

# EMPLOYERS'

# Guide to



# Apprenticeships



# Mission Statement

“To deliver high quality vocational teaching and training that meets the needs of the marketplace and inspires success.”

## The College's core values:

- Providing inspirational teaching and training to allow every individual to maximise their potential
- Enabling students to learn successfully to meet their needs and fulfil the skills requirements of the employment market
- Inspiring success through organisational excellence whereby every member of staff is accountable for the quality of teaching or the service provided
- Valuing and respecting staff and students, treating everyone fairly and not tolerating any form of harassment or discrimination
- Supporting each other through team work and a shared belief in our objectives.

We hope you share our vision and would encourage you to contribute your thoughts and ideas on the development of our work-based learning programmes.

Your Training Co-ordinator will ask you for an evaluation of the service we provide during the reviews with your Apprentice. We would also like to invite you to join one of our employer forum groups.

## Swindon College will:

- Liaise with local employers both directly and through employers' agencies and associations
- Involve employers with appropriate monitoring, delivery and assessment
- Encourage employers to give us their views
- Respond to employers' requests for training, consultancy or services, and be clear about what we can provide
- Provide written reports on the progress of sponsored students
- Be clear about what is expected from work experience placements, including assessment
- Provide regular contact to work placement providers.

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# Welcome

## Introduction

If you are already providing, or thinking about providing, a work-placement, taking on a new recruit or training one of your existing employees, we hope that this guide will help you understand the services and support we can provide, and the role which you can play in the process.

## What are Apprenticeships?

They are work-based training programmes combining on-the-job training and qualifications, meaning that individuals can earn as they learn and pick up a nationally-recognised qualification. They offer a viable alternative to full time study for people looking for a direct and affordable route to skilled jobs and careers.

Whether an Apprentice is enrolled on a Foundation Apprenticeship or an Advanced Apprenticeship programme, they will be working towards achieving an NVQ, functional skills and other training requirements defined for that particular occupation. The Foundation programme enables young people to gain basic skills to NVQ Level 2 which can then lead to progression to the Advanced Apprenticeship. This level develops skills as potential supervisors, technicians and managers to NVQ Level 3 for those looking for a challenging and rewarding career.

Apprentices must be employed and at Advanced Level the training programme lasts between approximately two – four years. The Foundation training can last for up to two years but young people can, and often do, progress more quickly on to the Advanced Apprenticeship.

Apprentices on a full time training programme work a minimum of 30 hours and a maximum of 40 hours per week.

## How Can Work-Based Learning Help your Business?

We know that recruiting the right member of staff for your company and ensuring that they have the relevant skills and knowledge to do the job you require will be of paramount importance to you.

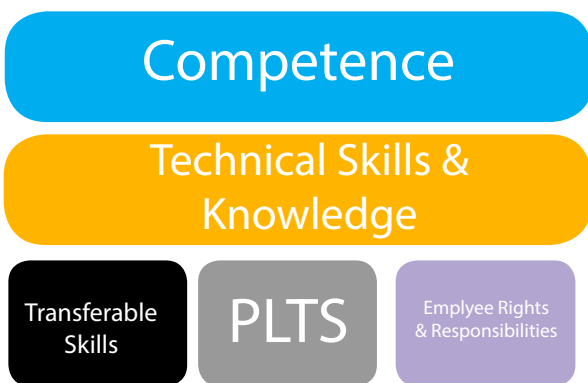
We can help you through our work-based learning programmes, which will provide you with a number of key benefits:

- Cost-effective recruitment
- Development of a well-trained, well-motivated workforce
- Help with meeting the costs of training
- Increased productivity through better trained staff
- Improved company performance
- Demonstrating your commitment to staff development.



'Framework' is a term used to describe the collective elements/qualifications that make up an Apprenticeship programme. There are framework documents which cover all the statutory requirements for an Apprenticeship programme in England or Wales. They are used to ensure that all Apprenticeship programmes are delivered consistently and to national standards.

The diagram below shows the key elements that make up a framework:



## All Apprenticeships must include the following elements:

### A competence-based element (NVQ)

This is required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. This is assessed via a number of methods including assessor observations, underpinning knowledge questioning and witness testimonials etc.

### A knowledge-based element (Technical Certificate providing the underpinning knowledge for the NVQ)

This is required to demonstrate achievement of the technical skills, knowledge and understanding of theoretical concepts and is market relevant to the skill, trade or occupation to which the framework relates.

### Transferable or 'Functional Skills (i.e. English, Maths, IT)

Functional Skills may include working in teams, communication or using new technology. Functional Skills are Maths and English, and possibly ICT if it is deemed relevant to the occupation or sector to which the framework relates. The Apprentice isn't required to complete this part of the Apprenticeship if they hold GCSEs in Maths, English or ICT at A\* - C grade, achieved in the last five years.

### An overview of Employment Rights and Responsibilities (ERR)

The Employee Rights and Responsibilities component of the Apprenticeship.

### The aim of this is to enhance the long-term employability of the Apprentice by covering learning outcomes including (but not limited to) the following:

- Knowing and understanding the range of employer and employee statutory rights and responsibilities under Employment Law
- Knowing and understanding the Apprentice's rights and responsibilities under the Disability Discrimination Act and other equality training such as Diversity training
- Knowing and understanding the sources of information and advice available to them on their employee rights and responsibilities
- Knowing the types of representative bodies and understanding their relevance to their occupation and industry
- Ability to describe and work within their organisation's principles and codes of practice.

### Personal Learning and Thinking Skills (PLTS)

Included within Personal Learning and Thinking Skills (PLTS) are the qualities and abilities needed for success in learning, employment and life. These are identified as six groups of skills, behaviours and personal qualities: Independent Enquiry, Creative Thinking, Reflective Learning, Team Working, Self-Management and Effective Participation.

# How we will help you

## We will work with you to:

- Identify suitable employees and work placement opportunities
- Identify existing employees who may benefit from training
- Plan and design training programmes to meet your needs and those of the individual
- Provide off-the-job training to support the learning which is taking place in the workplace
- Monitor Apprentice progress and provide help and support where necessary
- Assess Apprentice competence in the workplace
- Work with the national awarding bodies, such as City and Guilds, to award nationally-recognised qualifications (NVQs) to Apprentices
- Provide on going support and training to you and your staff in all of these areas.





**Fact:** | **Nearly half (47%) of Apprenticeship employers have recommended Apprenticeships to other employers. \***

Source: Evaluation of Apprenticeships –  
\*Unless undertaking a Higher Apprenticeship.  
Employers BIS research paper May 2012

# Recruiting and Selecting Apprentices

The recruitment and selection process aims to attract and select Apprentices who are best suited to the work and the training we can offer. Having discussed your particular needs, we will match your requirements with the skills and experience of our students, and shortlist those whom we feel would be most suited to the position you are offering.

Alternatively, you may wish to undertake your own recruitment activities. It will be necessary to carry out an assessment of the young person's level of ability and their potential before Swindon College is able to confirm a place. You can ask your Training Co-ordinator to provide this service for you as part of your selection process if you wish.

This will be provided free of charge if the successful Apprentice is signed up to the Swindon College Apprenticeship programme.

## Swindon College's role...

- Produce informative promotional material to attract suitable candidates
- Link with careers services, schools and other external organisations to attract as many suitable candidates as possible, including those who may be currently under-represented in your workforce
- Use effective and fair selection methods
- Refer suitable candidates to you for interview
- Advise you on selection methods and help with interviewing if required
- Provide aptitude testing services for the purposes of selection and recruitment.

## Employer's role...

- Advise us on the types of positions you are seeking to fill and the characteristics which potential Apprentices will require
- Interview a number of applicants and keep us informed on the outcomes

- Give applicants accurate information about the work which they will be doing and the training which you will provide
- Treat all candidates fairly and consistently during the selection process
- Advise us of any existing employees whom you wish to train.

“ **An Apprenticeship can help cultivate the skills to match the needs of your business.** ”





Having found the right person, you will want to ensure that they stay with you. One way of doing this is by providing a well-planned induction programme. Induction training will help Apprentices settle quickly into your company by helping them understand the environment in which they are based and the job they are doing. We will complement this by providing a well-planned induction into the Apprenticeship programme.

## Swindon College's role...

- Provide induction training for Apprentices on their training programme
- Explain about work-based learning and everyone's roles
- Advise you on workplace induction and initial training
- Explain how the framework is achieved and the key components
- Explain to Apprentices their rights and responsibilities
- Check that Apprentices have understood the information they have been given at induction
- Provide Apprentices with written information to support what they have been given during induction, which they can refer to in the future.

## Employer's role...

- Show Apprentices where everything in the workplace is
- Introduce them to the people they will work with and their supervisor
- Train them in the health and safety of your workplace
- Explain your company policies and procedures

- Inform Apprentices of their conditions of employment via a contract of employment
- Provide Apprentices with basic information about the job which they will be doing
- Provide the Apprentice with a mentor if possible
- Ensure the Apprentice is fully aware of any equipment, machinery and processes that are prohibited to them.



82%

**Building skills:**  
**82% of employers take on apprentices to build the skills capacity within their businesses.**

# Planning & Designing Individual Training Programmes

To help you get the best from your Apprentice, and to develop their skills and knowledge, we will jointly plan a training programme that meets both their needs and yours as an employer.

A training plan will be developed for each Apprentice, which shows what training they will receive, both on and off the job, to ensure that they achieve their qualification. The plan will also identify any additional support that they may require. We will, of course, take into account their current knowledge, skills and experience. We will ensure that your staff are provided with all the information they require to understand the Apprentice's programme.

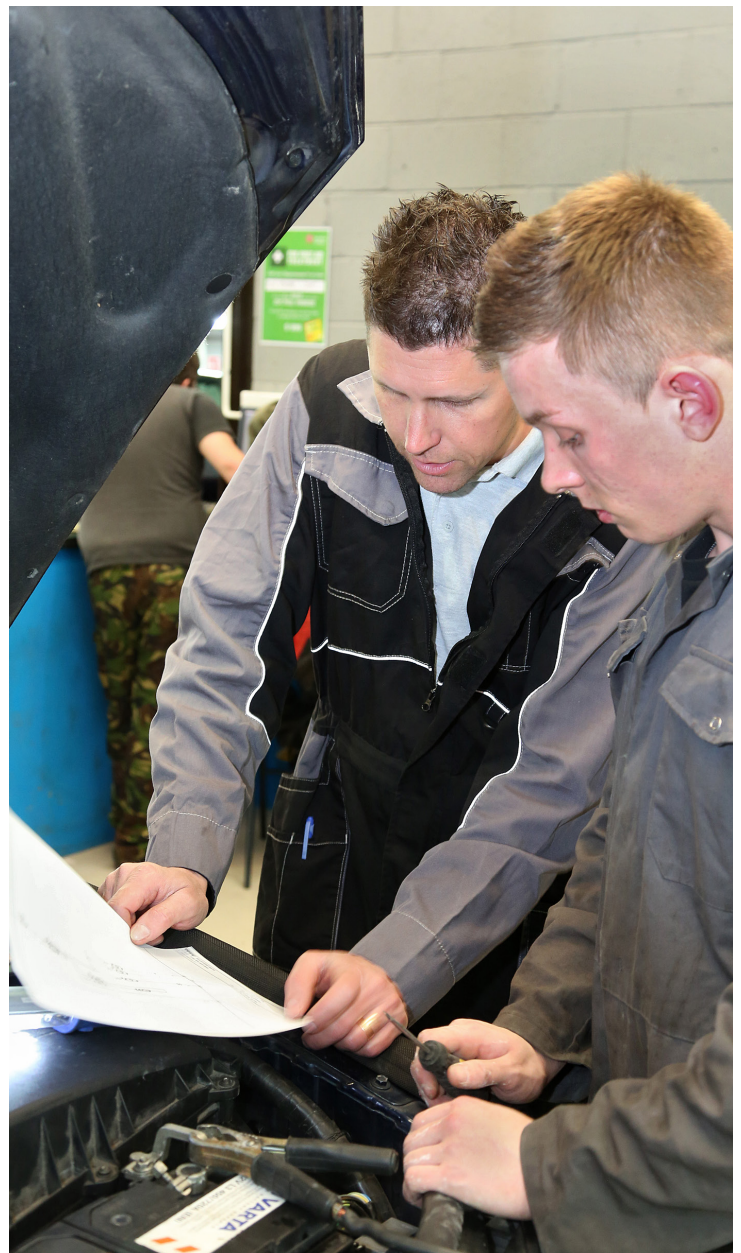
## Swindon College's role...

- To work with you to identify the individual's immediate training and development needs
- Assess the Apprentice's current skills, knowledge and qualifications via a thorough initial assessment
- Identify any personal circumstances which may affect learning and training
- Set out the training programme in a training plan for the Apprentice and yourselves
- Help you understand the training programme including the NVQ and Functional Skill requirements.

## Employer's role...

- To help identify the individual's immediate training and development needs
- Help us plan the training programme for the Apprentice

- Identify appropriate learning opportunities within the workplace which will help the Apprentice develop and progress
- Understand the Apprentice's training programme including NVQ and Functional Skill requirements.



Having planned the Apprentice's training programme, we will work together to deliver the training that is required to develop the Apprentice's skills and help them achieve their qualification.

Much of the training will take place within the workplace itself. This will typically involve Apprentices developing their skills through observing others perform activities, practising themselves and learning from their supervisor. The more learning opportunities you can provide, the greater range of skills that the Apprentice is likely to acquire which will benefit your company.

You may also wish to consider giving the Apprentice projects to undertake, or want them to attend formal technical training sessions in the workplace, which will develop their skills and knowledge even further.

In terms of providing off the job training, this is a matter of personal choice. You may wish to carry out some or all of the training within the company. We can also provide off-the-job training sessions to support what the Apprentice is learning in the workplace to develop the Apprentice's theoretical understanding. We will agree when and where this will take place when developing the training programme. In this way we can also ensure that the off the job training is being provided is appropriate to what the Apprentice is doing in the workplace and vice versa.

## Swindon College's role...

- Provide help and advice with planning workplace training and learning activities
- Be aware of the learning activities that are taking place within the workplace
- Provide appropriate off-the-job training sessions to support the skills that the Apprentice is developing in the workplace in order to achieve their qualification
- Keep you informed of what the Apprentice has covered during off-the-job training activities.

## Employer's role...

- To help Apprentices develop their knowledge and skills by providing a wide range of learning and training opportunities
- Provide a mentor for the Apprentice
- Allow Apprentices to attend off-the-job training sessions at the agreed times
- Help Apprentices put into practice what they have learnt during off-the-job training sessions
- Give Apprentices time in the workplace to compile their NVQ portfolios
- Initiate a meeting with us if you have any concerns about any aspect of the training delivery.

81%

**Greater productivity:**  
**81% of Apprentice employers say they make their businesses more productive. The average Apprenticeship completer increases business productivity by £214 per week.**

# Reviewing Apprentice Progress

To check that the Apprentice is getting the most out of their training programme, it is important to monitor their progress at regular intervals. This will ensure that any additional training or support needs identified are properly addressed. We will fully involve the Apprentice's supervisor and agree with you what the best time for these reviews to take place, so as not to cause disruption to normal workplace activities.

## Swindon College's role...

- Organise a schedule of regular review meetings
- Involve the Apprentice and the workplace supervisor in the review
- Record the progress made by the Apprentice
- Identify additional training and support needs and amend the training plan accordingly
- Agree and record actions and targets between this and the next review
- Make sure the Apprentice and the workplace supervisor have a copy of the review.

## Employer's role...

- Let us know how the Apprentice is progressing in the workplace
- Advise us of any concerns or feedback you may have regarding the Apprentice's progress
- Attend Apprentice progress reviews
- Advise on workplace training and assessment opportunities that may occur in the period before the next review.

**Fact:** **Eight out of ten Apprentices believe that their Apprenticeship has improved their ability to do their job, provided them with sector-relevant skills and knowledge, and improved their career prospects.**

Source: Evaluation of Apprenticeships – Learners BIS research paper May 2012



# Assessing Apprentice Competence

To gain an NVQ, an Apprentice is required to collect evidence to demonstrate that they are competent in a range of different activities. Each Apprentice is allocated an assessor who will discuss and agree the best way of providing evidence to reach the national standard. This will involve compiling material, normally within the workplace or organising activities to demonstrate particular skills. The assessor will observe the Apprentice carrying out tasks within the workplace, to make sure that their work is consistent and that the standard of work required can be achieved. They will also examine pieces of work or information which the Apprentice has collected to demonstrate competence. The role of the workplace assessor is of key importance and our staff can fulfil this role for you. Alternatively, you may already have your own assessors whom you can use, or we can provide the opportunity to train a member of your own staff as an assessor.

## Swindon College's role...

- Help Apprentices and staff within your organisation to understand the assessment process
- Help Apprentices understand how to collect evidence and match it to the occupational standards
- Formally assess Apprentice competence
- Give constructive feedback to Apprentices following assessment.

## Employer's role...

- Provide opportunities for the Apprentice to demonstrate their competence in specific tasks
- Help Apprentices to collect evidence of the work they have done
- Sign statements confirming the Apprentice's competence in specific activities
- Consider training your own staff as assessors.

75%

**Lower recruitment costs: 75% of Apprentice employers say the programme has helped cut recruitment costs. 80% say that Apprenticeships will play a bigger part in their future recruitment policy.**



# Supporting Apprentices in their Work-Based Learning

Following the investment that you have made in recruiting an Apprentice, you will want to ensure that they stay with you and complete their training programme. Occasionally Apprentices require extra support and particularly those who come straight from school, can change their mind regarding their choice of career and their training programme after they have joined a company. We will work closely with you to ensure that Apprentices are given proper support and that any potential problems are identified and addressed as early as possible. Additional training and support will be provided to assist Apprentices with specific areas of need.

## Swindon College's role...

- Keep in regular touch with Apprentices and yourselves
- Encourage and motivate Apprentices in their training programme
- Show real interest in the skills which Apprentices are developing in the workplace
- Help Apprentices to understand the long-term benefits of training and qualifications
- Identify any problems or concerns which Apprentices may have at an early stage
- Share any identified concerns with you and agree suitable solutions if Apprentices want to change their training programme
- Carry out initial assessment on learners to establish any learning support needs.

## Employer's role...

- Help Apprentices to understand the long-term benefits of training and qualifications
- Provide opportunities for Apprentices to practice their skills
- Give Apprentices time at work to develop their portfolio
- Encourage Apprentices to attend and show real interest in their off-the-job training
- Be aware of any problems or difficulties which Apprentices may be facing
- Share your concerns with us
- Help Apprentices to find suitable alternatives if they decide that they are on the wrong training programme
- Inform us of unauthorised absences.



# Ensuring Equality of Opportunity and Safeguarding within the Training Process

We operate and promote a policy of equal opportunities throughout the entire work-based learning process. This is reflected in our recruitment practices where we welcome applications from all persons regardless of sex, marital status, race, disability, colour, age, sexual orientation, nationality or ethnic origin. We aim to treat Apprentices fairly and equally during their training programmes and ensure that they know what to do if they have a complaint. We trust that your commitment to ensuring equality of opportunity will be the same as ours. As a provider of training, you will be expected to abide by all the relevant acts relating to equal opportunities.

## Swindon College's role...

- Promote equal opportunities throughout the work-based learning process
- Have a written equal opportunities policy which staff, Apprentices and employers understand and are committed to
- Advise you on equal opportunities issues and legislation
- Explain to Apprentices how they should treat other people
- Make sure that Apprentices know what to do if they feel they are being unfairly treated in the workplace
- Act on any complaints received from Apprentices
- Ensure that Apprentices are safeguarded in the workplace
- Actively advance equality and diversity and safeguarding with employers and apprentices.

## Employer's role...

- Comply with equal opportunities legislation
- Demonstrate your commitment to equality of opportunity in the workplace through a clearly publicised statement
- Ensure equality of opportunity in selection, recruitment and training activities
- Ensure that Apprentices are treated fairly and equally
- Make sure that Apprentices are not bullied, harassed or made to feel unwelcome in the workplace
- Explain to Apprentices what to do if they have a complaint about the way they are treated
- Ensure that Apprentices remain safe throughout their Apprenticeship.



# Health and Safety

We have a positive commitment to promoting good health and safety practices in the workplace and know that your business will too. Apprentices placed with you, with either employed or non-employed status, are regarded as employees for the purposes of health and safety.

## Swindon College's role...

- Using competent staff to verify that you can provide a healthy, safe and supportive learning environment
- Assist you regarding questions of health and safety requirements and application to individual Apprentices
- Provide a safe and healthy working environment for Apprentices at all times during off-the-job training
- Monitor health and safety practices on an on-going basis
- Provide health and safety training for Apprentices to raise their awareness of risk
- Check Apprentices' understanding of health and safety risk awareness
- Investigate any accidents involving Apprentices within the workplace and agree preventative action.

## Employer's role...

- Ensure the health, safety and welfare of Apprentices and bring your policy statement to their attention
- Comply with health and safety legislation
- Provide necessary protective clothing
- Inform the Apprentice about who is responsible for health and safety matters within the company

- Provide initial and on-going health and safety training in the workplace for Apprentices
- Report any accidents concerning Apprentices immediately to us
- Assess the risks to which Apprentices are exposed at work and apply the general principles of prevention
- Introduce and maintain appropriate measures to eliminate or control risks to the lowest reasonable practicable level
- Ensure Apprentices are properly supervised by a competent person
- Ensure that Apprentices are covered under public and employer's liability insurance
- Keep a record of equipment, welfare, machinery and processes that are prohibited to the Apprentice and ensure that the Apprentice is aware of these prohibitions
- Ensure Apprentices are comprehensively trained before using any equipment
- Ensure a contract of employment is in place for your Apprentice.





All work-based learning is subject to external inspection by the Government's body for maintaining standards. Inspections look at the quality of training in all occupational areas where training is being provided, and at four general aspects:

- Apprentice Support
- Equal Opportunities
- Management of Training
- Quality Assurance.

Inspectors typically collect much of their evidence through discussions with Apprentices, training providers and employers, and therefore your views and comments will form an important part of the process.

## Swindon College's role...

- Ensure that the work-based learning training is delivered in line with the common inspection framework
- Produce an annual self-assessment report and action plan
- Prepare for inspection by the Government's Inspectorate once every four years
- Work with Inspectors during the inspection.

## Employer's role...

- Provide us with feedback on the quality of our training programmes
- Take part in discussions with Inspectors during inspections as required
- Allow Inspectors to take part in discussions with Apprentices during the inspection process.



88%

**Increased employee satisfaction: 88% of Apprentice employers believe they lead to a more motivated and satisfied workforce, leading to greater loyalty and quality of work.**

# Further Information

## Employer Forums

The college holds Employer Forum meetings which are open to all of our business community and are generally well attended. As an employer of an Apprentice, you will automatically be added to the invitation list and will receive a letter before each event. A warm welcome and refreshments are always provided. The Forum is an opportunity for Swindon College to share all kinds of information with you. We will inform you of what courses we are running, how well are we recruiting, how well our students are achieving, what new resources we have to offer and what incentives are available to you. We also aim to obtain information from our employers such as what courses, events, and resources they would like to see Swindon College provide. The meetings are minuted, shared with our Principal and Governors and the findings help form the College's development plans for the future. Of course, visits are not restricted to Employer Forums only. Should you wish to come in and have a look round at any time, please contact your Training Co-ordinator who will arrange a guided tour at a time convenient to you. In addition, we also welcome employers to observe Apprentice lessons at the college to provide feedback on our delivery. Please contact your Training Co-ordinator if you wish to complete an employer observation.

## Minimum Wage Regulations

Apprentices should be paid at least National Minimum Wage per hour whilst in the first year of their government-funded Apprenticeship. Apprentices should also be paid for time spent at college. Further advice on National Wage Regulations can be gained from HM Revenue and Customs [www.hmrc.gov.uk/nmw/](http://www.hmrc.gov.uk/nmw/) (National Minimum Wage is subject to an annual increase).

## Sickness

Apprentices are required to act within your own sickness regulations and complete company forms as appropriate. Apprentices who are sick for more than 21 consecutive days are required to leave the programme, unless it is clear that they are likely to be fit to resume work within the following week, when written agreement is required. They will be able to re-join when fit to continue training, subject to a place being available. (Under normal circumstances, it is likely that they would be able to continue the training programme they were following before illness). Please let your Training Co-ordinator know if your Apprentice is signed off sick and is unlikely to return to work within 21 consecutive days (three weeks). Apprentices should refer to your company sick pay scheme.

## Holiday Entitlement

Apprentices are required to act within their contracts of employment. Holidays should NOT be taken on college days or when training sessions are being held. Further advice, including a holiday entitlement calculator can be found at [www.gov.uk/apprenticeships-guide/pay-and-holidays](http://www.gov.uk/apprenticeships-guide/pay-and-holidays).

## Authorised Absence

As well as time off for holidays or sickness, in agreement with the Apprentice's nominated supervisor, time off is allowed for the following:

- Interviews for employment
- Examinations
- Attendance at a court of law
- Attendance at Armed Forces Reserve Training (to a maximum of two weeks)

- Compassionate leave in special cases (e.g. funeral of a close relative) or at your discretion
- Urgent doctor or dental appointments which cannot be made in the Apprentice's own time. Wherever possible these should be made at the beginning or end of the day to cause least disruption to training.

NB: All of these absences must be approved in advance by you as the employer or Training Co-ordinator when the Apprentice is expected at college or by the work-based assessor.

## Unauthorised Absence

An unauthorised absence is any absence from work placement or training for reasons other than the ones listed before, that have not been approved prior to the absence. Please inform us of any unauthorised absence of the Apprentice, which will be discussed with the Apprentice by college staff.

You will be informed of any unauthorised absence at college. Please note that your Training Co-ordinator works all year round and does not break for the summer. Unauthorised absence may lead to disciplinary action, and 10 consecutive days of unauthorised absence will usually result in termination of training.

## Standards of Conduct

Apprentices are expected to act in a manner which would be expected in normal employment. To achieve this, they will be

required to conform to the standards of conduct that apply to your employees. They will be given guidance where necessary to help them to conform to these standards. If these are not followed, they could be involved in a disciplinary action.

If at any time you are unhappy with the conduct of an Apprentice, please deal with it as appropriate and bring any action taken to the attention of your Training Co-ordinator.

## Disciplinary/Grievance Procedures

Apprentices on Work-Based Learning Programmes are subject to the same Grievance and Disciplinary Procedures as all students of Swindon College, and are informed of these procedures at induction. In addition, your own procedures will apply to Apprentices.



80%

**Reduced staff turnover: 80% of employers feel that Apprenticeships reduce staff turnover.**



**The following is a summary of National Legislation for your information:**

## Risk Assessments

The Management of Health and Safety at Work Regulations 1992 require every employer to carry out a suitable and sufficient assessment of risks to employees, and people other than employees, who may be affected.

Where there are five or more employees, a record must be made of the significant findings of the assessment, and any group of employees especially at risk.

A suitable and sufficient assessment should identify the significant risks. Trivial risks can usually be ignored for two main reasons. The first is that it is virtually impossible to cope with every minor risk and the second is that significant risks may be obscured by too much information about insignificant ones.

### **As an employer you must consider:**

- New & expectant mothers
- Young people - an employer must assess the risks to a young person before they start work
- Whether all aspects of work activity are included
- Non-routine operations such as maintenance, loading and unloading
- What happens when work activity is interrupted for any reason
- Whether all groups are considered e.g. night cleaners, security guards and visitors
- Whether any group could be particularly at risk e.g. those who work alone
- Existing precautionary measures - are they working as intended?

## COSHH

The 1994 Control of Substances Hazardous to Health Regulations state that no work liable to expose employees or non-employees to any substance hazardous to health is to be carried out unless a suitable and sufficient assessment of risks has been completed, and steps taken to control the risk. A record must be kept except where the assessment can be easily repeated and explained at any time. Substances can enter the body in a variety of ways, by absorption through or contact with the skin or eyes, by being injected, by being swallowed, or through being breathed in.

### **As an employer you must consider:**

- What substances are present?
- What the possible harmful effects are?
- Where and how the substances are used?
- What harmful substances are given off through processes carried out and how?
- Under what circumstances might people be affected?
- How likely is it?
- What precautions are in place?

## Display Screen Equipment

The principle risks associated with Display Screen Equipment (DSE) are physical problems, (upper limb disorder), visual fatigue and mental stress. Under the Display Screen Equipment Regulations, a display screen user is defined as an employee who habitually uses DSE as a significant part of normal work.

Every employer must analyse the workstations in use and assess the risks to the health and safety of users. The results must be recorded. Work must be planned so that users do not work continuously at DSE and employers must provide sight tests on request and pay for spectacles that the user needs for DSE work.

The Regulations do NOT require footrests to be provided for all users. They are only necessary if the users' feet do not touch the floor when the seat is properly adjusted. Screen filters are not normally necessary either.

## Manual Handling

The general rule is that nobody should undertake any manual handling operations which involve a risk of them being injured. The Manual Handling Operations Regulations 1992 require employers to avoid hazardous manual handling activities so far as is reasonably practicable. A suitable and sufficient assessment must be carried out where this cannot be done. Appropriate steps must be taken to reduce the risk of injury.

The assessments must be recorded except where they can be easily explained or if the operations were straightforward, of low risk, going to last a short time and the time taken to record them would be disproportionate to the effort.

## Noise

Under the Noise at Work regulations 1989:

- An employer must find out what noise-related problems exist and consider effective ways of reducing exposure
- Employees must recognise the dangers of high noise levels and co-operate as necessary
- Designers, manufacturers, suppliers and importers of machinery must provide information concerning the amount of noise their machinery generates
- Appropriate preventative and protective measures could include noise reduction, ear protection, designated ear protection zones and the provision of information.

## Health and Safety Information

As part of the support service for Apprenticeships, Swindon College staff will be happy to advise you further on relevant Health and Safety Regulations. Further specialist advice can be obtained from the Health and Safety Executive or at <http://www.open.gov.uk/hse/hsehome.htm>

## If you have any queries

Your Training Co-ordinator is your main point of contact. If they are unable to answer your query or if you are not satisfied with the result, please contact the Work-Based Learning Manager at Swindon College.

To contact the **Apprenticeship Team**

Tel: **(01793) 498208**

Email: **[apprenticeships@swindon-college.ac.uk](mailto:apprenticeships@swindon-college.ac.uk)**

**Fact:** **88% of employers were satisfied and 69% very satisfied, with the relevance of the training.**

Source: Evaluation of Apprenticeships - Employers BIS research paper May 2012





**TOP PERFORMING  
COLLEGE  
IN THE  
SOUTH WEST**

**Source:** Skills Funding  
Agency 2013/14



For further information contact the Apprenticeship Team

at Swindon College on **(01793) 498208**

or email **[apprenticeships@swindon.ac.uk](mailto:apprenticeships@swindon.ac.uk)**



 **(01793) 491591**  **[Studentservices@swindon.ac.uk](mailto:Studentservices@swindon.ac.uk)**  **[www.swindon.ac.uk](http://www.swindon.ac.uk)**