Creative Businesses: Employers’ Apprenticeship Handbook
About this handbook

This handbook has been developed with the input and insight from employers who currently take on apprentices, and has been produced with new entrants in mind.

This pack contains 2 parts:

**Part 1**

**Apprenticeships: What are they and why do we do them?**

This section provides information for employers about what apprenticeships are, how they are delivered, and the benefits they can bring.

**Part 2**

**The Employer and The Apprentice: How to make it happen**

The focus in this section is on the practical considerations of employing an apprentice. It includes various resources and tools for employers to use.

It has been developed with the input and insight from employers who currently take on apprentices. Its purpose is not to persuade or directly promote apprenticeships, but to inform, support, and share practice to help build confidence around making the most out of the opportunities apprenticeships can create for employers.

The pack contains practical tips around recruitment, information on funding, and how to consider the right type of apprentice delivery for your business, and links to useful information.

From 1st May 2017, apprenticeship qualifications and the funding of them have become available to all: from 16 year olds entering the labour market, to older and more experienced employees. Apprenticeships can be used for continuous professional development and career progression; talk to your local college or training provider for further information.
Part 1: Apprenticeships – An Overview

This section is a useful reference when considering why apprenticeships might be for you and your business, and to think how workplace development and growth can occur via a low risk strategy.

This section provides information on:

- What an apprenticeship is from the perspective of an employer.
- The benefits of apprenticeships to an employer.
- The partnership needed to make an apprenticeship happen.
- The commitments needed from the different partners.

When to use this section:

- When reviewing a business plan.
- When considering organisational capacity.
- When looking at applying for funding, such as to Trusts and Foundations.
- When networking with other creative businesses in the area.
Part 1: What are Apprenticeships?

<table>
<thead>
<tr>
<th>Apprenticeships ARE:</th>
<th>Apprenticeships CREATE:</th>
<th>Apprenticeships BRING:</th>
</tr>
</thead>
<tbody>
<tr>
<td>An employed post within a registered organisation.</td>
<td>A high-quality, rigorous, sector-led route into work for talented people.</td>
<td>New ideas into an organisation.</td>
</tr>
<tr>
<td>For anyone aged 16 or over.</td>
<td>Great opportunities for businesses to grow capacity and diversify their workforce.</td>
<td>Extra capacity to support business and operational growth.</td>
</tr>
<tr>
<td>Paid positions with a job description, contract and associated wage attached.</td>
<td>Potential for new products and services.</td>
<td>Opportunities for existing staff to develop through line management.</td>
</tr>
<tr>
<td>A minimum of 12 months in length.</td>
<td>A continuous professional development (CPD) culture in an organisation.</td>
<td>Chances to fulfil organisational Corporate Social Responsibility (CSR) commitments that might be in place.</td>
</tr>
<tr>
<td>Supported with the delivery of qualifications from an approved training company or college.</td>
<td>Opportunities for a younger workforce that cannot afford or access mainstream Further or Higher Education.</td>
<td>Existing knowledge, skills and behaviour will be brought to the table.</td>
</tr>
</tbody>
</table>
Part 1: How Apprenticeships Benefit Businesses

Skills
What employers need and the skills apprentices develop are one and the same.

- Teamwork
- Verbal Communication
- Analytical Skills
- Commercial Awareness
- Flexibility
- Time Management
- Written Communication
- Planning and Organisation

What Employers Say...

The single biggest reason for creating apprenticeships is that they are the most relevant way of fulfilling the needs of their business (1 out of 3 arts and media organisations surveyed). Other benefits include the training provider or college handling employee recruitment on their behalf, and that apprenticeships are cheaper than alternative methods of growing the team (both 1 in 5 respondents).

The biggest benefits to employers as a result of recruiting an apprentice include increased productivity (76% of respondents¹), an improvement in quality of product/service (75%²) and a boost to staff morale (73%³).

Statistics taken from latest Apprenticeship Employer Survey (national).

76%¹ increased productivity
75%² improvement in quality of product/service
73%³ boost to staff morale
Part 1: The Partnership – Who Does What?

Apprentice (A):
- Fulfils their contract of employment.
- Generates the evidence for their qualifications, with guidance from their assessor (allocated from the training provider/college).
- Plans and reviews their progress with their employer and assessor.

Employer (B):
- Creates apprenticeship role within organisation.
- Pays wage.
- Recruits and develops apprentice as an employee.
- Conducts reviews of progress.
- Works with training provider/college to make sure needs are being met.

Training Provider /College (C):
- Supports employer to develop job description for apprentice.
- Supports with promotion of vacancy and with recruitment (where requested).
- Enrols apprentice onto appropriate qualifications.
- Plans, delivers, assesses and verifies qualifications.
- Provides additional pastoral care for apprentice (where applicable).

Colour key

- Apprentice
- Employer
- Training Provider

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Part 1: You and Your Apprentice

The role of your Apprentice (A)
An apprentice requires:
• A commitment of their time to study as well as work.
• An understanding of teamwork and the importance of good communication from the outset.
• An ability to be organised and a need to be efficient and effective to maximise their time.

The role of the Employer (B)
For an employer, apprenticeships require:
• Commitment of wages.
• Good planning.
• Flexibility.
• Partnership working and good communication skills.
• A desire to develop talent and a growth mindset.
• An understanding of business needs and how creating an apprenticeship helps to achieve it.

Support available for employers:
Finding the right apprenticeship for your organisation
Training providers, colleges and other bodies such as Local Enterprise Partnerships (LEPs) can give good advice on the right qualifications and role for an apprentice in your business.

Wages and National Insurance
As an employee, an apprentice is entitled to at least the national minimum wage (or above) for their age. For 16-17 year old apprentices, there is a national apprentice wage rate, which is currently £3.50 per hour. A National Insurance break applies for apprentices under 25 that are paid up to the upper threshold of £43,000 p.a. More information here.
Part 1: How the Training Partner Delivers

Different training providers and colleges will deliver qualifications and support apprentices and employers in different ways. Always consider what works best for you and your business. Find below 3 different models of delivery that are typically used in apprenticeship delivery (you might find some that use a mixture of these). Each will have its pros and cons.

<table>
<thead>
<tr>
<th>Deliver Model Options</th>
<th>What Does it Look Like?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model 1</strong></td>
<td>The training provider or college’s assessor will conduct all the learning and delivery in the employer’s premises where the apprentice is based.</td>
</tr>
<tr>
<td>All assessments and delivery in the workplace</td>
<td></td>
</tr>
<tr>
<td><strong>Model 2</strong></td>
<td>The apprentice will visit the training provider or college’s premises to receive some teaching on a regular basis, for example 1 day a week or 1 week every 2 months.</td>
</tr>
<tr>
<td>Day/Block release</td>
<td></td>
</tr>
<tr>
<td><strong>Model 3</strong></td>
<td>The assessments are typically planned and submitted via an online portal. Support from the training provider or college is mostly conducted remotely.</td>
</tr>
<tr>
<td>Online or Distance-learning</td>
<td></td>
</tr>
</tbody>
</table>
Part 1: How to Pay for Your Apprentice

There are two things as an employer you’ll have to pay for when you recruit an apprentice into an entry level role in your business:

1. Their wages
2. A contribution towards the training and assessment costs.

Wages

- The national minimum apprentice wage is currently £3.50 / hour.
- You can check national minimum pay rates here.
- At this rate, the employer does not have to pay National Insurance.
- An apprentice must be employed for a minimum of 30 hours / week. If your work is seasonal then it must average out at 30 hours / week over the mandatory 12 months an apprenticeship must last.
- At the end of 12 months, even if the apprenticeship has not yet finished, the apprentice must then go onto the national minimum wage for their age.

- £3.50 is not a mandatory rate. Many businesses chose to pay a higher rate to attract older / graduate apprentices. Others start at that rate and then review at 3 months and look to increase the salary once the apprentice has started to demonstrate a return on the investment the business is making.

Training and assessment cost contributions

- The amount you pay will depend on if your business is an apprentice levy payer or not.
- If they are an apprentice levy payer, then ultimately all the training and assessment costs will be paid for from the levy pot that is collected and kept at HMRC. Your training provider / college will be able to help you access it as they will be paid by your business from this fund. More details can be found here.
- You can find a short animation about the Apprenticeship Levy here.
- If your business is not a levy payer, then you will pay 10% of the total cost of training and assessment for that apprenticeship qualification. The Government will then co-invest 90% of public subsidy towards the training and assessment of the apprentice. For example, a qualification that costs £4000 will require a £400 co-investment from your business. This does not have to be paid upfront but the first payment must be made before the training provider or college can draw down any part of the public subsidy.
- It is useful to be reminded on the definition of an apprenticeship:
  “An apprenticeship is a genuine job with an accompanying skills development programme. Through their apprenticeship, apprentices gain the technical knowledge, practical experience and wider skills they need for their immediate job and future career. The apprentice gains this through a wide mix of learning in the workplace, formal off-the-job training and the opportunity to practise new skills in a real work environment.”
  This is how an apprenticeship is defined in the funding rules which you can read here.
Part 2: The Employer and The Apprentice – How to Make It Happen

Part 2 comprises of six sections which covers different elements of the employer role in recruiting and supporting an apprenticeship.

Support for Apprentices

Pink pages within this section:
These pages contain information, useful links, and provides a series of queries for consideration to help you make informed decisions and to think how you and your apprentice will be best supported on your respective journeys.

Blue pages within this section:
Activities you can undertake, or useful checklists to help you with your role as an apprentice employer.

It is important to note that these are only suggestions or starting points, and are entirely optional. You can adopt, adapt or use alternatives to suit your business needs and your requirements.
Part 2: Elements of the Apprenticeship

1. Create a job role.
2. Research training providers and colleges.
3. Advertise and recruit.
4. Induction and ongoing support.
5. Qualifications and assessment.
6. Progression.

Click a section above to visit the relevant page.
Part 2: The Role of an Apprentice

Create a job role.

The role being created is a ‘real job’ and should have an associated role description like any other position. Some useful considerations for employing people under 18 can be found here.

The role needs to be full-time (minimum 30 hrs p/wk). The role should fit within your business structure. By reviewing your company’s capacity and skills gaps you should be able to identify the kind of tasks you need an apprentice to perform, which in turn will help build a job description. This doesn’t have to be terribly detailed at this moment in time; it just gives you a starting point to build from.

View job description templates

View typical examples of apprenticeship job roles

The Apprenticeship Framework

The apprenticeship undertaken could be a Framework or a Standard. Apprenticeships are changing and as many migrate from an older Framework to a newer Standard. A Framework is a collection of qualifications such as NVQs and BTECs that an apprentice follows. A Standard is a 2-page description of a job role, and the apprenticeship is a training programme developed against an assessment plan with the apprentice completing an end-point assessment.

<table>
<thead>
<tr>
<th>Framework</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suite of qualifications, assigned to an apprenticeship type: for example the Creative &amp; Digital Media Qualification covers a number of roles.</td>
<td>Focuses on the knowledge, skills and behaviours the apprentice will be required to demonstrate for a specific job role and may not include a qualification.</td>
</tr>
<tr>
<td>Continuous assessment.</td>
<td>End-point assessment.</td>
</tr>
<tr>
<td>Training Provider/College is also the assessor organisation.</td>
<td>Training Provider/College is delivers the training and separate organisation conducts the end-point assessment.</td>
</tr>
<tr>
<td>Training is based around the qualification requirements.</td>
<td>Training centres around the assessment plan requirements.</td>
</tr>
</tbody>
</table>

Compare and contrast framework and standard:

- Social Media and Digital Marketing Framework
- Digital Marketeer Standard and assessment plans

A full list of Creative Standards lists can be found via the following links:

- Creative Design Standards
- Digital Standards
Part 2: How to Create a Job Role
Use this tool to help develop the apprentice job description.

“The area(s) of business we need extra capacity include:

After looking at the types of Creative Apprenticeships available, those of ‘best fit’ include:

<table>
<thead>
<tr>
<th>Top 5 business tasks I need my apprentice to support:</th>
<th>Top 5 skills or qualities I am looking for from my potential apprentice:</th>
</tr>
</thead>
</table>
Using your job description/skills gap review as a starting point, you can start researching the training provider or college to partner with.

Click here to find different colleges and training providers in your area

**Practical considerations:**

<table>
<thead>
<tr>
<th>Geography</th>
<th>Qualification Offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the training provider or college deliver in your location? If not, are they willing to?</td>
<td>Does the training provider or college deliver the right qualifications relating to the job role you need to be fulfilled?</td>
</tr>
<tr>
<td>If the delivery model requires day or block release, how easily can your apprentice get there? Does the training provider or college pay for travel etc.?</td>
<td>How do they deliver the different qualifications? What is their delivery model?</td>
</tr>
</tbody>
</table>
Also consider the quality of a training provider or college’s apprenticeship delivery. Just like any other supplier, different places will offer a different quality in service and product.

Check out:

<table>
<thead>
<tr>
<th>Ofsted Reports</th>
<th>Look for a provider with a Grade 1 (Outstanding) or Grade 2 (Good).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Rates</td>
<td>Look for &gt;70%. Providers at &gt;80% are usually considered outstanding.</td>
</tr>
<tr>
<td>Testimony</td>
<td>Speak to other employers for recommendations. Also ask providers for any satisfaction surveys.</td>
</tr>
</tbody>
</table>
Part 2: Finding the Right Training Provider or College

Use this tool to help you prioritise what you are looking for in a training provider or college (tick the response that best fits you and your needs).

<table>
<thead>
<tr>
<th>“The training provider or college...”</th>
<th>Not important</th>
<th>Would be of value to me</th>
<th>Important to me</th>
<th>Deal-breaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will actively manage the advertising and recruitment process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can deliver the qualifications all in the workplace, either through visits or remotely.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides opportunities to train my apprentice off-site through day or block release.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides wrap-around pastoral support for my apprentice such as off-the-job mentoring.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can help me access any additional funding and wage subsidies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can demonstrate high quality experiences for employers and apprentices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can help develop and finalise the job description for my apprentice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part 2: Training Providers and Colleges Checklist**

Use this tool to help you gather information when selecting a training provider or college.

When speaking to a training provider or college, explain the type of apprenticeship role you are seeking to create, and ask the following. Take control and remember that you are their customer:

- What apprenticeship frameworks standards do you deliver that support what I need?
- What will the cost be to me if you deliver that framework for my apprentice?
- What financial support can I access?
- Are you aware of any wage subsidies I am eligible for? If so, for how much?
- What was your last Ofsted Grade?
- How do you deliver the qualifications? Do you assess all in the workplace or will my apprentice be trained outside of work?
- How often do you visit and support apprentices?
- What support do you offer when recruiting an apprentice?
- Can you send me the results of any employer satisfaction surveys you have done?
- Who else do you deliver apprenticeships for in my area?
Part 2: Training Providers and Colleges

Find below a list of Apprenticeship Training Providers and Colleges offering various creative apprenticeships. The list demonstrates a national provider, a national college, a regional provider, a regional college, and the National Skills Academy. Note that this is not an exhaustive list and is correct at time of distribution. Listing does not equate to recommendation or endorsement by The Mighty Creatives. For reference only.

<table>
<thead>
<tr>
<th>Name of Training Provider/College</th>
<th>Frameworks</th>
<th>Location(s)</th>
<th>Website (click for links)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative &amp; Cultural Skills</td>
<td>Community Arts, Cultural Venue Operations, Live Events and Promotion, Technical Theatre</td>
<td>Nationwide</td>
<td>Apprenticeship Page</td>
</tr>
<tr>
<td>New College Nottingham</td>
<td>Craft</td>
<td>Nottinghamshire</td>
<td>Nottingham Craft Academy</td>
</tr>
<tr>
<td>Creative Alliance</td>
<td>Various (see web link)</td>
<td>Midlands-wide</td>
<td>Creative Alliance Frameworks Page</td>
</tr>
<tr>
<td>North Herts College</td>
<td>Digital Marketing, Design</td>
<td>Various (call to check)</td>
<td>Creative Apprenticeships Page</td>
</tr>
<tr>
<td>Babington Group</td>
<td>Digital Marketing, Social Media</td>
<td>Midlands-wide</td>
<td>Digital Apprenticeships Page</td>
</tr>
</tbody>
</table>

**Note:** If the apprenticeship position is more for a central or support function rather than creative – such as Business Administration, Finance, or Customer Service – the choice for training providers and colleges increases significantly.
Part 2: Recruitment

Recruitment practice will vary from business to business and you may wish to adapt your own when recruiting for an apprentice, considering the job role and relative experience and skills that you might be looking for. It is important to:

- Be fair and open in your recruitment process and be free from discrimination.
- Provide the best opportunity for candidates to demonstrate their skills and capabilities through the process.

Who can help me advertise my apprenticeship role?

- Your training provider or college.
- Creative and Cultural Skills or Creative Skillset.
- Your local Jobcentre Plus.
- Local youth networks.

Advertise and recruit.
Part 2: Recruitment Steps

Use this tool to help plan your advertising and recruitment.

**Advertising Checklist**

- Job Advert drafted and signed off.
- Advert sent to Training Provider/College and is uploaded on their website.
- Advert sent to Creative and Cultural Skills to upload onto Creative Choices.
- Advert sent to other online vacancy sites, including Artsjobs.
- Local Jobcentre Plus office is aware of vacancy and is advertising to young people.
- I have notified my network and news subscribers of the vacancy.

**Recruitment Record**

- The application deadline is: 
- Date of interviews: 
- Competency-based tasks for applicants include: 
- Questions for interview are written and ready for use. 
- Scoring method for candidate interview responses is ready. 
- Planned apprenticeship start date:
Part 2: Getting Underway

Induction and ongoing support.

Businesses all have their own ways of inducting new staff members and a method for employees and line managers to regularly meet and review progress/tasks. Apprentices don’t need any special kind of induction or review process dedicated just for them, although there are some additional things you might consider.

<table>
<thead>
<tr>
<th>Safeguarding</th>
<th>Training Provider or College</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is the apprentice travelling to and from work?</td>
<td>How does the training provider or college feature in the apprentice’s induction?</td>
</tr>
<tr>
<td>Are they familiar with the location and its amenities?</td>
<td>When will they first meet their assessor, and how often will they meet?</td>
</tr>
<tr>
<td>Do they know who to report issues to if they feel unsafe?</td>
<td>Do you want or need specific information from the training provider or college to feed into your induction with the apprentice?</td>
</tr>
<tr>
<td>Is there a change in circumstance, which increases risks for them at home or at work?</td>
<td>Does the apprentice know who to talk to if they have a problem with their training provider or college?</td>
</tr>
</tbody>
</table>
Part 2: Starting the Apprenticeship

Use this tool to help you plan for the apprentice's first day.

<table>
<thead>
<tr>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>a.m.</td>
</tr>
<tr>
<td>p.m.</td>
</tr>
</tbody>
</table>

**Important things to include:**

- A welcome pack, including an overview of the organisational structure and/or people's job roles, as well as an introduction to the training provider/college.
- Access to any technology they will be using on a regular basis.
- A thorough introduction to email systems.
- An overview of activity during the first two weeks.
- Clarification on who their assessor is and when they will first meet them.

**Useful Induction Materials**

*Useful ACAS Pack for Staff Induction*

*Citizens Advice Bureau - Discrimination and How to Report It*

*Health & Safety in the Workplace - Downloadable Resource*
**Part 2: Reviewing Progress**

Use this tool to help you review the apprentice’s progress.

### A Table of Good Practice

<table>
<thead>
<tr>
<th>Before the review:</th>
<th>During the review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the apprentice to gather information on qualification progress.</td>
<td>Demonstrate the apprentice’s development and distance travelled since last review.</td>
</tr>
<tr>
<td>Get any record of targets or actions set during last review.</td>
<td>Check whether there has been any change in circumstance (at home or work) since last review.</td>
</tr>
<tr>
<td>Speak to assessor to understand any development needs.</td>
<td>Ask whether they have ideas on how things can improve in the company (services, products, or systems).</td>
</tr>
<tr>
<td>Get quotes or feedback from team to feed into review.</td>
<td>Agree up to 5 tasks that will help them develop further and practice new skills.</td>
</tr>
</tbody>
</table>

### The Vowels of A Good Review

- Appreciate their work
- Encourage ongoing development
- Integrate new responsibilities
- Offer support and guidance
- Understand any restrictions (and unblock where possible)
The responsibility for planning, assessing and delivering the qualifications for the apprenticeship is that of the training provider or college. However, it helps to know the role you play in supporting the design and completion of the qualifications. During the recruitment and induction stage, you will have a selection of optional units from which you can ‘build’ the qualification that best fits your business and the tasks undertaken by your apprentice. The training provider or college will talk you through what is a ‘best fit’.

| At the beginning: | Work closely with the training provider or college to select the right units/modules that are relevant to your business and the tasks undertaken by your apprentice. |
| During the apprenticeship: | Each apprentice and framework is different, so hold regular conversations and receive timely updates from both the training provider or college and the apprentice on whether they are on target to complete on time. It is all about good organisation and communication. |
| Towards the end: | Ensure all outstanding evidence and assessments are planned for and will be completed before end of contract. Where needed, work with training provider or college to plan additional tasks to generate outstanding evidence. |
An often underestimated step is to give serious consideration to how you should plan for the end of an apprenticeship. It is important to both an employer and the apprentice to think about next steps, especially in the last couple of months of the contract. Here are some questions to consider.

Of course, you might wish to not say goodbye to your apprentice and convert any fixed-term contract into a permanent position; this is certainly something to consider.

You don’t have to wait until the end of the apprenticeship either, you can decide to do this at any time during their time with you.

Who...
...is there to help ensure a smooth workload transition once my apprentice leaves?

What...
...has been the biggest contribution made by my apprentice?

Where...
...can my apprentice go to ask for help finding their next role?
Part 2: Planning for Progression

Use this tool to help you plan progression towards the end of your apprentice’s contract.

### A Checklist for Me

- I have an exit interview planned.
- I have a plan for how to fill the loss in capacity.
- I have booked a meeting with the apprentice’s line manager.
- I have researched/tasked the apprentice to research options for the next stage of their career development. We have shortlisted 3 options together.
- I have contacted the training provider/college to arrange a final review and close off all assessments.
- I can gather all the necessary information to help me review next steps for apprenticeships in my organisation.

### A Checklist for My Apprentice

- Any remaining assessments will be completed on time.
- I have compiled my feedback for my employer on how I have found my time working for them.
- I have thought about my options for the next steps of my career, including a higher-level apprenticeship, university, or employment.
- I have asked my employer and my assessor to help me access advice and guidance about my next steps.
- I have spoken/will speak to my employer about how I can be involved in future work (if applicable).
# Part 2: Measuring Impact

Use this tool to help you identify the impact of the apprenticeship on your organisation.

<table>
<thead>
<tr>
<th>When Planning The Apprenticeship</th>
<th>At the End of The Apprenticeship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impact Measure</strong></td>
<td><strong>Level of Importance (Little/Some/Very)</strong></td>
</tr>
<tr>
<td>An example: “Increase social media presence of company and engage new, more diverse (younger) audiences responsibility.”</td>
<td>An example: Some</td>
</tr>
<tr>
<td>An example: “Develop existing staff in line management skills and responsibility.”</td>
<td>An example: Very</td>
</tr>
</tbody>
</table>
Funding and Financial Support

**Additional Payments**

There is a payment of £1000 available to you as an employer if you employ a young person who is aged 16-18 or a young person aged 16-25 who has what is called an education, health and care (EHC) plan or has been in Local Authority Care.

*More information about EHC Plans can be found here*

This funding can be used to support their wages, training or additional costs like travel and materials. It is at your discretion. It is in recognition that these young people may need more support from you during their apprenticeship.

This funding is accessed via your training provider or college. It is paid in two instalments. 50% after 90 days and 50% after 365 days.

If you are a business with less than 50 employees, then there is also no 10% co-investment fee if you employ someone aged 16-18 or with an EHC Plan.

**Other Funding Options**

Always check with your training provider or college whether there are other funding pots available to you, as there may be local or sector-specific wage subsidies or support programmes designed to help small and medium enterprises, such as the Leicester Apprenticeship Hub. Contact your local council and Local Enterprise Partnership and ask about how they might help too.
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