

EXPECTATIONS EDUCATORS



Remember – apprentices are employees, not placement students



Be aware that supporting an apprentice is different from supporting a student.



You may be providing underpinning knowledge to support their experience.



Induction into the organisation may be provided centrally, but you, and/or your manager, will provide the department and team induction.



Work with the university and the apprentice to understand the programme, including how you will assess their work, and how to get the best from the tri-partite reviews.



Share with the rest of the team the structure of the apprenticeship, what's required, and their role(s) in supporting your apprentice.



Be flexible to your apprentice's needs – they're individuals and will learn differently, take time to understand them and how they best learn to support them effectively.



It may be their first job after school or college, so you are their role model for how to behave professionally, especially in a clinical setting.



Your apprentice is an invaluable member of the team who should be treated accordingly and referred to by their preferred name.



Work closely with the university to ensure they are kept up to date on the progress being made, discuss their strengths and areas for improvement, importantly, if you have any concerns communicate them as soon as possible.



Your culture should encourage celebration, praise and feedback, setting goals for improvement, and allowing time and opportunities for reflection.



Seek support from your line manager, the education team and/or HR if you encounter any challenges in supporting an apprentice.



Be enthusiastic about clinical education and the prosthetic and orthotic profession. Don't underestimate the influence you can have on the experience of an apprentice.