

A GUIDE FOR EMPLOYERS ON WORK BASED LEARNING AND APPRENTICESHIPS



NHC Contact Names:

Matthew Clark – Foundation Course Manager 07525 669430

Emma Cassidy - Work Based Learning Manager 07852 982245

National Horseracing College
The Stables
Rossington Hall Great North
Road Doncaster
DN11 0HN

Telephone No:
E-Mail Address:
Web Site:

01302 861000
info@thenhc.co.uk
www.thenhc.co.uk

PREFACE

This guide has been produced to provide information and advice to employers who support the National Horseracing College's work-based learning programmes.

The National Horseracing College seeks to support the racing industry in training a world class workforce. This guide, and other documents in the pack, aims to explain the options and opportunities for learners on all our programmes. They also explain the demands that are placed on us as a training provider as part of our government funding contracts. They particularly focus on the Level 2 Equine Groom Apprenticeship and the Level 3 Senior Groom Apprenticeship programmes.

This pack is designed to complement the other documents issued by the BHA (British Horseracing Authority) and NTF (National Trainers Federation).

The National Horseracing College continually strives to improve the quality of the training it provides to learners and to employers in the racing industry. We fully appreciate that we need the input of employers if we are going to properly prepare young people to be quality employees for the industry. To that end we are always pleased to receive comments on any element of the training or assessment process.

Thank you for your support

AN OVERVIEW OF THE NATIONAL HORSERACING COLLEGE

The National Horseracing College (NHC) was established in 1984 and is a charitable company limited by guarantee. The college is located near Bawtry, in South Yorkshire, some six miles from Doncaster Racecourse. Facilities include stabling for 55 horses, two indoor schools, an outdoor school, gallops, modern residential training centre and visitor centre with conference facilities.

The NHC provides a responsive centre of training excellence: identifying, encouraging, and nurturing talent, particularly within young people.

The NHC's wide range of courses specifically cater for the staffing needs of the British racing industry. We are a winning team with a high percentage of our Foundation Course students going on to exciting careers in the horse racing industry, many of whom continue their education with the NHC during their employment.

OUR VISION

Support British Horse Racing as its sustainable, resilient, responsive centre of training excellence in the north.

OUR MISSION

Deliver trained staff into horse racing.

OUR ETHOS

Working as a team, exercise enthusiastic good leadership to nurture, inspire and motivate all learners to develop a passion for horses and racing and the skills needed to work in the industry.

WHAT DOES THIS MEAN?

- We provide training that is relevant to the needs of the horse racing industry to ensure student success.
- We are committed to the developmental improvement of our training to keep it relevant.
- To constantly adapt and seek further opportunities within the industry to be responsive.
- We work with local, regional and national stakeholders to exert positive influences within the college.

HOW WE DO IT?

The NHC is well-established and valued as a centre of excellence for the horseracing industry, our contributions include:

- Around 500 training outcomes achieved annually, amounting to over 16,000 people training days.
- Promoting life skills and citizenship – we provide training across a range of skills for independent living, which include monetary budgeting, health & wellbeing, cooking, communication & organisational skills.
- Ofsted rated GOOD with OUTSTANDING elements for Attitudes and Behaviors and Personal Development during 2022.

COURSE DETAILS

NHC offers a range of courses at all levels for people who are looking at a career in horseracing and for those who are currently working in the industry wishing to develop their qualifications and skills. The College works with the British Horseracing Authority delivering Jockey License courses and Racehorse Trainer modules; successful completion is a mandatory element of securing their respective race-riding and training licenses.

Additionally, The NHC focuses on providing learning opportunities for young people wishing to gain experience with racehorses and riding. Pony Racing training and the 14-16 Work Related Programme are very popular, and we are now seeing young people progressing from these courses to careers in racing and achieving race riding success.

The NHC also hosts Doncaster Equine College for people who are interested in working with horses in other disciplines. This can also lead to students applying for the foundation course if they decide to pursue a career within the racing industry. Courses are available in Level 1, 2 and 3 in Horse Care. For further information visit the website; www.doncasterequinecollege.co.uk

The NHC is one of two racing schools in the country that offer specialist training for the horse racing industry. The college provides training for new recruits to the racing industry and for existing staff working in the industry. Two main programmes are delivered: The level 1 Foundation Course and Apprenticeship programmes delivered through work-based learning. Most of the graduates of the Foundation Course register for the work-based training programme, though some more experienced learners do not require any foundation-level training.

Since 1993, The BHA have enforced a mandatory training scheme for all stable employees entering the industry under the age of 19. Recruits must attend introductory courses at one of the industry's two training establishments. Courses start approximately every four weeks with three courses, running simultaneously. The aim of the learners on these courses is to achieve a level 1 Diploma in Work Based Racehorse Care and Riding. A high percentage of the learners who complete the course progress into full-time employment. The British Horseracing Authority's mandatory requirement to attend a foundation course will only be waived in exceptional circumstances. This might include a learner who has sufficient prior experience of working with horses to have already reached the Level 1 standard. For those learners who complete the level 1 foundation course but are not ready for the racing industry we often secure a non-racing equine placement and can offer an Apprenticeship to these learners which is not specific to racing.

Following the successful completion of the Level 1 Foundation Course, learners are placed onto a six-week work placement to allow them to continue to work on the skills required of a groom working within the racing industry. It is hoped that at the end of the six-week placement the employer will offer the learner full-time employment. They may progress onto the Level 2 Equine Groom Apprenticeship programme, which they complete in the workplace. Some learners are subsequently required to attend specialist training at the NHC at intervals, normally for a few days. Those learners who complete the L2 programme are encouraged to progress onto the Level 3 Senior Groom Apprenticeship programme. Again, a thorough induction is provided on entry to this programme and, as with the Level 2 Apprenticeship programme, learners can return for further specialist training and assessment.

How the National Horseracing College will help you...

We will work with you to:

- Provide objective information, advice, and guidance to help you select the best solution for your yard
- Identify suitable employees
- Identify existing employees who may benefit from joining a learning programme
- Plan and design learning programmes to meet your needs and those of individual learners
- Monitor learner's progress and provide help and support where necessary
- Assess learner's competence in the workplace
- Work with 1st4Sport and iPet Network to award nationally recognised qualifications to learners
- Provide on-going support and training to you and your staff in all aspects of our training programme including the development of designated members of staff into the role of 'Mentor'
- Provide information and advice on the most suitable progression and staff training to develop the skills base you need.

INTRODUCTION

If you are already providing or wish to provide a work-placement for one of our learners or one of your existing employees would like to achieve further racing qualifications, this guide will help you to understand the services and support that we can provide and the role that you can play in the process.

HOW CAN WORK-BASED LEARNING HELP YOUR BUSINESS?

FOR THE EMPLOYER

An efficient and capable workforce who are technically competent, resulting in:

- Greater motivation and loyalty inspired by employers investing in their employees.
- More cost-effective operation through better staff retention, working more efficiently.
- Better horse welfare resulting in better performance.
- Peace of mind – staff who can work independently and reliably.

FOR THE EMPLOYEE

- Improved knowledge and skills, enabling better performance in current and future roles.
- Being an active and successful part of the only equine industry with proper career and training structures.
- The opportunity to earn more money and progress to more senior or fulfilling roles.
- Achieve accredited qualifications that are recognised by other racing nations opening doors to a host of opportunities both at home and abroad.

WHAT IS WORK-BASED LEARNING?

Work-based learning is part of a national programme of government funded provisions to raise the skill levels of young people - the employees of the future. It aims to develop an individual's knowledge and skills within a workplace environment and presents a real opportunity for young and older people who want to continue their learning outside full-time further and higher education. It provides support for learners to work towards the achievement of an Apprenticeship Standard. Over 100,000 forward thinking employers are currently developing their employees in this way, ranging from small employers who employ less than five staff to household names such as J Sainsbury, Rolls Royce and American Express.

THE APPRENTICESHIP SERVICE (AS) AND INCENTIVES

The Digital Apprenticeship Service is the government portal for employers to find, fund, and manage Apprenticeship programmes. You must first register on the AS before we can enroll a learner onto an Apprenticeship as we cannot claim funding for them until they are correctly registered. Here is a short video on how to register on the AS: https://www.youtube.com/watch?v=NC3RzRrvqoc&list=PLMNVQX_aIOux3SdHgg3Iw8D8dPrVHbMY7&index=4

There are often government incentives for hiring an apprentice and these can be substantial amounts depending on what the current incentives are and the age of your apprentice. To claim these, you will need to claim them from the AS. Here is a short video on how to claim your incentives from the AS: https://www.youtube.com/watch?v=RUG0AVLLAHQ&list=PLMNVQX_aIOux3SdHgg3Iw8D8dPrVHbMY7&index=9

We are more than happy to assist you with registering and making claims on the AS so please get in touch if you require support.

QUALIFICATIONS- APPRENTICESHIPS

Apprenticeships are designed around the skills people use at work and cover all types and levels of work. There are five levels within the system ranging from level one covering basic work activities up to level five for senior management. Each Apprenticeship is made up of a number of sections with Knowledge Skills and Behaviours (KSB) which set out what an individual must be able to do in a given area and to what standard. National standards are set by national employer-led bodies who know exactly what knowledge, skills and behaviours are needed to do each job competently. Each section is covered through learning and observation, an Apprenticeship is awarded when all the required sections have been covered, signed off by the employer/learner and Roving Tutor. After this the learner

must pass their final assessment day called an EPA (End Point Assessment). End Point Assessment activities are supervised by a qualified Tutor and take place both at National Horseracing College and within the workplace.

As part of their learning programme, learners will also be developing their Functional Skills. Functional Skills address the personal development of an individual and cover English and math's. Functional Skills are considered by employers to be an essential part of occupational competence. They are delivered with the Apprenticeships but are separately certificated as part of the qualification requirements. Our staff are available to help your staff understand what Apprenticeships are and to ensure that learning is delivered to national standards.

WHAT ARE APPRENTICESHIPS?

Each year, around 300,000 young people nationally choose to register on an Apprenticeship programme. For NHC, learners who choose this career pathway are enrolled on a Level 2 Equine Groom or a Level 3 Senior Equine Groom programme, they work towards passing their knowledge, skills and behaviours as laid down by national standards. This covers sections where the learner/employer and Roving Tutor confirm completion of knowledge, skills and behaviours demonstrated. The final stages of the Apprenticeships cover an online Knowledge Test, a practical discussion and a Professional Discussion. The latter two aspects are covered in an End Point Assessment (EPA). The Level 2 Equine Groom Apprenticeship programme enables young people to achieve functional skills and a level 2 qualification, which can then lead on to the Level 3 Senior Groom Apprenticeship programme. People who join the Level 3 course will be developing skills used by senior staff and assistant trainers, they are aimed at people looking for a challenging and rewarding career.

Apprentices must be employed with a contract of employment. The length of their Apprenticeship depends on the number of hours they are employed and their predicted progression. For an apprentice working 40 hours a week the minimum duration of the Apprenticeship is 372 days for level 2 and 18 months for level 3, however some learners may take longer depending on their skills, experience and how quickly they progress.

APPRENTICESHIPS – MANDATORY OUTCOMES

Equine Groom (L2) Apprenticeship	Senior Equine Groom (L3) Apprenticeship
Functional Skills: Achieve Level 1 and sit L2 Functional English exam or GCSE grades 1-4 Achieve Level 1 and sit L2 Functional Math's exam or GCSE grades 1-4	Functional Skills: Achieve Level 2 Functional English or GCSE grades 5-9 Achieve Level 2 Functional Math's or GCSE grades 5-9

PORTFOLIOS

It is a requirement that learners produce a portfolio for their qualification with evidence usually stored electronically on eAssessor. This will contain completed written work and a skills passport, completed by competent individuals declaring that the learner is capable of certain tasks. Photographic evidence would be a big help and possibly the Mentor could assist in taking pictures or videos of the learner performing various duties. Each learner will have their own unique log in to eAssessor and should use this to store evidence for their portfolio. This evidence may include written work, photos, videos and Racing2Learn certificates.

KNOWLEDGE TEST

Near the end of their Apprenticeship each learner will be asked to sit an online test which includes 50 questions. These are all multiple choice in the Level 2 Equine Groom and a mix of multiple choice and open questions in the Level 3 Senior Equine Groom. The pass mark for both is 70%, a mark of 90% or higher is required to get an overall distinction grade in the apprenticeship. There are practice tests on Racing2Learn.

PRACTICAL OBSERVATION AND PROFESSIONAL DISCUSSION AT END POINT ASSESSMENT (EPA)

At the end of their Apprenticeship each learner will be assessed either in the workplace or at the NHC by an Independent End Point Assessor (IEPA) who will carry out an observation of the learners completing their daily tasks

for a minimum of 5 hours for Level 2 Equine Groom and 6 hours for the Level 3 Senior Equine Groom. This will be followed by a professional discussion lasting up to 90 minutes where the IEPA can ask questions about the tasks they haven't seen such as taking horses racing or anything else they need to check knowledge and understanding of. Results are given within 21 working days after the EPA. If the learner fails, the EPA they would be given further training where required and asked to re-sit the EPA.

RECRUITING AND SELECTING LEARNERS

The recruitment and selection process aims to attract and select learners who are best suited to the work and the learning you can offer. Having discussed your needs, we will try to match your requirements with the skills and experience of our learners and compile a shortlist of those who we feel would be most suited to the position you are offering. Alternatively, you may wish to undertake your own recruitment activities. As the employer **the final decision regarding selection will be yours**. We are very aware that when our learners leave us, they are not the finished article. A 'foundation' learner will have spent 12 weeks at the NHC, during which time they will have learnt the basics of horse care, including: mucking out one or two boxes per day, the **basics** of grooming, feeding, tacking up ready for exercise, turnout and putting horses on the walker **under supervision**. They will have ridden a number of different horses appropriate to their ability in the school and on railed gallops at walk, trot and a controlled steady canter. They will have held for the farrier, vet or physiotherapist.

We have therefore decided to introduce a 6-week work placement for them to gain experience in the real world before embarking on an Apprenticeship and paid employment. We hope that the 6 weeks without having to pay the learner will help your business needs. Although they will not be employed during this period it is expected that either:

- Accommodation is provided and they receive an allowance of £10 per day or
- Accommodation and all their meals are provided, and they receive a £25 per week subsistence allowance.

Upon successful completion of the work placement the learner would then be employed and start their Level 2 Apprenticeship. During the work placement and the apprenticeship the learner should work more than 16 hours a week but with the maximum number of learners not exceeding 40 hours a week for 16 to 18 year olds and 46 hours per week for learners aged 19 and above. There will clearly be occasions when additional hours are expected but these should not be a regular occurrence.

INDUCTING LEARNERS

Having found the right person you will want to ensure that they stay with you for a reasonable length of time. One way of doing this is by providing a well-planned induction programme. Induction training will help learners settle quickly into your yard by helping them to understand and appreciate the environment in which they are based and the job they are expected to do. We will complement this by providing an induction which informs them about their learning programme. The induction programme takes into account the existing skills, knowledge and behaviours of a new learner and how these will help them through their programme. The roving tutor will work with the learner and mentor or employer to record these and design a delivery plan which the learner will follow throughout the programme.

PLANNING AND DESIGNING INDIVIDUAL LEARNING PROGRAMMES

To help you to get the best from your learner and to develop their skills and knowledge, we will jointly plan a learning programme that meets both their needs and your needs as an employer. A delivery plan will be developed for each learner, 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 obviously take into account their current knowledge, skills and experience when doing this. We will ensure that your staff are provided with whatever information they require to understand the learner's programme.

DELIVERING LEARNING PROGRAMMES

Having planned the learning programme we will work together to deliver the training that is required to develop the learner's skills and help them achieve their qualification. Much of the learning will take place within the workplace

itself. This will typically involve learners developing their skills through observing others perform activities, practicing themselves and learning from their supervisor. The more learning opportunities that you can provide the greater the range of skills that the learner is likely to acquire, which will be of benefit to your yard. You may also wish to consider giving the learner projects to undertake or require them to attend formal training sessions in the workplace that will further develop their skills and knowledge.

For every Apprenticeship regardless of which industry or level there is a legal requirement that every employer provides the apprentice with 20% off the job training (OTJT) hours. **Off-the-job training** is defined as learning which is undertaken **outside** of day-to-day **work** duties and leads towards the achievement of the Apprenticeship. This **training** takes place within the apprentice's normal (contracted) working hours. The **off-the-job training** must be directly relevant to the Apprenticeship. Examples of this may include shadowing a member of staff in the learner's first few days, training from a senior coach on the yard, training on taking horses racing, completing their portfolios, or attending NHC training days if required. The roving tutor will be able to advise you on how these hours may best be achieved and encourage the learners to log these to ensure that have received the full 20% over the course of their Apprenticeship. When NHC roving tutors provide support for portfolio building or practical training throughout the learners normal lunch hours then these hours should be returned to the learner in the following days in the form of additional hours away from work such as an afternoon off.

REVIEWING LEARNER PROGRESS

To check that the learners are getting the most out of their learning programme it is important to monitor their progress at regular intervals. This will ensure that any additional learning or support needs that are identified are properly addressed. We will fully involve the learner's supervisors and agree with them what is the best time for these progress reviews to take place, to minimise disruption to normal workplace activities. The employer or mentor will be fully involved in the review process. Some of these reviews will be conducted remotely by phone and/or email where a learner is progressing well and needs minimal support.

The reviews will identify the progress made by the learner and identify any additional learning and support needs. Goals and targets will be agreed by the RT, mentor, and the learner. Copies of these reviews will be emailed to the employer and learner.

ENSURING LEARNER COMPETENCE

To gain an Apprenticeship, learners are required to collect evidence in a portfolio of work to demonstrate that they are knowledgeable, have the right skills at the right level and sound behaviours (KSB – Knowledge, Skills & Behaviours) in a range of different activities and have knowledge of all sections within the Apprenticeship. Each learner is allocated a workplace mentor and roving tutor who will discuss and agree the best way of providing evidence to reach the national standard. This will involve sorting out material which occurs normally within the workplace or organising activities to demonstrate particular skills. The mentor and roving tutor will observe learners carrying out tasks within the workplace to make sure that their standard of work is consistent. They will also provide training, assist with completion of portfolio work and examine pieces of work which learners have completed and collected to demonstrate competence.

You will be expected complete the Skills Passport to endorse that the learner has learned the appropriate knowledge, skills and behaviours. This will support the learner's claim for EPA and be signed off by the roving tutor.

SUPPORTING LEARNERS IN THEIR WORK-BASED LEARNING PROGRAMME

The NHC support each and every learner through their Apprenticeship to the very best of our ability. During reviews we try and ensure that the learner is happy and supported in every aspect of their life including during their qualification, in the workplace and in their personal lives.

Our roving tutors are easily available to the learners by phone, text, email and social media and we will visit more often to support learners if required to do so. We offer a range of resources and trained specialists to support them through their equine portfolio and their achievement of functional skills in math's and English. The NHC also has its own counsellor, and she is able to provide mental health advice, guidance and support during normal working hours.

We work closely with Racing Welfare who offer support lines, rehabilitation from injury, local accommodation and counselling sessions where required. We will refer learners with physical or mental health concerns to Racing Welfare so they can benefit from the services they provide.

Each learner is enrolled with NARS (National Association of Racing Staff union) as part of their residential course at the NHC and this allows us to signpost them to their trade union and remain impartial if they have concerns, we are unable to discuss and resolve directly with you.

Racing2Learn offers a range of free interactive courses on horse specific topics and wellbeing of learners. We encourage learners to use these short courses as a learning support tool between roving tutor visits.

ENSURING EQUALITY AND DIVERSITY WITHIN THE LEARNING PROCESS

We operate and promote a policy of equality and diversity throughout the whole of the work-based learning process. This is reflected in our recruitment practices through which we welcome applications from all protected characteristics. We aim to treat learners fairly and equally during their learning programmes and ensure that they know what to do if they have a complaint. We trust that your commitment to ensuring equality and diversity will be the same as ours. We actively encourage learners to complete the Racing2Learn courses which include topics on Equality and Diversity in the workplace.

HEALTH & SAFETY AND SAFEGUARDING

We have a commitment to promoting good health & safety and safeguarding practice in the workplace and know that this will be equally true of you. Our learners placed with you are also your employees, Health & Safety and Safeguarding is therefore a priority to both parties. For BHA licensed yards, health and safety is routinely inspected by the BHA and therefore is well-embedded good practice. All BHA licensed yards are required to undergo safeguarding training and again, this raises the welfare of young people and is good practice.

<i>NHC's role</i>	<i>Employer's role</i>
to use competent staff to verify that you can provide a healthy, safe and supportive learning environment	to assess the risks to which learners are exposed at work and apply the general principles of prevention
to assist you on questions of health & safety and safeguarding requirements and application to individual learners	to ensure the health, safety and welfare of learners and bring your policies and procedures to their attention
to provide a safe and healthy working environment for learners at all times during off-the-job learning	to comply with health & safety and safeguarding legislation
to monitor health & safety and safeguarding practices on an ongoing basis	to inform the learner about who is responsible for health & safety and safeguarding matters within the company
to provide health & safety and safeguarding training for learners to raise their awareness of risks	to provide initial and ongoing health and safety training in the workplace for learners
to check learner's understanding of health and safety risk awareness and safeguarding	to provide necessary protective clothing e.g. Body Protector
to investigate any accidents involving learners within the workplace and agree preventative action	to report any accidents concerning learners immediately to us and where appropriate to the Health & Safety Executive (HSE)
	to introduce and maintain appropriate measures to eliminate or control risks to the lowest reasonably practicable level
	to ensure learners are properly supervised by a competent person

to develop knowledge, skills and behaviours	to ensure that learners are covered under public and employer's liability insurance
to develop functional math's & English	to input into the Apprenticeship programme by supporting off-the-job learning time and by signing off knowledge, skills & behaviours on the Skills Passport
to regularly review progress with all parties	by ensuring attendance and input into Apprenticeship progress reviews to drive targets to achieve knowledge, skills and behaviours
to organise and arrange EPA	to release the apprentice for End Point Assessment
to certify and celebrate success	to participate in Ofsted and government audits
to maintain national standards & good practice	

MAINTAINING STANDARDS

All work-based learning is subject to external inspection by the Office for Standards in Education (Ofsted) a government body for maintaining standards. Inspections look at achievements and standards, the quality of education and learning and leadership and management. Inspectors typically collect much of their evidence through discussions with learners, training providers and employers, therefore your views and comments will form an important part of the process.

FURTHER INFORMATION

Thank you for taking time to read this brief guide which we hope that you have found informative. If you have any questions or would like any further information on any aspect, please do not hesitate to contact us at the address shown on the front

