BIT Apprenticeship Guide

Apprenticeships with

amazon

Introduction

Welcome to Apprenticeships with Amazon. The purpose of this guide is to provide apprentices, their line managers and the wider community with a clear insight and understanding of how the apprenticeship program operates. It includes easy to refer to sections on key topics to explain the content, format, approach, assessment criteria, support mechanisms, roles and responsibilities, expectations and much, much more.

It is strongly recommended that apprentices and their line managers review this before the learner embarks on their apprenticeship journey. Use it as a helpful point of reference throughout the duration of the apprentice program. Share it with others in your function and beyond who have an interest or stake in the learner's apprenticeship.

We want all our apprentices to have a valuable and positive learning experience so understanding the apprenticeship program is a key component for all concerned. Let's start on that now.

Enjoy the journey!
UK Apprenticeship Team

Table of Contents	
Overview of the BIT Apprenticeship	P4
How does the BIT Apprenticeship Work	P4
Qualifications	P5
Knowledge, Skills, Behaviours	P6 - 9
BIT Apprenticeship Program Content • **Development Days** • **Work-based Projects and Portfolio** • **Process Rotation and Off Job Learning Activities**	P10-15 • **P10-11** • **P11-12** • **P13-15**
Learner Journey	P15-16
Progress Reviews	P16-17
Off Job and On Job Training	P17-19
Roles and Responsibilities • **The Apprentice** • **The Line Manager** • **The Training Provider / Skills** • **The UK Apprenticeship Team : Program Manager / Program Coordinator**	P20-22 • **P20** • **P21** • **P21** • **P22**
Onboarding	P22
Assessment and Grading	P23
Support and Resources	P24
Performance Management and Expectations	P25
Off boarding	P25-26
FAQ's	P27-29
Key Contacts	P29

Overview of the BIT Apprenticeship Scheme

The BIT apprenticeship is a program, which uses a blended approach combining both on the job and off the job learning. This is a hands-on program suitable for organisations that use lean methodology, systems, and that aim to engage the wider workforce in continuous improvement activities. The purpose is to equip learners with a foundation level of knowledge and skill that will enable them to successfully contribute to continuous improvement and add value to our business. The BIT scheme develops learner's competency in how business processes are planned and executed as efficiently as possible, identifying and minimizing waste whilst ensuring delivery of high quality. Apprentices will gain knowledge and experience in the following key subjects:-

- Lean manufacturing
- Health and safety
- Workplace organisation
- Visual management
- Continuous improvement
- Effective team working
- Project planning

The BIT Apprenticeship is open to all existing T1 associates and external applicants. Existing T1 associates will continue to work on a core process path. External applicants will operate as T1 associates on a core process path for the duration of the apprenticeship. Ideally the apprentice will have two GCSEs (or equivalent) at C grade or Grade 4-9 or above in English and Math. However, applicants who do not have the ideal entry requirements can still apply as a level of competency in English and Math will be required and assessed as part of the application process. For internal applicants they must have no live sanctions at the time of application and enrolment.

How does the BIT Apprenticeship Work?

Apprentices will benefit from a blended learning approach involving group workshops, online workbooks, self-study and research, building a portfolio, 1:1 support from a skills coach and contributing to three work based projects related to continuous improvement.

The overall duration of the BIT Apprenticeship is 13 months. During this time, apprentices will attend a series of eight development day workshops facilitated by the training provider. The initial five workshops deliver the knowledge content of the apprenticeship and provide opportunities for group activities, individual study and self-reflection. The last three of these workshops focus on planning and executing a series of projects related to continuous improvement. The cohort will work in smaller groups of around 3 to 5 apprentices to deliver three projects per group that provide opportunity to implement their learning in a practical hands on way. Following each workshop, apprentices will have online assignments to complete, involving online workbooks and knowledge checks. This approach supports apprentices to embed and validate their learning.

During the apprenticeship, learners will also collect evidence to build their portfolio, which will demonstrate they have achieved the knowledge, skills and behaviours defined in the BIT Apprenticeship framework. Throughout the program, the apprentice will have regular monthly 1:1 sessions with their skills coach who will provide feedback and guidance on their assignments and portfolio. These 1:1 sessions may be conducted face-to-face or facilitated remotely. Currently due to COVID-19 measures, all 1:1's are conducted remotely.

Additionally, the apprentice will have a review session with their skills coach and Line Manager every 12 weeks to discuss progress against their individual learning plan. Therefore, it is imperative that the Line Manager is actively involved in these and available to participate in these.

Qualifications

During the 13-month program, learners are studying towards the achievement of a Level 2 apprenticeship framework in Business Improvement Techniques (Improving Operational Performance in Wales). Upon successful completion of the apprenticeship, learners are awarded the following qualifications:-

- Level 2 Certificate in Business Improvement Techniques (England)
- Level 2 Certificate in Improving Operational Performance (Wales)
- Level 2 NVQ Diploma in Business Improvement Techniques (England and Wales)
- Level 1 Functional Skills English and Math (England, if applicable)

BIT apprentices based in England a functional skills element, which is a government requirement. Therefore, apprentices who do not already have Level 1 in English and Math will need to achieve this level in functional skills prior to the completion of their apprenticeship. Functional skills will be delivered by the training provider alongside the apprenticeship learning.

Knowledge, Skills and Behaviours
The BIT Apprenticeship is based upon a framework, which provides the criteria that apprentices are assessed against during the course of the program. The framework outlines the skills, knowledge and behaviours (KSBs) that learners must be able to demonstrate and evidence through their assignments, knowledge checks, portfolio and work-based projects. The skills coach assesses their progress and performance against the criteria described in the framework to verify that the required standard has been achieved. The table below provides an overview of the knowledge, skills and behavioral criteria that BIT Apprentices will cover and achieve through the program.

Complying with Statutory Regulations and Organisational Safety Requirements

This covers the skills and knowledge needed to prove the competences required to comply with statutory regulations and organisational safety requirements. It does not deal with specific safety regulations or detailed requirements, it does, however, cover the more general health and safety requirements that apply to working in an industrial environment.

The learner will be able to evidence knowledge and application of all relevant regulations that apply to their area of work, as well as their general responsibilities as defined in the Health and Safety at Work Act. The learner will need to be able to identify the relevant qualified first aiders and know the location of the first aid facilities. The learner will have a knowledge and understanding of the procedures to be adopted in the case of accidents involving injury and in situations where there are dangerous occurrences or hazardous malfunctions of equipment, processes or machinery.

The learner will also need to be fully conversant with their organisation's procedures for fire alerts and the evacuation of premises. The learner will also be required to identify the hazards and risks that are associated with their job. Typically, these will focus on their working environment, the tools and equipment that they use, the materials and substances that they use or any working practices that do not follow laid-down procedures, this also encompasses manual lifting and carrying techniques.

The learner's responsibilities will require them to comply with all relevant statutory and organisational policy and procedures for health and safety in the workplace. The learner must act in a responsible and safe manner at all times, and present themselves in the workplace suitably prepared for the activities to be undertaken. The learner will be expected to report any problems with health and safety issues, to the relevant authority. The learner's knowledge will provide a good understanding of the relevant statutory regulations and organisational requirements associated with their work, and will provide an informed approach to the procedures used. The learner will need to understand their organisation's health and safety requirements and their application, in adequate depth to provide a sound basis for carrying out their activities in a safe and competent manner.

Contributing to Effective Team Working

This covers the skills and knowledge needed to prove the competences required to work effectively as a team member within a continuous improvement environment. The learner will be required to establish and maintain productive working relationships whilst challenging fixed ideas, and to deal with disagreements in an amicable and constructive way. The learner will also be expected to contribute to team activities by providing ideas and solutions, and to find ways of resolving issues that cause concern and disagreement. As part of the team activities, the learner will need to keep others informed about work plans or activities that affect them.

The learner's responsibilities will require them to comply with organisational policy and procedures for the activities undertaken, to report any problems with the activities to the relevant people, and to complete any necessary job/task documentation accurately and legibly. The learner will be expected to take full responsibility for their actions within the team, and for the quality and accuracy of the work that they produce. The learner's knowledge will be sufficient to provide a good understanding of team working, and will provide an informed approach to the techniques and procedures used. The learner will need to understand how their actions will affect the overall performance of the team. Applying safe working practices will be a key issue throughout.

The word 'contribute' is used within this assessment criteria. This means that, although the outcomes of this assessment route may be carried out and achieved as part of a team, in order to prove consistent competent performance the learner must be able to demonstrate:

Contributing to Effective Team Working

- Specific, quantifiable and auditable personal contributions in the achievement of this assessment criteria
- Competences in all the areas required by the assessment criteria
- Ability to combine the assessment criteria specified when contributing to the application of the principles and processes of this assessment criteria

Contributing to the application of Workplace Organisational Techniques

This covers the skills and knowledge needed to prove the competences required to carry out a systemic approach to continuously make improvements to workplace organisation. It involves carrying out the principles and techniques of a workplace organisation activity such as 5S or 5C. The learner will need to consider the work area and its activity and determine where information, materials, tools and/or equipment are missing, or require a new location and where improvements to the area or activity could be made.

The learner will also be expected to actively contribute to making recommendations for the creation of, or changes to, standard operating procedures and visual controls that everyone works to within the area, which could cover such things as producing shadow boards to standardise the storage and location of area equipment, colour coding of equipment, cleaning and maintenance of equipment, production operations and health and safety. The overall objective of the activity will be to improve the condition of the working environment and in doing so establish a new improved area score.

The learner's responsibilities will require them to comply with organisational policy and procedures for the activities undertaken and to report any problems that they cannot solve, or are outside their responsibility, to the relevant authority. The learner will be expected to take full responsibility for their own actions within the activity and for the quality and accuracy of the work they carry out.

The learner's knowledge will provide a good understanding of the workplace organisation activity and the area in which they are working, and provide an informed approach to the techniques and procedures used. The learner will need to understand the principles of workplace organisation and their application, in adequate depth to provide a sound basis for carrying out the activities to the required criteria. Applying safe working practices will be a key issue throughout.

The word 'contribute' is used within this assessment criteria. This means that, although the outcomes of this assessment route may be carried out and achieved as part of a team, in order to prove consistent competent performance the learner must be able to demonstrate:

- Specific, quantifiable and auditable personal contributions in the achievement of this assessment criteria
- Competences in all the areas required by the assessment route
- Ability to combine the assessment criteria specified when contributing to the application of the principles and processes of this assessment criteria

Contributing to the application of Continuous Improvement Techniques (Kaizen)

This covers the skills and knowledge needed to prove the competences required for contributing to the carrying out of continuous improvement techniques (Kaizen) to the learners work activities. It involves contributing to the planning the Kaizen process for the agreed work area/activity, to include plan, do, check, act, and to use quantifiable objectives and targets for the improvement activity. The activities undertaken will include the identification of all forms of waste, and problems or conditions within the work area or activity where improvements can be made.

The learner will need to focus on improvements which would give business benefits, such as reduced product cost, increased capacity and/or flexibility, improved safety, improved regulatory compliance, improved quality, improved customer service, improvements to working practices and procedures, reduction in lead time and reduction/elimination of waste.

The learner will also be required to make recommendations for the creation of changes to standard operating procedures (SOP), which could include cleaning of equipment, maintenance of equipment, health and safety practices and procedures, process procedures, manufacturing operations and quality improvements. The learner's responsibilities will require them to comply with organisational policy and procedures for the activities undertaken, and to report any problems that they cannot solve, or that are outside their responsibility, to the relevant authority. The learner will be expected to take responsibility for their own actions within the activity, and for the quality and accuracy of the work that they carry out.

The learner's knowledge will provide a good understanding of the Kaizen activity and the area in which they are working, and will provide an informed approach to the techniques and procedures used. The learner will need to understand the Kaizen principles and their application, in adequate depth to provide a sound basis for carrying out the activities to the required criteria. Applying safe working practices will be a key issue throughout.

The word 'contribute' is used within this assessment criteria. This means that, although the outcomes of this assessment route may be carried out and achieved as part of a team, in order to prove consistent competent performance the learner must be able to demonstrate:

- Specific, quantifiable and auditable personal contributions in the achievement of this assessment criteria
- Competences in all the areas required by the assessment route
- Ability to combine the assessment criteria specified when contributing to the application of the principles and processes of this assessment criteria

Contributing to the development of Visual Management Systems

This covers the skills and knowledge needed to prove the competences required for contributing to the introduction and use of information used in visual management systems. It involves identifying the appropriate parts of the process or work area that will have visual controls and identifying the key performance indicators that are to be displayed in the work area.

The learner will also be required to ensure that the accuracy of the information submitted for the visual managements systems meets with the company requirements. The information to be displayed will include such things as safety, zero defects, process concerns or corrective actions, performance measures, standard operating procedures (SOPs), workplace organisation, skills matrices, autonomous maintenance worksheets, parts control systems, problem resolution (e.g. Kaizen boards), shadow boards and standard work-in-progress (WIP) locations and quantities.

Contributing to the development of Visual Management Systems

The learner's responsibilities will require them to comply with organisational policy and procedures for the activities undertaken, and to report any problems that they cannot solve, or that are outside their responsibility, to the relevant authority. The learner will be expected to take responsibility for their own actions within the activity, and for the quality and accuracy of the work that they carry out.

The learner's knowledge will provide a good understanding of their work, and will provide an informed approach to the techniques and procedures used. The learner will need to understand the principles and procedures of visual management and its application, in adequate depth to provide a sound basis for carrying out the activities to the required criteria. Applying safe working practices will be a key issue throughout.

The word 'contribute' is used within this assessment route. This means that, although the outcomes of this assessment criteria may be carried out and achieved as part of a team, the learner must be able to demonstrate:

- Specific, quantifiable and auditable personal contributions in the achievement of this assessment criteria
- Competences in all the areas required by the assessment route
- Ability to combine the assessment criteria specified when contributing to the application of the principles and processes of this assessment criteria

Contributing to the application of Problem Solving Techniques

This covers the skills and knowledge needed to prove the competences required for contributing to the application of problem solving techniques. It involves identifying the nature and extent of the problem and obtaining all the relevant information relating to it, using appropriate problem solving tools and applying them within a team focused environment. In carrying out the problem solving activities, the learner will be expected to take on one of the key roles such as facilitator, timekeeper, scribe or active team member involved in the collection of support information.

The learner will be required to contribute to the identification of the root cause of the problem and the determination of what permanent corrective actions need to be implemented to meet with organisational requirements. Typically, these corrective actions will lead to reduced costs, improved quality, improved delivery and responsiveness (lead-time reduction), improved output, health and safety and regulatory compliance.

The learner's responsibilities will require them to comply with organisational policy and procedures for the activities undertaken, and to report any problems that they cannot solve, or that are outside their responsibility, to the relevant authority. The learner will be expected to take responsibility for their own actions within the activity, and for the quality and accuracy of the work that they carry out.

The learner's knowledge will provide a good understanding of their work, and will provide an informed approach to the techniques and procedures used. The learner will need to understand the principles and procedures of structured problem solving and their application, in adequate depth to provide a sound basis for carrying out the activities to the required criteria. Applying safe working practices will be a key issue throughout.

The word 'contribute' is used within this assessment route. This means that, although the outcomes of this assessment criteria may be carried out and achieved as part of a team, the learner must be able to demonstrate:

- Specific, quantifiable and auditable personal contributions in the achievement of this assessment criteria
- Competences in all the areas required by the assessment route
- Ability to combine the assessment criteria specified when contributing to the application of the principles and processes of this assessment criteria

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BIT Apprenticeship Program Content

BIT Apprentices follow a 13-month program designed to offer month on month development in all core elements described in the apprenticeship framework whilst encompassing Amazon's unique culture and behaviours. The program is delivered across four different modules and uses a blended learning approach involving both on the job and off the job activities. This includes group facilitator-led workshops, self-study using online resources and workbooks, building an individual portfolio, 1:1 support from a skills coach and contributing to three work based group projects related to continuous improvement. Apprentices operate as T1 associates assigned to a core process and will benefit from opportunities to rotate into other core processes over the duration of the apprenticeship subject to operational requirements. This approach offers apprentices a well-rounded and holistic insight into our operation and allows them to gain a broad experience.

Development Days (Workshops)

The BIT program is delivered using four modules through a series of eight group workshops facilitated by the skills coach; these are also referred to as Development Days. Each workshop explores a different topic from the BIT apprenticeship framework. The first five workshops focus on equipping apprentices with the required knowledge content and are held between months two and seven of on program delivery. The last three workshops are centred on the implementation and evaluation of the three work based projects, these take place between months eight and eleven. Each learner will complete an accompanying online interactive workbook in advance of each group workshop to provide the same foundation level of knowledge for all participants therefore it is vital that apprentices fulfil any preparatory work.

Workshops are held on dayshift and attendance is mandatory so apprentices will need to swap their shifts to enable attendance as required. Workshop dates are planned and communicated in advance so apprentices will have sufficient time to arrange shift swaps. Line managers must be supportive of shift swaps required to enable workshop attendance however, it is the apprentice's responsibility to request and arrange these with sufficient notice. Workshops are an essential part of the apprentice journey so it is vital that apprentices participate in these. If an apprentice is unable to attend due to extenuating circumstances, the learner must inform both the site HR POC and their skills coach in advance so that arrangements can be made to enable them to catch up on any missed elements.

Workshops are usually delivered on a face-to-face basis with the training provider on site. However due to the current ongoing COVID-19 situation, these group sessions will be delivered in a virtual environment with the skills coach facilitating this via video call. Learners will be on site in the FC to participate in a group environment, which allows for social distancing to be observed. Workshops will run in this format for the fore-seeable future. BIT Apprentice are being enrolled through May and June by the training provider so workshop delivery will commence from mid-July. The workshop schedule will be communicated to site POC's so details of dates, times, room venue can be cascaded to learners locally by the site. The graphic below shows the topics for each workshop.
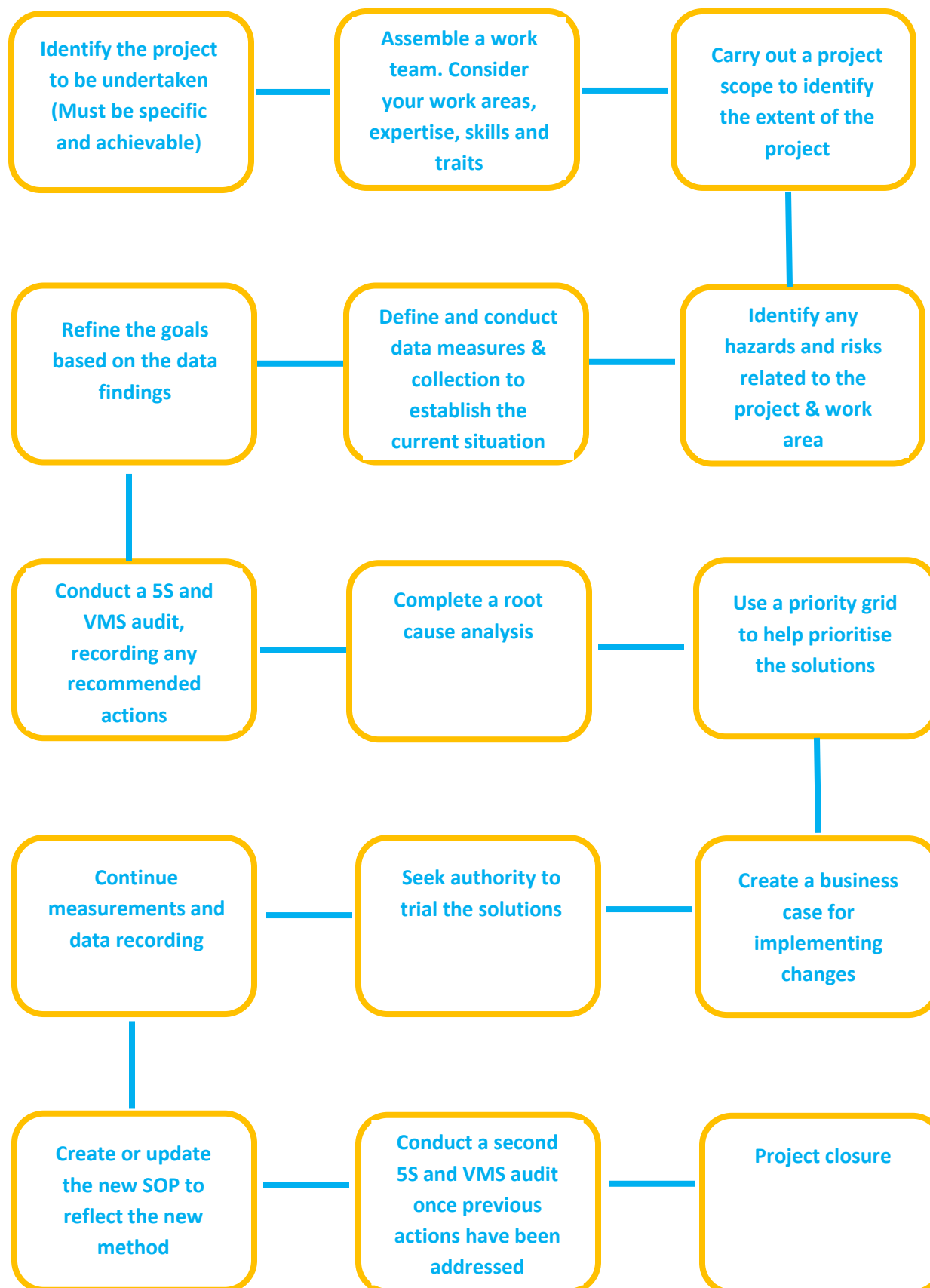
Work-based Projects and Portfolio

BIT Apprentices will contribute to three work-based group projects in the latter stages of their program from approximately month eight through to twelve. The work-based projects are related to continuous improvement and provide a real and practical opportunity for apprentices to put their learning into action. This element enables learners to apply their knowledge and develop their skill to gain competence in problem identification, project planning and implementation, analysis and evaluation whilst working effectively as a team. The cohort will be divided into small groups of between about four or five learners who will then work on each of the three projects together within their assigned team. Although working in an assigned group, each member will have their own individual role and responsibilities to deliver for each project. Roles and responsibilities will rotate among each small group for each of the three projects so individuals will have an opportunity to perform different tasks for example project lead, scribe, data collector etc. It is vital that each apprentice fully contributes to the project and executes their role effectively to contribute to not only the group success but their own individual assessment.

The work-based projects will use real current problems or challenges that have been identified in each respective site. Project topics must be related to continuous improvement so must be suitable for apprentices to apply the relevant tools and techniques that they have learned and enable them to eliminate waste by driving improved productivity, quality, efficiency, safety etc. It would be very useful for apprentices to have support from the site in identifying suitable project topics so that they can add true value. Therefore input from the sites Process Engineer, Change Manager, site POC's or line managers will be beneficial in this.

The work-based projects contribute to the development of each individual learner's portfolio; these are used to provide evidence of the application of their knowledge and skill. The portfolio evidence is mapped to the performance criteria outlined in the apprenticeship framework. Apprentices will provide at least three examples of evidence related to each performance criteria.

Apprentices will work through the following steps for each work-based project:

Identify the project to be undertaken (Must be specific and achievable)

Assemble a work team. Consider your work areas, expertise, skills and traits

Carry out a project scope to identify the extent of the project

Refine the goals based on the data findings

Define and conduct data measures & collection to establish the current situation

Identify any hazards and risks related to the project & work area

Conduct a 5S and VMS audit, recording any recommended actions

Complete a root cause analysis

Use a priority grid to help prioritise the solutions

Continue measurements and data recording

Seek authority to trial the solutions

Create a business case for implementing changes

Create or update the new SOP to reflect the new method

Conduct a second 5S and VMS audit once previous actions have been addressed

Project closure

Process Rotation and Off Job Learning Activities

The BIT Apprenticeship seeks to provide learners with a broad knowledge and experience in core processes. This means that apprentices should have the opportunity to rotate onto different core processes within inbound and outbound for example receive, stow, pick and pack. The recommendation is that rotation to a new process should take place in 3 to 4 month blocks to ensure that the learner successfully completes the learning curve and gains proficiency in each process throughout the duration of the apprenticeship. This will allow the learner to complete three to four cycles in different processes duration the 13-month apprenticeship.

The rotation plan for each BIT Apprentice cohort must be owned and executed by each site locally; with the operational POC's taking ownership for the planning, co-ordination, communication, management and implementation of this. Site POC's must devise and agree their local rotation plan with their senior leaders and ensure this is built into their local operational plan. This allows the site flexibility to identify exactly when this occurs and what this looks like specifically, taking into account the recommendations and the sites operational requirements. Core process rotation is valuable in providing apprentices with a broad skill set and providing the site with associates with transferable skills; however, it is not a mandatory part of the apprenticeship and will not prevent learners from successfully completing their program. Any rotation plan is subject to the sites operational needs so ultimately the site will decide if rotation to other core processes can be accommodated and what this can feasibly include.

When BIT Apprentices rotate onto a new process, they are learning a new task. This means that for the period that the apprentice is moving through the learning curve, this can be categorised at 'off job learning'. The learner can contribute this time towards meeting the 20% statutory requirement for off the job learning which must be accrued and evidenced throughout the duration of their apprenticeship. Once an apprentice has completed their learning curve in a new task and become proficient, they can no longer contribute the time spent on the process as off job learning. Please refer to the section on Off the Job and On the Job Training for further information on this topic.

There are many other activities and tasks that a BIT Apprentice can undertake which provide learning opportunities and can contribute towards the statutory off the job-learning threshold of 20%. Any new activity or task that is undertaken outside of their normal day-to-day working environment and which is relevant to the BIT Apprenticeship framework can be categorised as off the job learning. This provides many opportunities for apprentices to use these experiences towards achieving the 20% off job learning requirement. The table below provides ideas on recommended workplace development activities from the training provider that can be used for this purpose:-

Off the Job Learning & Development – Recommended Activities (Training provider)
Observe an experienced colleague in the same role. What did you learn? What could be applied in your own role? How can this contribute to your own development plan?
Observe an experienced colleague in a role higher than your own. What did you learn that could improve your own performance or could be considered as part of your development plan?

Spend time in another process or task. What improvements can you take away that could be made in your own process or function?

Off the Job Learning & Development – Recommended Activities (Training Provider)
Discuss improvements that could be made with your team lead or area manager. What did you learn?
Complete a health and safety walk / audit in your own working area with a senior colleague or H&S colleague. Use your reflective learning log to report your findings. You could describe any hazards you identified and how you reported these to the appropriate person, or outline the measures that are in place to control those hazards.
Liaise with your area manager or site POC to explore the opportunity for you to shadow a member of the H&S or ICQA team to understand the management of health and safety and quality in your workplace. Reflect on the key learning points from this exercise, and how you intend to apply this learning in your job role.
Carry out some research on our organisation's key objectives, mission, vision and values and identify the ways in which your own role can have an impact on these. Be prepared to present what you have learnt with your skills coach.
Create a new standard operation procedure or process map visual (SOP or PMV) for a task that you undertake and ensure that it meets the requirements of the process / task and is easy to understand and use. Be prepared to share this with a line manager and your coach.
Devise a presentation highlighting the eight wastes and identifying ways that your business area / process could reduce these. You will need to share this with your skills coach and complete an entry in your reflective learning log, describing what you have learnt and summarising any feedback from your area manager.
Research the latest developments in our industry / organisation. What have you learnt from your research? Make notes about why it is important to keep up to date with information like this. Document your learning within your reflective learning log.
Research the range of services our organisation offers. Reflect on why it is good to know this information within your reflective learning log.

Additionally please find below some Amazon specific ideas on workplace activities that can be undertaken. These are relevant to the apprenticeship framework and can contribute towards the 20% threshold for off job learning whilst the apprentice is learning this activity or process. These off job learning activities build upon the suggestions from the training provider shown in the previous table and help to translate these into Amazon specific workplace development opportunities.

The apprentice would need to complete the same training related to these activities required of any associate to enable them to perform these safely with good quality and productivity. It is whilst the apprentice is learning how to perform the task or process that they can evidence this time towards their 20% off job learning.

Another option is for the apprentice to shadow these activities to gain a better understanding and knowledge of them without performing the task or process themselves. Shadowing can be used towards the 20% off job learning threshold. Apprentices must discuss and agree any shadowing or training in these activities and processes, in advance with their line manager or site POC. The line manager or site POC can then support the apprentice to make the necessary arrangements to undertake these activities for example arranging the relevant training. It is again worth noting that any opportunities to learn or shadow these activities will be subject to operational requirements and site needs, it is not a mandatory requirement of the apprenticeship to complete these specific activities.
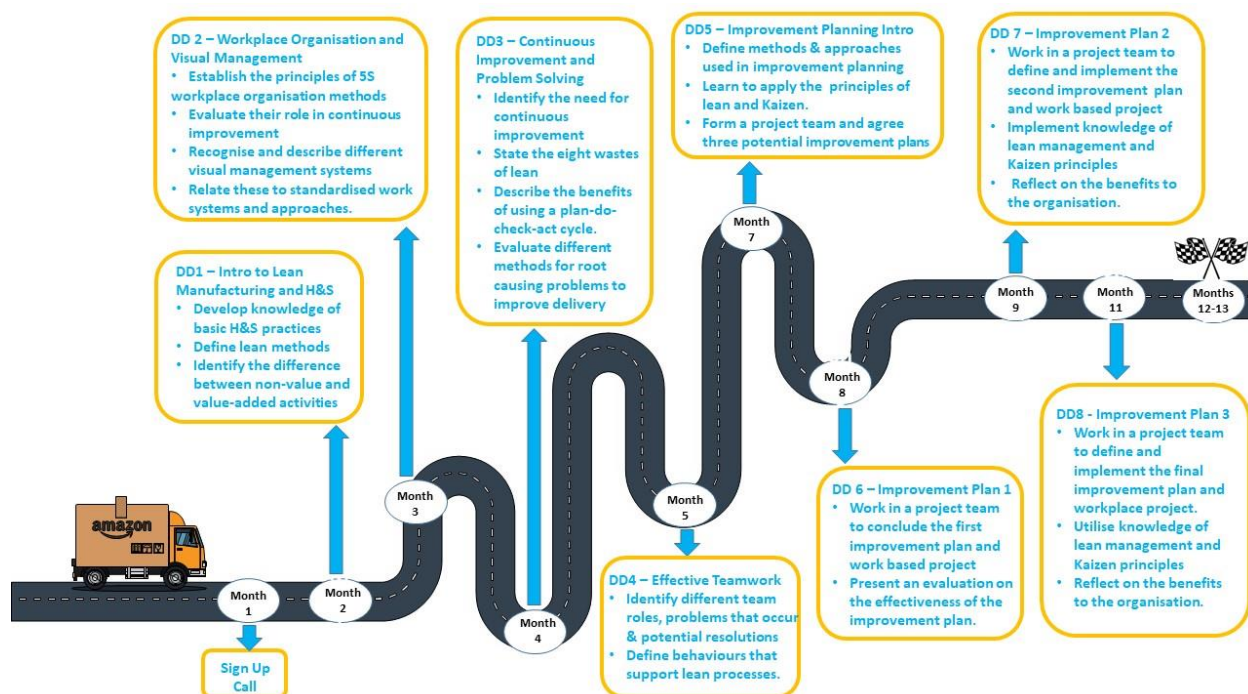
Off the Job Learning & Development – Recommended Activities (Amazon Specific)				
SMART Audit	Ready Steady Go Instructor	Wrangling	Consolidation	Process Guide
555 Audit	Daily Coaching / Guided Coaching	Rebin / Induct	Customer Returns	Waterspider
Housekeeping Audit	Prep	SMART PAC	Vendor Returns	Amnesty (AR)
Process Instructor Training	Decant	Gift Wrap	Sweeper	Atlas
Day 0 / Safety Tour Instructor	Cubiscan	Kick Out / SLAM	POPS	Minesweeper

Learner Journey

The learner journey outlines the key development milestones that the apprentice will experience month on month during the 13-month program. This provides a top line overview of the content of the group development days represented as DD1 through to DD8. These will be facilitated by the skills coach virtually until COVID-19 measures are lifted and training providers are able to come on site to deliver these in a face-to-face environment.

These are supplemented by 1:1 support sessions with the skills coach when they will guide the apprentice to complete assignments and formal assessments that contribute towards the achievement of the NVQ diploma and apprenticeship technical certificate. These sessions provide the learner with an opportunity to receive feedback and coaching from the skills coach. The apprentice will also be required to update their individual Learning Development Plan (LDP). The 1:1 enables the apprentice and skills coach to plan future support sessions. These will take place every four to six weeks and will be conducted remotely.

Progress reviews take place every 12 weeks involving the apprentice, the skills coach and line manager. The purpose is to review progress for each module. Please refer to the progress review section for more information on these.

DD 2 – Workplace Organisation and Visual Management
- **Establish the principles of 5S workplace organisation methods**
- **Evaluate their role in continuous improvement**
- **Recognise and describe different visual management systems**
- **Relate these to standardised work systems and approaches.**

DD1 – Intro to Lean Manufacturing and H&S
- **Develop knowledge of basic H&S practices**
- **Define lean methods**
- **Identify the difference between non-value and value-added activities**

DD3 – Continuous Improvement and Problem Solving
- **Identify the need for continuous improvement**
- **State the eight wastes of lean**
- **Describe the benefits of using a plan-do-check-act cycle.**
- **Evaluate different methods for root causing problems to improve delivery**

DD5 – Improvement Planning Intro
- **Define methods & approaches used in improvement planning**
- **Learn to apply the principles of lean and Kaizen.**
- **Form a project team and agree three potential improvement plans**

DD 7 – Improvement Plan 2
- **Work in a project team to define and implement the second improvement plan and work based project**
- **Implement knowledge of lean management and Kaizen principles**
- **Reflect on the benefits to the organisation.**

DD4 – Effective Teamwork
- **Identify different team roles, problems that occur & potential resolutions**
- **Define behaviours that support lean processes.**

DD 6 – Improvement Plan 1
- **Work in a project team to conclude the first improvement plan and work based project**
- **Present an evaluation on the effectiveness of the improvement plan.**

DD8 - Improvement Plan 3
- **Work in a project team to define and implement the final improvement plan and workplace project.**
- **Utilise knowledge of lean management and Kaizen principles**
- **Reflect on the benefits to the organisation.**

Month 1 — Sign Up Call
Month 2
Month 3
Month 4
Month 5
Month 7
Month 8
Month 9
Month 11
Months 12-13

Progress Reviews

Progress reviews take place every 12 weeks. These are in addition to the regular 1:1 sessions between the apprentice and skills coach every four to six weeks, which provide valuable teaching and learning opportunities. The purpose of the progress review is to assess and appraise the development made by the apprentice in each key 12-week period against the learning aims defined in the apprenticeship framework. It provides an opportunity to formally review progress and set objectives for the next 12-week period. Learners will receive feedback and have opportunity to reflect upon how they are putting their learning into practice.

The progress review involves the apprentice, the skills coach and the line manager. The skills coach will co-ordinate the meeting but it is essential that the line manager attend, as their input is highly beneficial. The duration is approx. 1 to 1.5 hours; ideally this is conducted face to face but will be facilitated remotely due to current COVID-19 measures.

The meeting enables the three key parties to discuss and evaluate the progress made against each relevant element of the apprenticeship program for example demonstrating the required knowledge, skills and behavioural standards, completion of assignments or other course work, portfolio development, job competency etc. It is a useful check in to verify that the apprentice is receiving the level of support that they need from the training provider and ensure they are executing their responsibilities to the apprentice.

The progress review provides an opportunity for the apprentice to discuss their progress and performance against the apprenticeship criteria. It supports them to identify any development needs or skills gaps and provides a platform for them to define how these can be met including any support required from the skills coach, the line manager or any other resource.

Additionally the meeting provides an opportunity for the line manager to share their feedback or observations. It also enables them to gain a very clear insight into how the individual is developing and performing against the apprenticeship criteria. It allows the line manager to contribute to objectives and plans for further development including closing any gaps in the apprenticeship criteria, agreeing support and providing opportunities for learning or application. Therefore, it is an important responsibility for the line manager to be involved in this activity and very worthwhile for the individual apprentice.

If the line manager is unable to attend due to extenuating circumstances, the progress review should be rescheduled to a suitable time at the earliest opportunity. In extreme circumstances if the line manager is unable to attend for an extended period, then a suitable proxy should be identified to attend in their place.

Off Job and On Job Training

Off Job Training – General Overview
An apprenticeship is a job with a formal program of training. Off-the-job training is one of the essential components of a quality apprenticeship. To secure government funding a 20% threshold has been set for off-the-job training. This is the minimum amount of time that should be spent on off-the-job training throughout the overall duration of apprenticeship. Whilst apprentices are required to record and evidence the amount of time they spend in off-the-job training, it is the responsibility of both the training provider and employer to ensure that the apprentice meets the 20% off-the-job training requirement.

This means that off-the-job training is a statutory requirement. It relates to learning activities undertaken by the apprentice for achieving the knowledge, skills and behaviours described in the apprenticeship framework.

Off-the-job training can include many different activities for example:-

- Training workshops, seminars or lectures
- Role play and simulation exercises
- Observation and witness testimony
- Online, distance and e-learning
- Shadowing, mentoring and coaching
- 1:1 learning support from the skills coach, assessor or tutor
- Researching and writing assignments or reflective statements
- Building a portfolio
- Work based projects
- Industry visits or events
- Live environment (If learning new knowledge, skills and behaviours)

Off-the-job training must be separate from the normal day-job conducted in the 'live environment'. Learning in a live environment can only count as off-the-job training while the individual is gaining or

applying new knowledge, skills and behaviours; once they have acquired these competencies, it can no longer be considered as off-the-job training.

The apprentice will work with their Line Manager or operational site POC's to identify and agree the best time when off-the-job-training can be utilised. This will be based upon operational needs but must also take into account the needs of the apprentice and any technical or theoretical requirements of the apprenticeship for example shadowing an activity, which occurs at a specific time. There is flexibility for the apprentice and Line Manager or site POC's to agree what works best for them for example allocating a portion of each day, week or month for off-the-job training. This could be at the same time or day each week or could vary to suit the operation. This will depend on what is best for the business.
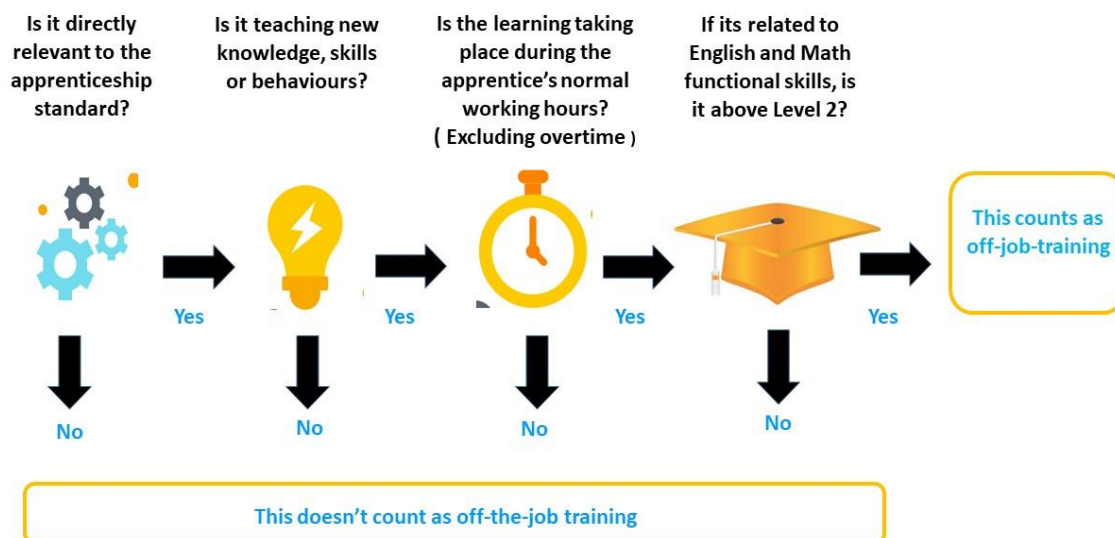
Off-the-job training does not include the following:-

- Training to acquire knowledge, skills and behaviours that are not required by the Apprenticeship framework
- 12 weekly progress reviews with the skills coach, assessor or tutor as they don't deliver new knowledge, skills or behaviours
- Training which takes place outside the apprentice's normal working hours
- English and maths functional skills (up to level 2) which is funded separately

Off Job Training – BIT Apprentice Specific
The skills coach will assist apprentices in identifying 'off the job' learning; these hours will be recorded and evidenced using the BUD online learner management system provided by the training provider. The apprentice must scan into the Operations Apprentice Calm Code for the period that they are performing any off the job learning activities to ensure that the site can monitor and manage this time. The Calm Code can be found at labour kiosks or using the process specific to each site for example, Area Manager scans the apprentice into the Operations Apprentice Calm Code. It is recommend that BIT Apprentices have two to three hours allocated per week to enable them to complete any apprenticeship course work and related studies for example online workbooks and knowledge checks, project planning and execution, portfolio building. This is in addition to the time they will require to attend development workshops, 1:1's and progress reviews with their skills coach or for other activities related to their apprenticeship for example learning a new process or task. Please refer to the section on process rotation and off the job learning activities pages 13 to 15 for more detailed information on recommended development opportunities and how / when these can contribute to off job-learning time.

Apprenticeships with
amazon

Is it directly relevant to the apprenticeship standard?

Is it teaching new knowledge, skills or behaviours?

Is the learning taking place during the apprentice's normal working hours? (Excluding overtime)

If its related to English and Math functional skills, is it above Level 2?

Yes → Yes → Yes → Yes → This counts as off-job-training

No ↓ No ↓ No ↓ No ↓

This doesn't count as off-the-job training

1. Off-the-job training must make up at least 20% of the apprentice's normal working hours, excluding overtime, over the duration of the apprenticeship

2. Off-the-job training can be delivered at the apprentice's normal workplace or at an external location

3. Progress reviews and on program, assessments do not count towards the 20% off-the-job training because they don't deliver new knowledge, skills or behaviours.

On Job Training – General Info
On-the-job training relates to learning undertaken by the apprentice to enable them to perform the work for which they have been employed. This relates to activities, which do not specifically link to the knowledge, skills and behaviours set out in the apprenticeship framework. An apprentice will spend up to 80% of their normal working hours in their job role. This provides opportunity to consolidate new knowledge, skills and behaviours, gained from off-the-job activities, so that they are fully occupationally competent at the end of the apprenticeship

On the Job Training – BIT Apprentice Specific
BIT Apprentices are already operating in the tier 1 associate, therefore they will perform the normal responsibilities, tasks and activities related to this as defined in the Job Description relevant to their role for up to 80% of the duration of their apprenticeship.
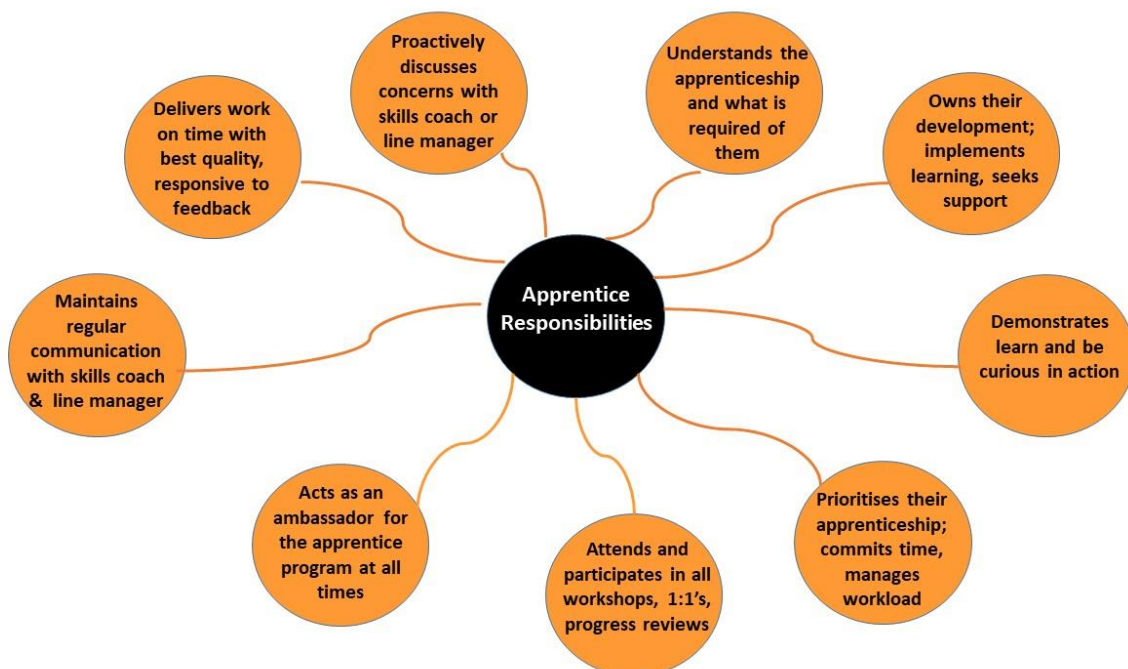
Role and Responsibilities

There are several key parties involved in every apprentice's journey. The most important is the apprentice themselves who must take ownership of their learning and development. However, the apprentice needs to have a strong support network to help them navigate their path. The Line Manager and skills coach / tutor from the training provider are pivotal players in providing the direction, input, support and encouragement that the learner will need during their apprenticeship.

Additionally the UK Apprenticeship Team will co-ordinate and manage the execution of the apprenticeship program by both the training provider and at an employer level. This will be delivered by the program managers for the corporate and RME business streams and by the program co-ordinators or program manager for schemes within operations.
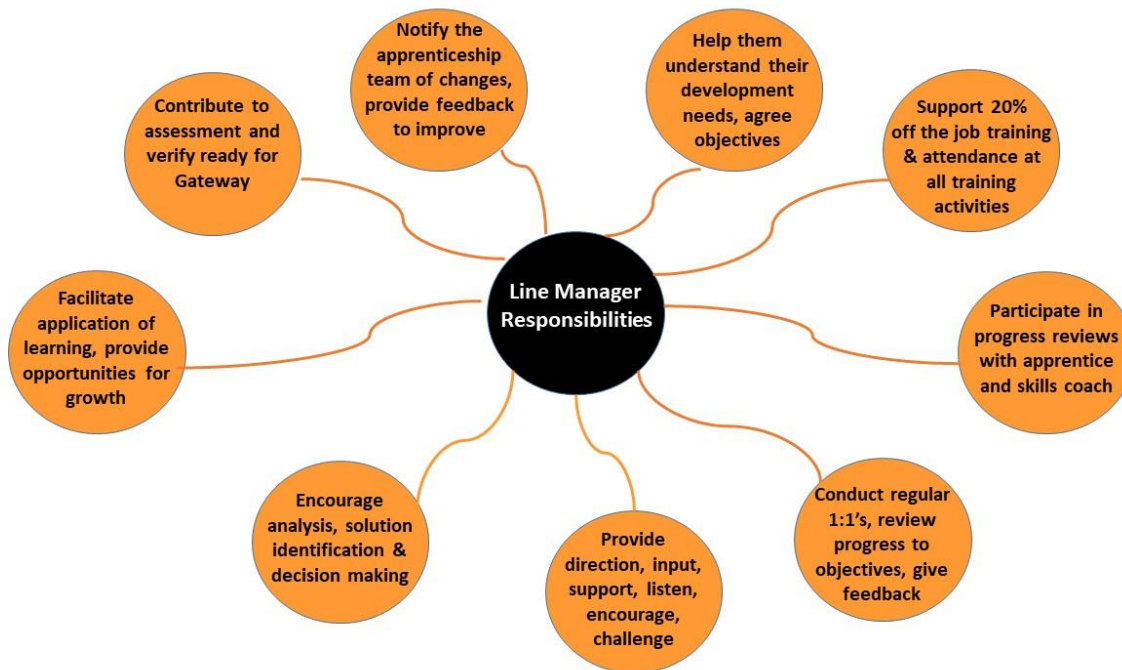
There is also a functional scheme POC for some schemes such as the HR, IT, H&S programs or site POC's for the Team Lead program. Their role is to support the execution of the apprenticeship within their site or function dependant on the scheme. They can provide an additional layer of support for apprentices within their scheme or site and they work closely with the relevant program manager or program coordinator from the UK Apprenticeship Team to facilitate the delivery of the scheme.

Each parties' primary goal must be to support the individual to successfully achieve their apprenticeship and facilitate the best experience possible. The following describes the key responsibilities of each of these key roles to contribute to this
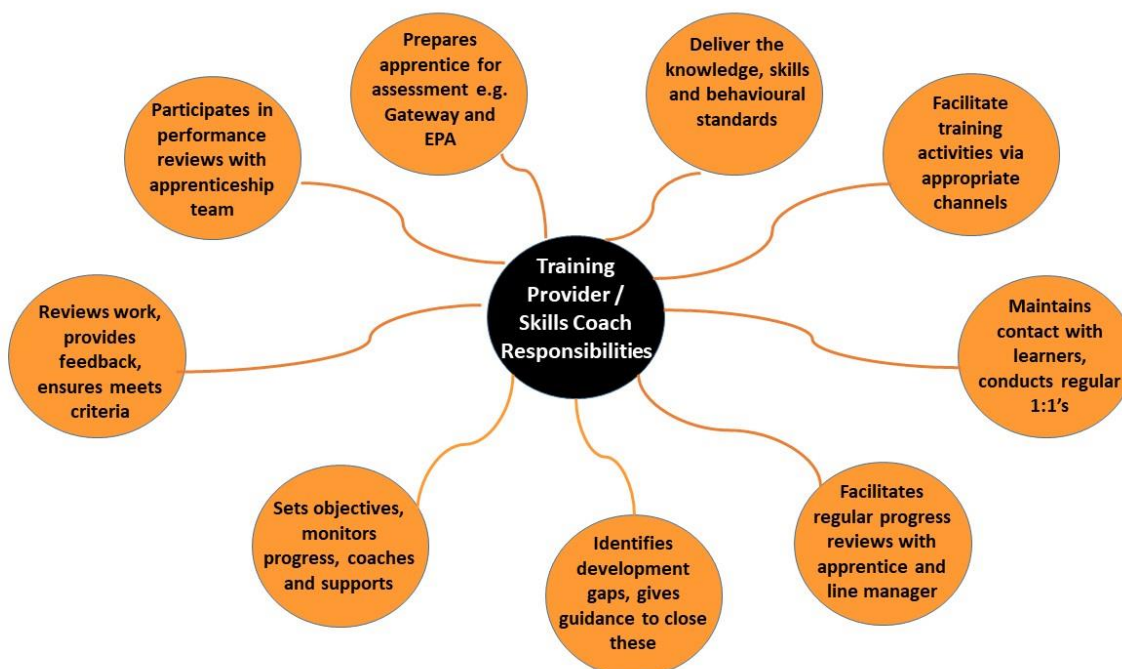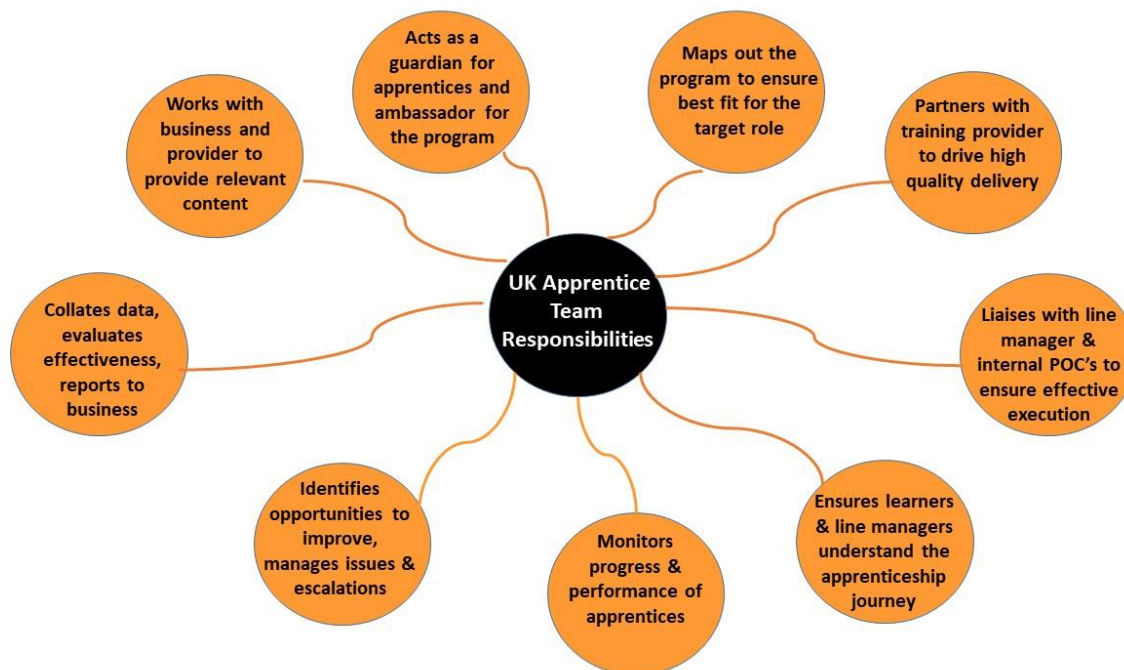
Apprentice Responsibilities

Line Manager Responsibilities

Line Manager Responsibilities (central hub) with connected nodes:
- Notify the apprenticeship team of changes, provide feedback to improve
- Help them understand their development needs, agree objectives
- Contribute to assessment and verify ready for Gateway
- Support 20% off the job training & attendance at all training activities
- Facilitate application of learning, provide opportunities for growth
- Participate in progress reviews with apprentice and skills coach
- Encourage analysis, solution identification & decision making
- Provide direction, input, support, listen, encourage, challenge
- Conduct regular 1:1's, review progress to objectives, give feedback

Training Provider / Skills Coach Responsibilities

Training Provider / Skills Coach Responsibilities (central hub) with connected nodes:
- Prepares apprentice for assessment e.g. Gateway and EPA
- Deliver the knowledge, skills and behavioural standards
- Participates in performance reviews with apprenticeship team
- Facilitate training activities via appropriate channels
- Reviews work, provides feedback, ensures meets criteria
- Maintains contact with learners, conducts regular 1:1's
- Sets objectives, monitors progress, coaches and supports
- Identifies development gaps, gives guidance to close these
- Facilitates regular progress reviews with apprentice and line manager

UK Apprentice Team: Program Manager / Program Coordinator Responsibilities

On boarding

The on-boarding process has been adapted for the 2020 cohort to accommodate COVID-19 measures in place across the network. The BIT Apprentice Onboarding handout was produced by the UK Apprenticeship and shared with each site in PDF format so that POC's could distribute this to all BIT Apprentices ideally in their first week. This must be shared with both internal and external applicants.

Apprentices will attend two calls with the skills coach to complete the onboarding process with the training provider. The first of these is the Welcome Call when the skills coaches will introduce themselves and provide an overview of the BIT program. Approximately two weeks thereafter, the learner will attend the Sign Up Call with the skills coach. This is when they complete the administrative elements and are enrolled using the training providers online learning management system BUD. Learners will also complete their individual Learning Development Plan (LDP) at this time and receive an introduction to module 1. The onboarding process is being conducted through May and June so that all learners are enrolled and on program by month end.

It is strongly recommended that site POC's connect with BIT Apprentices during this enrolment phase to introduce themselves and explain their role. Learners should be aware of who the HR POC is and the AM or OM POC's relevant to their shift pattern. Sites POC's must ensure that apprentices are aware of the pool laptop sign out / in process relevant to the site and the need to scan into the apprenticeship calm code when they are undertaking any activities related to their program.

Assessment and Grading

To achieve the overall BIT Apprenticeship, learners will need to showcase the knowledge, skills and competencies attained across the period of the 13-month program. This will include completing improvement projects, and being assessed against the knowledge and performance criteria outlined in the apprenticeship framework. Apprentices need to achieve a minimum of 79 credits and are required to complete the following qualifications as part of their apprenticeship:

- **Level 2 Apprenticeship Certificate in Business Improvement Techniques (13 credits)**
- **Level 2 NVQ Diploma in Business Improvement Techniques (56 credits)**
- **Employment Rights & Responsibilities**
- **Level 1 Functional Skills in English and Maths (10 credits)**

Both the certificate and diploma focus on the underpinning technical knowledge required for apprentices to carry out their duties in a safe and efficient manner. This knowledge qualification includes varying degrees of theoretical concepts that are required including a broad range of manufacturing processes and procedures. These include the following areas:

- **Health and Safety**
- **Working Effectively in a Team**
- **Basic Principles of Continuous Improvement Techniques**
- **Workplace Organisation Techniques**

Apprentices will need to complete six units in total to achieve the certificate and diploma. These are:-

- **001 Statutory regulations and organisational safety requirements**
- **002 Contributing to effective team working**
- **003 Contributing to the application of workplace organisation techniques**
- **004 Contributing to the application of continuous improvement techniques**
- **005 Contributing to the development of visual management systems**
- **010 Contributing to the application of problem-solving techniques**

Apprentices will complete these units through a range of eLearning topics, and attend virtual development day workshops. These methods are designed to develop the underpinning knowledge required for the certificate and to prepare apprentices to complete the knowledge assessments at the end of each unit.

For the Level 2 Apprenticeship Certificate apprentices are assessed through means of multiple-choice knowledge tests for each unit. Grading is based on either a pass or fail. To achieve a pass the apprentice much achieve a score of 60% or above. In the event that an apprentice does not achieve the required score, they are able to retake the knowledge test, following a period re-training revision which the skills coach will provide guidance on.

For the Level 2 NVQ Diploma apprentices will compile a portfolio of evidence, which will include evidence of their improvement projects, knowledge statements and recorded discussions with their skills coach. Grading for each unit is based on either a pass or fail. To achieve a pass the portfolio of evidence should contain sufficient and authentic evidence to meet the criteria set out in each unit. Where the evidence does not meet the required standard, apprentices will be supported and encouraged to resubmit evidence or provide supplementary evidence to meet the standard. The skills coach will provide guidance on this.

Support and Resources

Apprentices will benefit from regular 1:1 sessions with their skills coach conducted every four to six weeks and the progress review meetings every 12 weeks, which the line manager must also participate in. Additionally each site has an Apprentice Program POC network in place, consisting of an HR POC and AM / OM POC's. The site POC's role is to ensure the apprenticeship program is executed effectively at a local level and to provide a clear support mechanism for apprentices. It is vital that apprentices know who their site POC's are so they can connect with them easily.

The UK Apprentice Program Team aims to run a steering group meeting annually which provides an opportunity for nominated apprentices and local POC's to represent their site and cohort. This allows the UK Apprentice Program Team to collate feedback, share best practice ideas, share information or discuss topical issues etc.

Learners have access to a pool of apprentice laptops at each site, which they can check out and use to complete apprenticeship work. There is a sign out / in process relevant to each site and the HR POC is responsible for setting this up and over-seeing it. Pool laptops must be kept and used on site so they are available for all apprentices to use. Apprentices will use the pool laptop to access the training providers BUD learning management system and to conduct remote calls with their skills coach etc.

It is recommend that apprentices and site POC's set up a Chime Group for the cohort to provide a quick and easy way to communicate with each other locally.

Performance Management and Expectations

The apprentice will have their own development objectives and individual learning plan agreed with the skills coach. The apprentice will be responsible for delivering assignments or other apprenticeship related learning activity and tasks as assigned by the skills coach. Performance of apprenticeship related work will be monitored, reviewed and assessed by the skills coach. Feedback and guidance is provided by the skills coach to support the apprentice to meet all elements of the apprenticeship standard.

If the learner's performance does not meet the apprenticeship standards or if the skills coach has any concerns, they will work with the learner to remedy this. The skills coach will have opportunity to share any concerns around apprentice performance with the Line Manager at the quarterly review or on a more frequent basis as required.

The training provider will also feedback any successes, concerns or issues to the program manager or program coordinator at their monthly performance review. This ensures the apprenticeship team are well informed and can address any concerns with the apprentice, site POC or Line Manager as appropriate.

For non-apprenticeship related performance, the Line Manager is wholly responsible for the management of the apprentice in their day-to-day role. This includes managing the delivery and quality of work, productivity, conduct and absence. The apprentice will be subject to the same performance management policies and procedures that apply to all tier 1 associates.

The apprentice is expected to adhere to the same performance standards relevant to others performing the same role. Additionally the apprentice is expected to fulfil the responsibilities outlined in the Roles and Responsibilities section which are apprenticeship specific for example attending all training workshops, 1:1's and progress reviews which are mandatory, submitting work on time, maintaining contact with the training provider etc.

Off boarding

For those apprentices who were already permanent Amazonians prior to enrolling in the BIT program, they will continue to operate in their existing role at the end of the 13-month scheme.

Apprentices who were recruited externally to the BIT program, including those who were already working within the organisation either as temporary green badge associates or on pre-existing fixed term blue badge contracts, they have signed a 13-month fixed term contract (FTC) which covers the duration of the BIT scheme.

From June 2020, all BIT apprentices who were hired onto FTC's at the start of the BIT scheme will be guaranteed a conversion to a permanent blue badge employee at their base site providing they successfully complete the 13-month apprenticeship scheme and meet all relevant performance criteria associated with the tier 1 associate role.

Apprentices will follow the same criteria and conversion process used for any other regular temporary green badge and blue badge FTC associates to ensure a standardised approach is applied for conversion

opportunities across the network. The standard calibration too will be used to assess that the apprentice meets the conversion criteria. Conversion criteria will include assessment of the individual's productivity, quality, safety, conduct and attendance. **Apprentices will be viewed as a tier 1 associate by their site and will not be converted to a permanent role if they do not achieve the minimum performance criteria, regardless of their apprenticeship program performance.**

Throughout the duration of the apprenticeship, learner's progress and performance will be regularly reviewed at the sites monthly performance review meeting attended by one of the Apprenticeship Program Coordinators, site POC and skills coach. This provides an opportunity to assess apprenticeship program progress and job performance so that any concerns around individuals can be addressed.

The skills coach will be responsible for reporting on the individual's performance against the apprenticeship criteria. Site POCs will be responsible for reporting any concerns about individual job performance including warnings / sanctions applied, absence or other general performance issues.

Three months prior to the apprenticeship end date, the UK Apprenticeship Program Coordinators will work with the training provider to identify those apprentices on track to successfully complete the scheme. One month prior to the expected end date, the UK Apprentice Program Coordinator will verify with the site HR POC those individuals who meet the conversion criteria using the calibration tool.

Site HR POC's will be responsible for informing all apprentices of the conversion outcome. Those apprentices, who have successfully met the conversion criteria and completed the apprenticeship, will then be offered a permanent blue badge tier 1 associate role and a contract issued. If there are any apprentices who don't meet the conversion criteria or who are not on track to successfully complete the apprenticeship, they will leave the business at this time. We may, in extenuating circumstances, where we identify that the individual can successfully complete the apprenticeship, offer to extend an apprentice FTC. This will be at the discretion and agreement of the UK Apprentice Program Coordinator and HR POC.

Frequently Asked Questions (FAQ's)

General

For general apprenticeship FAQ's, please refer to our WIKI

General Apprentice FAQ's

BIT Apprenticeship

1. How often will the skills coach connect with apprentices?

Typically, skills coaches connect with an apprentice every four to six weeks for a 1:1 session and will conduct formal progress review every 12 weeks. If required, additional sessions can be agreed between the apprentice, skills coach and line manager or site POC.

2. How will the site know when apprentices have a 1:1 or progress review planned with the skills coach?

The skills coach will arrange 1:1's direct with the apprentice but will update the site POC's of their schedule by email in advance so the site has visibility of this. This topic will also be discussed at the monthly performance review calls with the skills coach, site POC's and Apprentice Program Coordinator so provides an opportunity for the site to be clear on the skills coach plans for the month or so ahead.

3. Who will be involved in meetings?

1:1's will involve the apprentice and skills coach only however for quarterly progress reviews, the line manager must be in attendance. If the line manager is unable to attend in extenuating circumstances then a proxy can be appointed to attend usually one of the site POC's.

4. Who will identify projects for apprentices to work on at the improvement planning stage of the apprenticeship from month eight to twelve?

Apprentices, skills coach, line managers or site POC's can be involved and support learners in identifying suitable projects that are relevant and can support the successful completion of this phase. It may also be useful to involve the site's Process Engineer or Change Manager in the identification of project topics and scope to ensure these are current and can add value to the site whilst providing a useful opportunity to implement learning. Projects must met the criteria required from the apprenticeship framework; the skills coach will be able to guide apprentices on this.

5. What if the apprentice is not performing against targets or in other aspects of the tier 1 associate role?

Effective communication between line managers, site POC's and skills coaches will enable the training provider to ensure performance details are recorded on progress reviews with relevant objectives for improvement set. Apprentices have the same performance expectations and are performance managed in the same way as all other tier 1 associates so will be subject to the same processes and actions. If the apprentice is not performing in their apprenticeship as per the standard required for example not completing work, not submitting work on time, not communicating with the skills coach, not attending workshops etc., then the skills coach will flag this up to site POC's and the UK Apprentice Program Coordinator. This can be discussed with the apprentice and a solution sought quickly to remedy this.

6. How is time off task agreed?
Development day workshops will be booked in advance and the schedule shared with site POC's. This will ensure the site is aware of the dates and times that apprentices will be off task participating in off job learning. Site POC's will share the schedule with line managers and the wider operational team to enable effective planning. Apprentices must inform their line manager in advance when they have a 1:1 or progress review with the skills coach planned. The skills coach will also share details of the 1:1 schedule with site POC's so they have visibility of this. Each apprentice needs between 2 to 3 hours per week to complete their apprenticeship work for example online workbooks, knowledge checkers, project work, portfolio building etc. The site POC's will define, agree and communicate how best this time should be agreed and allocated to apprentices so that the process meets the needs of each site and their operational requirements. Site POC's must ensure that apprentices, line managers and the wider operational team are aware of the process to agree and use this time. This can vary from site to site so for example could involve allocating each apprentice a specific slot each week or it could be reviewed on a weekly basis and adapted to suit operational factors. Apprentices may need time off task to conduct other activities that contribute towards their apprenticeship and that can be categorised as off job learning so contribute to the 20% statutory threshold. However, this must be discussed and agreed between the apprentice and line manager. Apprentices must scan into the apprentice calm code for off job learning activities. Use of the apprentice calm code will be monitored by site POC's and any improper use of this addressed with the apprentice.

7. How is off the job learning time recorded?
It is the responsibility of the apprentice to log and evidence the time they use for off job learning in the BUD online learning management system provided by People Plus. This is how the training provider is able to track and monitor that the apprentice meets the 20% statutory threshold for off job learning as part of the apprenticeship criteria. Although the learner must use the apprentice calm code for all apprenticeship related off job learning activities, this is our own control measure but this data is not shared with the training provider.

8. What if the apprentice is absent or misses a Development Day workshop?
Attendance at workshops is mandatory so apprentices should make every effort to attend. However, if the learner is unable to attend in extenuating circumstances, the apprentice should inform the skills coach and line manager in advance wherever possible. This will enable the skills coach to make arrangements to catch up with the apprentice and ensure no learning is missed. In the event of unplanned absence, the apprentice should contact the skills coach at the earliest opportunity to arrange a catch up session. The HR POC should also keep the skills coach and Apprentice Program Coordinator updated on any absences longer than two to three weeks so appropriate measures can be put in place to support the apprentice on their return and ensure they remain on track. Workshops will always operate on dayshift so apprentices are responsible for agreeing any shift swaps with their line manager in advance to enable their attendance. For apprentices on night shift, the line manager should take into consideration if any changes need to be to the individuals shift pattern in the preceding days to enable them to attend on dayshift. Line managers must be supportive of apprentice shift swap requests when related to attendance of a workshop.

9. How many Development Day workshops will the apprentice attend?
There are eight workshops facilitated by the training provider, People Plus. These are group workshops, which will be facilitated by the skills coach remotely via video call whilst COVID-19 measures are in place. These will involve periods of virtual learning delivered by the skills coach remotely and periods of offline activity when the apprentice will work on activities or tasks individually or in a small group as set by the skills coach. Social distancing and any other relevant COVID-19 measures must be maintained at all times. As described in question eight, attendance is mandatory, please refer to this question for further information and guidance.

10. Where will I be based for the duration of the apprenticeship scheme?
Your base will continue to be the Amazon location that you currently work at or were recruited for.

Key Contacts

The UK Apprenticeship Team can be contacted as follows:-

- Group email address - apprenticeships@amazon.com

- Apprenticeship Program Manager (Operations) – Ian Grant, grantig@amazon.co.uk

- Apprentice Program Coordinator (Operations) – Feena McLoughlin, mcfee@amazon.co.uk
(LBA, BHX, MAN nodes, EMA1 and EUK5)

- Apprentice Program Coordinator (Operations) – Lynn Morgan, lmmorgan@amazon.co.uk
(GLA1, EDI4, LTN node, LCY2, CWL1, BRS1, MME1)

- Please ensure you know who your site POC's are locally so you can reach out to them for questions or further information