break down barriers in the workplace. The second document is 27 workplace adjustments to support neurodiversity, this provides you with top tips to empower different thinkers in your organisation as well as reduce barriers.





**SEND**

# SEND

**Busy Bees Education and Training (BBET) is committed to providing equal opportunities for learners to eliminate discrimination. This is based on the Children and Families Act 2014, the Special Educational Needs and Disabilities (SEND) Code of Practice 2015 and all the updates, the Equality Act 2010 and accompanying regulations. Our mission is achieved in part by providing teaching and learning that respects and values all individuals. We welcome applicants, learners with learning difficulties, disabilities, medical conditions, mental health issues and other learning needs.**

We have a SENCO officer in place who will be working closely with your development coach to help support you with any additional/identified needs you may have.

At the start of the learning journey, learners will have undertaken their initial assessments and Diagnostic assessments in Maths and English along with a CognAssist assessment. Depend upon these assessments and/or any required additional support, they may be referred to our cross teams, where we can identify additional support we can put in place to support their learning journey. This can be anything from extending the length of stay on programme to applying for reasonable adjustments for exams/EPA.

We will work in partnership with you and the learner to ensure their learning journey is tailored to meet their needs. The development coach will put together a plan of support (Individual Educational Plan/IEP) agreed with the learner, we will ask for learners' permission to share with you as an employer to allow you to be actively involved. The IEP will be reviewed regularly with you and the learner and can be amended at any time to ensure it is meeting their needs.

We can support learners in a variety of ways on their learning journey with us, such as applying for any reasonable adjustments required, for example, extra time in your exam or access to a reader/scribe. We can use an immersive reader, so they are able to change the size of font, spacing and page colour to suit their needs; the DC can show learners how this works. There is also a range of ways in which evidence can be gathered, such as professional discussions, question and answer, observations, and written evidence. Additionally, we have study skills resources that can help you with assignment writing and presentation, along with support from a specialist functional skills tutor if applicable.

At Busy Bees Education and Training, we work closely together as a team to ensure all your learner's needs are met, and we are always providing you with the best support.



# **OFF-THE-JOB (OTJ)**

# Off-the-job (OTJ)

The ESFA defines off-the-job training as 'learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties'

## Key facts about Off-the-job training

1

Off-the-job training must make up at least 20% of your normal working hours (working hours capped at 30 hours a week for funding purposes only). For a full-time apprentice, this is an average of 6 hours a week over the planned duration of the apprenticeship.

2

Off-the-job training can take place in your normal workplace or at an external location.

3

Time spent on initial assessments, onboarding, progress reviews on program assessments, and English and Maths up to level; 2 do not count towards the OTJ training.

The below steps will help you determine whether an activity counts as off-the-job training during your apprenticeship.

- Have you begun your apprenticeship programme?
- Is the activity directly relevant to your apprenticeship standard?
- Is the activity teaching you new knowledge, skills and behaviours?
- Is the learning taking place within your normal (contracted) working hours?

Copies of our OTJ booklets can be found by clicking on the link, the folder is labelled OTJ Booklets.



Off-the-job  
Booklets

\*only accessible with  
a OneFile login

# **MATH AND ENGLISH**

# Math and English

**Learners will have completed initial assessments and diagnostics for Maths and English before commencing their course. Completing this will show us the level the learner is currently working at and any areas of support they may need.**

If they are required to complete functional skills in Math or English, they may be allocated a functional skills Officer who will be able to offer individualised support to the learner. There is also a host of Math, and English live sessions, which we encourage learners to attend, both if they have functional skills exams to achieve or if they are exempt from these workshops are a great way to upskill embed or refresh prior knowledge.

The below link takes you to the resource section of OneFile - in the folder labelled Maths and English in everyday practice (pictured below) - you will find ideas on how this is embedded within your job role.



\*only accessible with a OneFile login

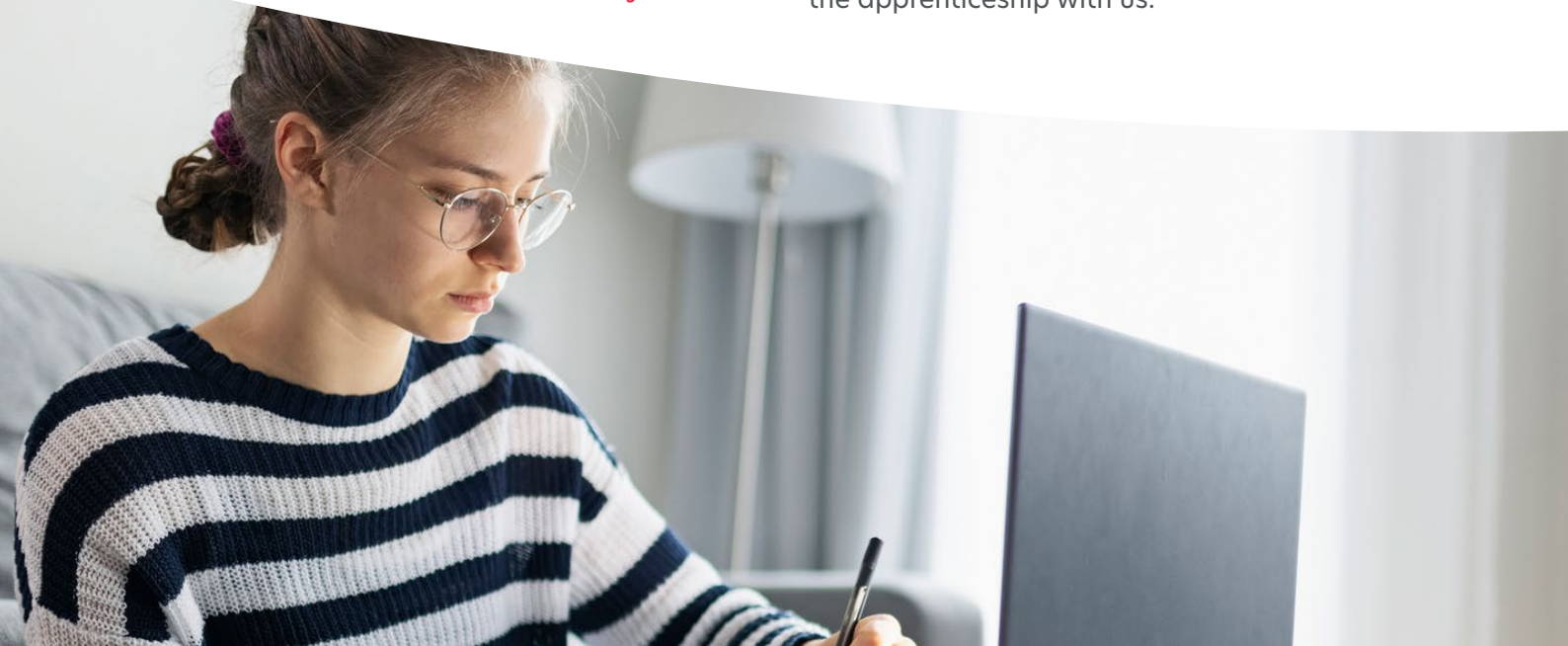
As you are aware, a requirement of the apprenticeship is the full completion and achievement of Maths and English (functional skills)

To fully support your apprentice with this, we have devised a 6-week intensive induction with a heavy focus on functional skills. It is important that you support your apprentice to fully engage with the induction and complete all elements.

The induction will include a range of resource, online teaching, mock exams and will provide a good opportunity for the apprentice to see the level of time, commitment and engagement required for the duration of the apprenticeship. It will also help us to determine any areas the apprentice may need additional support with for the successful achievement of their functional skill exams.

We understand that sometimes life is busy for apprentices. If we or they feel during the induction that it may not be the best time for them to commit and engage, we will discuss this with you and them and may make the decision to end learning at this point. This would then ensure future funding for the apprentice is protected.

However, we do hope this is not the case and we look forward to working together with you and your apprentice for the successful completion of the apprenticeship with us.





# **SAFEGUARDING**

# Safeguarding

It is Busy Bees Education and Training's responsibility to ensure all learners and stakeholders are kept safe and are given the resources to understand safeguarding and to know what to do in the instance of disclosing abuse. All delivery staff are trained on how to keep all Learners safe, within their duty of care to their learners, including the Prevent Duty detailing why and how to keep learners safe from extremism and radicalisation.

Please see below the contact details of our safeguarding team.

## Busy Bees Education and Training Lead Designated Safeguarding Officer

Samantha Parker	Designated Safeguarding Lead Head of Operations	Midlands	07973 664098
Kim Frost	Designated Safeguarding Lead and IQA North	North	07501 257446

## Busy Bees Education and Training Designated Safeguarding Officers

Name	Role	Location	Contact details
Jessica Ryley	Regional Manager	North East	07970 673051
Dawn Richards	Regional Manager	West Midlands	07866 100517
Emma Ashbridge	Regional Manager	South East	07816 173405
Charlie Bowden	Regional Manager	Central South and West	07815 004126
Gayle Mansfield	Regional Manager	North West	07974 845061

**Have any concerns?**

If you have any concerns, contact the Designated Safeguarding Officer/Leads, or use the email below.

**[BBT.safeguarding@busybees.com](mailto:BBT.safeguarding@busybees.com)**

# **BRITISH VALUES**



# British Values

As part of the PREVENT strategy we at Busy Bees Education and Training promote British Values to reflect life modern Britain.

The 4 fundamental British Values are:



Fundamental British Values are a set of values the government believe are important for us all to learn. They also underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our communities and celebrating the diversity of the UK.

Fundamental British Values are not exclusive to being British and are shared by other democratic countries. British Values are a way to create a society where individual members can feel safe and valued.

We will look in further detail at each of the Fundamental British Values.

## Democracy

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

Examples:

- Leadership and accountability
- Joint decision making
- Team meetings
- The right to protest and petition

## Rule of Law

The need for rules to create a happy, safe and secure environment to live and work.

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

Examples:

- Leadership and accountability
- Joint decision making
- Team meetings
- The right to protest and petition

## Mutual Respect and Tolerance

Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others.

Examples:

- Embracing diversity
- Understanding we don't all share the same beliefs and values
- Tackling stereotyping, labelling, prejudice and discrimination

## Individual Liberty

Protection of your rights and the rights of others you work with.

Examples:

- Equality and Human Rights
- Personal Development
- Respect and Dignity
- Rights, choice, consent and individuality
- Values and principles

# **FREQUENTLY ASKED QUESTIONS**



# Frequently Asked Questions

## What are the benefits of an Apprenticeship?

Learners will be learning on the job from industry experts within your own setting. They will learn and develop new skills, knowledge, and behaviours relevant to their chosen sector and career route. Apprenticeships are fully funded, provided learners meet the relevant criteria.

## What is End Point Assessment (EPA) and do the learners have to do it?

End Point Assessment (EPA) is the final assessment for an apprenticeship to ensure that learners have met the relevant standards and criteria required. The Development Coach will fully prepare learners for this and learners will take part in mock assessments in advance. This is nothing to be worried about it is purely a way of looking at the knowledge, skills, and behaviours that learners have learnt whilst completing their apprenticeship. As the EPA is a requirement of the apprenticeship, it is important that learners enter Gateway and complete their EPA assessments.

## How is Training Delivered?

Learners will be allocated a Development Coach who will be their port of call for the duration of their apprenticeship. They will have contact with their Development Coach on a regular basis this will be a combination of face-to-face visits at the setting and remotely via teams. There will also be live teaching and learning sessions on teams, learners will be expected to attend where possible. The development coach will plan these in with you and the learner.

## Do learners have to complete Functional Skills Maths and English?

If learners have exemptions at the required level, then no they do not need to complete functional skills, however, learners will still be encouraged to attend the teaching and learning sessions around functional skills to help them embed and develop their Math and English skills. If learners do not have exemptions, learners will be required to complete their functional skills as part of their apprenticeship.





# **EMPLOYER DROP IN SESSIONS**

# Employer Drop-In Sessions

Each month we will be hosting an Employer Drop-in Session, for these sessions, you do not need to book just click on the link below and join!

As an employer, we need you to work with us as the training provider to support the apprentice in the workplace and provide the opportunity for the apprentice to apply their knowledge, skills, and behaviours on the job. Apprenticeships provide an opportunity for you as the employer to grow your own talent.

These sessions are planned to allow you to ask for any information, advice, or guidance, as well as to provide any feedback. There will also be a section within the drop-in session on the role and responsibilities we all have to support the apprentice to achieve.

**Tuesday 29/08/2023, 10:00 - 11:00** Click [here](#) to join the meeting

**Friday 22/09/2023, 09:30 - 10:30** Click [here](#) to join the meeting

**Monday 09/10/2023, 12:00 - 13:00** Click [here](#) to join the meeting

**Wednesday 22/11/2023, 13:00 - 14:00** Click [here](#) to join the meeting

**Thursday 18/01/2024, 10:00 - 11:00** Click [here](#) to join the meeting

**Monday 12/02/2024, 16:00 - 17:00** Click [here](#) to join the meeting

**Tuesday 19/03/2024, 09:30 - 10:30** Click [here](#) to join the meeting

**Wednesday 17/04/2024, 16:00 - 17:00** Click [here](#) to join the meeting

**Thursday 09/05/2024, 12:00 - 13:00** Click [here](#) to join the meeting

**Friday 21/06/2024, 10:30 - 11:30** Click [here](#) to join the meeting

**Thursday 18/07/2024, 11:00 - 12:00** Click [here](#) to join the meeting