

Apprentice Reboarding Post Covid-19: A Guide for Employers

July 2020



Foreword

Thank you for taking the time to read this guide. I am the Regional Chair for the East of England Apprenticeship Ambassador Network (AAN) and through this role I work with and represent approximately 100 employers, each of whom is committed to creating apprenticeship opportunities for individuals within their business.

The impact of Covid-19 has been felt by businesses across the globe, and the same is true of every employer in England and indeed, within our East of England Ambassador Network.

We have been working collaboratively as a network to support each other in these difficult times. Through these discussions, it quickly became apparent that there were common challenges, but also that we were identifying some inspirational new ways of working within our businesses that other employers might find valuable to learn from and share with their networks too.

The challenges of Covid-19 have presented us all with the opportunity to do things differently. Many apprentices, whether furloughed or not, have been working from home and working towards completing their apprenticeship remotely. This has accelerated the use of online learning and has potentially changed the apprenticeship landscape forever. Because of this, I would say that now more than ever, the relationship between the employer and their training provider needs to be a true and trusted partnership.

Seeking a common agreement with your provider about what is important for your business, what is important for your apprentice and how to balance these priorities will be key to the continued success of the apprenticeship programme.



“Now more than ever, the relationship between the employer and their training provider needs to be a true and trusted partnership”

This guide has been written by apprenticeship employers, to support other apprenticeship employers to feel more confident and inspired in navigating the transition towards the ‘new normal’.

We want to help employers to feel informed and empowered to know what you can ask of your apprenticeship training provider and to be aware of the range of support that you, and your apprentices are entitled to.

If you would like any further information about the East of England Apprenticeship Ambassador Network, please visit:

www.eastofenglandaan.co.uk/copy-of-about-us

I truly hope that you find this guide useful for your business and in supporting your apprentices.

A handwritten signature in black ink, appearing to read 'Matt O'Conner'.

John O'Conner
GROUNDS MAINTENANCE

Matt O'Conner - Managing Director
John O'Conner Grounds Maintenance Ltd

Consistent communication

As George Bernard Shaw once said, “The single biggest problem in communication is the illusion that it has taken place”.

Communication and consistent communication between you as the employer and your staff, your apprentices and training providers is more important than ever.

Most apprentices will be feeling anxious about the phased return to the workplace and indeed to their apprenticeship programmes. They will be looking to you to provide guidance and reassurance. Communicating regularly and in a consistent way will provide a great source of support to them.

“The single biggest problem in communication is the illusion that it has taken place”

- George Bernard Shaw

Many young people will be experiencing challenges with their mental health and could have multiple distractions in their home life; therefore, it is important to keep repeating your key messages (even if you've said it already).

These are some of the ideas and practical steps that employers within our network are currently developing and implementing within their organisations:

You can't know everything.... yet

Your employees are going to have lots of questions about the future. It's ok to say to your apprentices that you haven't got all of the answers yet – but let them know how/ when you'll try to find out and how this will be communicated to them.

Build on the systems that you will have already established, for example newsletters, emails, online meetings etc. and let them know when you will be talking to their training provider.

Consider how you might be able to increase the frequency of communication for your apprentices and also how you can bring your apprentices together to start sharing their experiences of lockdown. It can be really useful to bring line managers in on this to help to build their knowledge and confidence in how to support apprentices most effectively.

Explaining new terminology

Take time to explain the new language and terminology for your apprentices. For example, talking about 'work bubbles' is a new concept for most. Consider creating a one-page guide that explains the new terminology, what it means for your business and who to ask if they have any questions.

Work with your training provider

As the employer, you will need to arrange to speak to your training provider to get a really good handle on what your apprentices have been learning and studying during lockdown, and what this means for their apprenticeship programme. For example, there is a chance that your provider may have moved modules around that are better suited to home-learning, meaning that the learning plan now needs to be updated. There could be other skills that your apprentices now need to focus on developing in the workplace to supplement the learning. By triggering a review of the tripartite agreement, you should be able to establish where they are at now, what's been happening and what the practical things are that need to happen next.

Consistent communication

✓ Understand what your apprentice needs and discuss this with your provider

It is quite likely that your apprentice's learning programme will have been disrupted in some way over the past few months, and therefore it is important that you discuss alternative support and flexibilities with your training provider so that you understand what you are entitled to. For example;

- For apprentices showing concerns re: mental health – your provider can support and may be able to utilise additional learning support funding
- For apprentices that have fallen behind with their learning, your provider could extend the duration of the programme
- For apprentices who are due to undertake End-point assessment, but are not ready, you can delay this

UNIVERSITY OF HERTFORDSHIRE CASE STUDY

“At the University, we have adapted our Return to Work interview process, documentation and guidance with line managers. This now incorporates some of the key topics for discussion with our apprentice employees (and other staff).

For example, we discuss any Covid-19 vulnerabilities, adjustments made during working from home, caring responsibilities, travel arrangements and mental health concerns. At this time especially, apprentice line managers need to communicate regularly, be available, listen and act on any concerns raised.”

Tara Bishop, University of Hertfordshire

Further reading and useful links:

Articles for Essential coronavirus (COVID-19) guidance for apprentices:

<https://help.apprenticeships.education.gov.uk/hc/en-gb/sections/360003798540-Apprentice>

A new way of working

Reflect on the different ways that you have communicated with your apprentices throughout lockdown.

For example:

- Have you had more regular meetings online?
- Have you set up a WhatsApp group?
- Have you made more of an effort to socialise and undertake fun activities?
- What has worked well and what might you like to keep doing in the future?



Embracing the tech challenge

One of the obvious outcomes of Covid-19 is that it has accelerated our adoption of technology, whether it is online food ordering, zoom calls with friends or bringing in entirely new systems and ways of working.

The impact of technology on our lives has been significant and many are saying that we will never be the same again.

The stigma of working from home has been erased. Technology has made working from home (or any other location) possible and the issues around 'trust' that many managers had, possibly feeling that staff wouldn't be as productive, have had to be overcome.

"Let's go invent tomorrow instead of worrying about what happened yesterday"
- Steve Jobs

The technology challenge has also exposed substantial weaknesses in the eco-system of EdTech. If we think of it as a triangle, each part must be established to be effective. The pandemic has shone a light on the fact that many households are mobile-only, without access to broadband or another learning device such as a laptop or ipad. Whilst many providers were extremely quick to transpose their learning programmes to 'online learning', we are yet to measure the quality of the provision and to be able to assess whether meaningful learning has taken place.

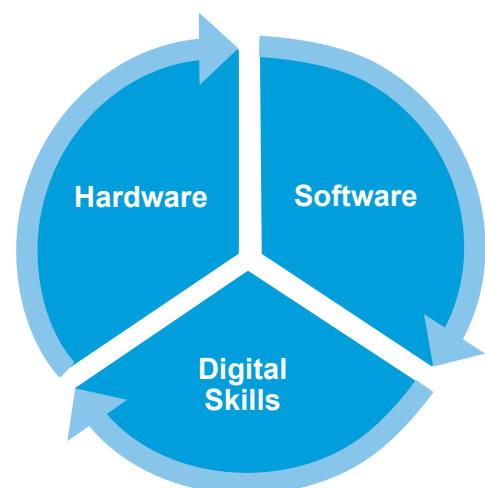
The pandemic has also exposed that even if the two elements of hardware (equipment) and software (learning platforms) are in place, we rely on the individual to have the digital skills to be able to access the platform effectively.

These are some of the ideas and practical steps that employers within our network are currently developing and implementing within their organisations:

☑ Reimagining the learning programme

It is highly likely that a blended learning approach will now be further adopted by apprenticeship providers, allowing apprentices to learn flexibly from home, or from the workplace, depending on their needs and the suitability of learning.

Employers will need to discuss the impact of blended learning with their training provider, and their apprentices, to ensure that the full EdTech ecosystem (as above) is in place and working effectively. The impact of Covid-19 is making us all think differently – could you make some brave decisions about what you need for your business and how your apprenticeship programme works?



Embracing the tech challenge

✓ Supporting access issues

What if your apprentices don't have access to wifi / broadband / a laptop? You will need to discuss with your training provider whether they are able to offer you any support with this. You will also then need to look at this as a business and review what options for resource or support might be possible.

✓ Create a checklist for apprentices and the business

Using a checklist / questionnaire / health-check – for both apprentices and for business will enable you to work through systematically and logically to understand if you've got everything in place to support a blended learning programme.

OPR ASSOCIATES LTD CASE STUDY

"We've been able to support clients with apprentice recruitment and engagement during the crisis by helping them investigate remote and virtual tools to attract and assess candidates for apprenticeship vacancies when they are in a position to recruit again. This has in some cases allowed our clients to continue to recruit during lockdown, so they have been able to take advantage of the higher number of available individuals finishing education earlier in the academic year that are looking to start their careers."

Adele Carnera, OPR Associates Ltd

PEARSON CASE STUDY

"At Pearson, we ensure that all apprentices have access to a work laptop. On top of giving flexibility, technology can also better prepare apprentices for real life scenarios and develop their skills further. We have a strong and committed network of internal Ambassadors and we have seen an opportunity over the past few months to train IT Champion Ambassadors to use IT tools to aid communication and ensure that apprentices can still connect socially. By training Ambassadors on the capabilities of Microsoft Teams we have now rolled out Time2Talk cafes in a remote setting with apprentices from across the country attending. Feedback has been excellent, and this is just another way that we can connect and support each other online."

Siobhan Bradley, Pearson

PETERBOROUGH MANUFACTURING COMPANY CASE STUDY

"We've managed to embrace technology during this time in a way that hadn't been fully exploited before. We've created Yammer groups to encourage our apprentices to stay connected and SharePoint sites to promote general health and wellbeing. These have worked well for us and we intend to continue and possibly expand further."

Peterborough Manufacturing Company

Embracing the tech challenge

CO-OP CASE STUDY

“Like many other businesses, we have found embracing technology essential during this time. We are collaborating with our training providers to develop webinars, that replace face to face sessions. Simple things like sending out headsets (they needn't be costly) can make all the difference to making the experience accessible and enjoyable.

It's been quite the learning curve to adopt, but we are finding that videoconferencing means that learners can have shorter, more frequent contact with their trainers. Less travel means that it's more environmentally friendly and cost effective too!”

Effie Burrell, East of England Co-op

For example:

- Have your training providers delivered more online content and has this been effective?
- Could a more blended learning delivery model improve access and flexibility during the apprenticeship?
- Are there access issues?
- What has worked well and what might you like to keep doing in the future?
- Discuss this with your providers and see what their plans are and share your own thoughts.

Further reading and useful links:

Articles:

How technology can improve your apprenticeship programme:

<https://edtechnology.co.uk/latest-news/using-technology-to-improve-your-apprenticeship-programme>

Learning goes Virtual: How EdTech is transforming education:

<https://www.emeoutlookmag.com/industry-insights/article/543-learning-goes-virtual-how-edtech-is-transforming-education>

A new way of working

Reflect on the different ways that you have adapted learning with your apprentices throughout lockdown.



Returning to the workplace

It is possible that some of your apprentices have been in the workplace throughout the lockdown period if they are working in essential roles. You may have some staff that have started a phased return, and you may have others that are still working from home or at home on furlough.

Physically coming back into the workplace might be causing individuals to feel anxious about what the work environment will be like. Helping them to understand and also visualise the changes that have been made and what to expect will be a useful way of making the smooth transition.

Some of the biggest changes could be through new measures around social distancing and health and safety. But it is also worth remembering that individual circumstances may also have changed. For example, some staff may have experienced mental health issues, or they could have suffered a bereavement.

“Our anxiety doesn’t come from thinking about the future, but from wanting to control it”

- Kalil Gibran

Use the following ideas to help you to thinking about what might need to be considered and how you can empower your apprentices to take control of their own health and safety.

These are some of the ideas and practical steps that employers within our network are currently developing and implementing within their organisations:

✓ Bitesize induction sessions

Depending on the number of changes that have been made to your workplace and other ways of working, you could consider breaking these down into mini bitesize sessions / topics to explain to your apprentices.

By providing short, sharp pieces of information to your apprentices, it will enable them to digest the changes and to stack-up their learning about what to expect and what will be required of them.

✓ Has the workplace has changed?

If you have made changes to your workplace, it can be a good idea to take photos of what is different or to even record a short video-tour to send to staff so that they can visualise what has changed. They will be interested to know for example if there is a new entrance / exit system, the provision of hand-sanitiser, floor markings to show physical distancing etc.

✓ Do you have any new rules of engagement?

Many employers are implementing a phased return to the workplace, introducing ‘work bubbles’ or changing working patterns to enable their teams to work as safely as possible and to minimise the risk of infection. You may also have new requirements around travel, childcare arrangements and general do’s and don’ts of the workplace. It is useful for this to be explained to your apprentices in person and followed up in documented guidance so that they can ask any questions and start come to terms with any changes that may affect them.

Returning to the workplace

✓ Recognising new sensitivities

It is possible that an individual's personal circumstances may have changed in the past few months. Some staff may have experienced mental health issues. Other staff may have suffered bereavements. Other staff may feel passionately about the Black Lives Matter movement. Talking to your apprentices about the need to 'think before they speak' is a useful reminder to them that they need to be sensitive of other's situations and topics that may upset or offend them.

✓ Being responsible for your own Health & Safety

As well as the many new safety measures that have been put in place within the workplace, it could be useful to remind all staff, including apprentices, of their responsibilities towards health and safety in the workplace. This could include getting them to think about their responsibility to self-isolate if they or someone that they live with experiences any symptoms and any personal hygiene requirements.

JOHN O'CONNER GROUNDS MAINTENANCE CASE STUDY

"We have arranged 'Toolbox Talks' which are bite-size induction/reintegration sessions for our apprentices. Some have been delivered online and some face to face, socially distanced of course. These have helped our apprentices to understand the new ways of working, how the workplace has changed and what's expected, in terms of their own Health and Safety and that of their colleagues and our customers."

Matt O'Conner, John O'Conner Grounds Maintenance

Further reading and useful links:

Acas coronavirus advice on returning to work
Workplace expert, Acas, has updated its coronavirus guidance to cover best practice around how to handle returning to work: <https://www.acas.org.uk/acas-coronavirus-advice-on-returning-to-work>

Returning to Work from furlough
CIPD have produced this guide to help you plan your organisation's next steps as lockdown measures ease or following a period of furlough: <https://www.cipd.co.uk/knowledge/fundamentals/emp-law/employees/workplace-guide-returning-after-coronavirus>

Working safely during the coronavirus (COVID-19) outbreak:
<https://www.hse.gov.uk/coronavirus/working-safely/index.htm>

A new way of working

Many businesses have been forced into new ways of working over the past weeks and many are actively considering if any of the changes might 'stick'. Can any new-found flexibility be harnessed for the long-term benefit of the employee and employer, e.g. harnessing the more confident approaches to the use of technology. The lack of social interaction and seeing colleagues and customers face to face has been missed by many over this period, therefore employers should ensure that socialising is a priority when returning to the office, maybe encouraging coffee breaks, or continuing with Friday drinks or quiz night.

Re-energising the apprenticeship programme

It is likely that before lockdown, your apprenticeship programme was in full flow with plenty of momentum and energy and a clear line of sight to the finish line. It is quite likely therefore, that this may have been impacted in some way through Covid-19 and you may need to think about how you re-energise the programme to get your apprentices back on track with their learning.

At the beginning of the programme, you as the employer, your apprentice and your training provider will have agreed and documented a learning plan, setting out the timescales, learning activities and responsibilities of each party. There is a good chance that as a result of the disruption that we have been experiencing, the learning plan will now need to be updated.

*“Even the smallest steps move you forward”
- Positivity*

Every organisation and their apprentices will have been affected differently through the pandemic. For examples, some apprentices will have been busier than ever, working in important roles as key workers and therefore could have been put on a Break In Learning from their programme. Other apprentices may have been furloughed, but still completing off-the-job learning.

Whatever the situation, it might be useful to think about how you can re-energise your apprenticeship programme to help everyone (your apprentices, your training provider and your line managers / mentors) to feel motivated and enthusiastic to continue with the programme.

These are some of the ideas and practical steps that employers within our network are currently developing and implementing within their organisations:

Think about a re-launch

Arrange to speak to your apprentices and also your training provider to understand where things are at. It is possible that if you have more than one apprentice, they may have progressed at different speeds. Arranging a kind of ‘re-launch’ of the programme for everyone could be really motivating, helping everyone to see the importance of the programme and a clear message from senior managers that you want things to resume.

Back from a Break In Learning

Arguably this will be the hardest group of apprentices to bring back. We know that many apprentices, whatever their age, may struggle to return from a Break In Learning. They may feel that they’ve been left behind, worry that they have forgotten some of their earlier learning or feel overwhelmed with how they are going to fit their learning in alongside work.

Work with your training provider to think about each individual apprentice and their personal circumstances. You could compare this situation to that of a member of staff returning from a period of time away from work for ill-health. You will need to think about the questions that you will need to ask to ascertain the support that they will need and whether any flexible arrangements need to be put in place to help them.

Re-energising the apprenticeship programme

✓ Returning from furlough

As with apprentices returning from a Break in Learning, apprentices that have been furloughed will also need to adjust to work again. Hopefully, they will have been continuing with their apprenticeship programme whilst on furlough – but you will need to speak to both the training provider and the individual apprentices to gather intelligence about the progress that they have made, how this will affect their learning plan (and possibly their end date) and how they are feeling about returning to both the workplace and to their apprenticeship programme. You will need to think about the questions that you could ask to ascertain the support that they will need and whether any flexible arrangements need to be put in place to help them.

✓ Tuning back into the programme

Each apprentice is going to need to reflect on where they are at with their apprenticeship programme. Consider asking your training provider to work with each apprentice to run a short 15-minute reflection activity where they are asked to think about their progress over the past few months. This reflection may be useful evidence to demonstrate behaviours and / or useful for the End-point assessment.

✓ What if the apprentice doesn't want to continue with their apprenticeship?

It is possible that after a Break In Learning, an apprentice may have decided that they can no longer see any benefit in continuing with their apprenticeship programme. A motivational career talk from you as their employer, or possibly someone else in the organisation that they look up to, explaining why it is valuable for the individual and for their career progression could be really motivating for them.

CO-OP CASE STUDY

“As a retail employer, we have experienced a particularly busy lockdown period and with many of our apprentices classed as delivering essential services we paused the apprenticeship programmes through breaks in learning.

We are now working hard with the Training Providers to kickstart the programmes again. Apprentices have been asked to write or record a short reflective piece to describe the new skills they have learned over the last three months.

This will map into their qualification and ease them back into their own learning again. From there, we will reset their learning plans and actions and re-energise the programmes.”

Effie Burrell, East of England Co-op

PEARSON CASE STUDY

“We are planning to make good use of role models, ambassadors and Senior Leaders within the business to relaunch the programme and to show their support and how they value the Programme.”

Siobhan Bradley, Pearson

Re-energising the apprenticeship programme

EAST SUFFOLK COUNCIL CASE STUDY

“Although we were lucky enough not to have to furlough any of our apprentices, they were finding it a struggle to collect off the job training working from home with less formal training in place. To assist with this, we launched a natural work team project for the apprentices to work on as a group. They are going to work on improving our digital recruitment/attraction of apprentices, given we can't do the usual face to face interaction with students at careers fairs currently. They are enthusiastic about getting started and they will have the opportunity to develop lots of new skills to help with their off the job training!”

Lydia Walker, East Suffolk Council



Further reading and useful links:

Break In Learning Covid-19 flexibilities:
<https://help.apprenticeships.education.gov.uk/hc/en-gb/articles/360012938179-Record-coronavirus-COVID-19-related-breaks-in-learning-in-the-ILR>

A new way of working

Reflect on the different ways that you have adapted learning and identified new opportunities for projects, work or study with your apprentices throughout lockdown.

For example:

- Are there elements that have worked well that could be built into the induction phase for any future apprentices?
- What has motivated and inspired your apprentices during this period and how can you use these motivators with other apprentices?

Maybe what matters to your apprentices has changed, talk with them about this and understand any new drivers, adapt where it is appropriate to do so. A healthy career path and opportunity for progression will be an even more valuable feature of an apprenticeship and improve long term retention, commitment and loyalty.

Mental Health and Wellbeing

The lockdown period has caused a huge amount of anxiety and stress to most individuals and it is quite possible that some of your team will have experienced some mental health issues at some point. Some individuals may have been able to self-manage these concerns through exercise, meditation and diet whereas others may have found that they have been more severe and required medical treatment.

The concerns that were causing anxiety and worry to many may not have gone away completely and so it will be important to create a workplace and team environment that is supportive and that encourages sensitivity, support and encouragement for those staff that may need it.

“Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment or the smallest act of caring, all of which have the power to turn a life around”
- Leo Buscaglia

There has been a fantastic plethora of mental health and wellbeing support for individuals to access and many of this is available free of charge. Taking some time to think about how this could be collated and used to signpost apprentices and their line managers could be a very worthwhile investment for your teams.

These are some of the ideas and practical steps that employers within our network are currently developing and implementing within their organisations:

✓ Using a return to work questionnaire

All employees will have been through a considerable amount of change emotionally, socially and practically since Covid. Using a return to work questionnaire is an effective way to create a personalised approach for each individual apprentice, re-building the trust and encouraging them to share their personal experiences and any anxieties or concerns that they may have with you.

✓ Who has the right/best relationship with the apprentice?

It is understandable that individuals may feel sensitive and anxious about discussing their confidential mental health and wellbeing concerns. Thinking about which member of staff is best placed to initiate those conversations is a big step in encouraging your apprentice to open up. Is it the provider? Their line manager? A workplace mentor or buddy?

Before this happens though, you will also need to consider if they have had any training in how to approach the conversation and in how to signpost effectively.

✓ Ask line managers to come forward

Line managers may need to be reminded about how crucial it is for them to make themselves available for their apprentices and to not shy away from sensitive conversations.

Encourage line managers to make regular contact with their apprentices and to maintain a visible presence so that if an apprentice needs to talk, they can easily get hold of them.

Mental Health and Wellbeing

✓ Know where you can access support

There is a wide range of support services, many of which are free of charge, that your apprentices could access. Speak with your training provider to find out which services and support are available to apprentices. For example, did you know that Remploy are commissioned to offer a mental health and wellbeing support service to apprentices of all ages? (See link below)

✓ Bring apprentices together to share experiences

Talking can be really therapeutic. Consider creating opportunities for apprentices to come together to share their experiences and to discuss certain topics. This could include their concerns and worries but could also focus on the positives of this unique period of time and what some of the benefits and best bits have been too.

✓ Celebration calendar

Throughout the year, there are many events and dates that you can use to give a reason to talk about mental health and wellbeing e.g. World Wellbeing Week. Research the dates throughout the year and challenge/encourage staff to think about what you could do within your workforce to celebrate and recognise these days to raise awareness of the different ways that individuals can be affected.

✓ Consider a discretionary food bank / financial hardship fund

It is possible that your apprentices may live at home with their parents or family members. In the coming months, unemployment is set to rise to extremely high levels and so it might be possible that individuals could suffer financial issues within their household.

Some employers have set up a discretionary food bank fund service where apprentices can ask for support to be able to purchase food and other essential supplies. This could also be expanded to include clothes, support travel costs and other discretionary items.

✓ Signposting to in-work benefits

In-work poverty is one of the biggest issues affecting individuals throughout Britain. The Department for Work and Pensions may be able to help through Universal Credit by topping up the salaries of low-paid workers.

✓ Speak to your provider about Additional Learning Support

Your training provider will have access to government funding called Additional Learning Support (ALS). This equates to up to £150 per month towards the costs of supporting an apprentice. It is claimed for each month, meaning that it can be flexed depending on the identified learning needs of your apprentice throughout or at specific points during their programme. ALS is there to support existing challenges as well as new needs that have emerged. This funding is held by the provider and is not usually passed onto the employer or the apprentice but could be used to provide additional support to any apprentices that need it.

Mental Health and Wellbeing

PEARSON CASE STUDY

“During Covid-19, we wanted a way to engage with our apprentices and be able to check in with them and gain feedback in a relaxed setting. We established ‘Time2Talk Cafes’ online and have a café style approach with a menu of topics facilitated by the apprentices covering areas such as Health & Wellbeing, Support and Communication ideas, Developing an online community and so on. They have been well received and we are planning to continue with this approach although will look forward to having some physically in a café when we can!”

Siobhan Bradley, Pearson

PETERBOROUGH MANUFACTURING COMPANY CASE STUDY

“Most people think of health and wellbeing as their physical health, but it’s so much more than that. At our company, we need our apprentices to bring their whole self to work each day physically, mentally and emotionally to produce the best product with perfect safety and perfect quality. Now, more than ever, our apprentices need the support. As a result, we have and will continue to host ‘Virtual Coffee Breaks’ to keep connected. We have also launched a Wellbeing Advocate group to keep the momentum on the importance of health and wellbeing moving forward.”

Peterborough Manufacturing Company

OPR ASSOCIATES LTD CASE STUDY

“During lockdown we have continued to work with individuals waiting to begin an apprenticeship but with delayed or cancelled start dates because of Covid-19. We have assisted them with research topics, practice tests and assessments, job searching, interview and CV consultation; in essence supporting with constructive action and helping to maintain a positive outlook despite challenging circumstances.”

Adele Carnera, OPR Associates Ltd



Mental Health and Wellbeing

Further reading and useful links:

Access to Work Mental Health Support Service for Apprentices

Available to apprentices experiencing mental health difficulties at work, no cost to employers:

<https://www.remploy.co.uk/employers/mental-health-and-wellbeing/access-work-mental-health-support-service-apprentices>

Coronavirus and mental health at work

<https://www.acas.org.uk/coronavirus-mental-health>

Support Wellbeing and Mindfulness

Amazing Apprenticeships' series of resources support wellbeing and mindfulness:

<https://amazingapprenticeships.com/wellbeing>

How to support mental health at work:

<https://www.mentalhealth.org.uk/publications/how-support-mental-health-work>

A new way of working

Many employers have increased awareness and support mechanisms for staff health and wellbeing during lockdown. Consider how you can maintain and build on this.

MentalHealth.Org shares an 'Employer checklist for creating mentally healthy workplaces' covering:

- Value mental health and wellbeing as core assets of your organisation
- Support the development of compassionate and effective line management relationships
- Address discrimination
- Value the diversity and transferable skills that lived experience of mental health problems bring and support disclosure

Thank you to all contributors

East of England Co-op
East Suffolk Council
John O'Conner Grounds Maintenance
OPR Associates Ltd
Pearson
Peterborough Manufacturing Company
University of Hertfordshire

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