

APPRENTICESHIP WORKFORCE DEVELOPMENT PROGRAMME

Mental Health in Apprentices: counting the cost

Good & Best practice identified in other curriculum areas

 South Devon College



PETROC

PETROC: Case Study highlighting feedback and impact

The Apprenticeship Workforce Development project partnership explored mental health support for apprentices to identify and collaborate on good practice and develop a business case to develop provision.

The following example showcases the result of staff awareness raising for the support available to apprentices under the impact measurement pilot of this project.

Learner A was on a Painting and Decorating apprenticeship. They had secured an employer and had started the course well. Attendance was good and work was being completed on time.

One day Learner A was present in college and left the workshop and broke down in tears in the car park.

The lecturer spoke to Learner A who said that they were having issues with the employer and cited anxiety and mental health.

The lecturer contacted the Wellbeing team to discuss. The Wellbeing team attended the situation and spoke to Learner A.

The Wellbeing team put their processes in place to support Learner A.

As this progressed, Learner A started to miss days at work. The employer contacted both the learner and the lecturer to discuss the situation and find a resolution.

Due to the pressure from employer, the learners' mental health deteriorated.

This escalated to the employer sacking the learner due to the amount of time off work. The employer ran a small business and had to keep cancelling jobs when Learner A did not show up for work. He was unable to plan as he didn't know if they would be working.

The lecturer and the Wellbeing team supported the learner through this process with regular contact, ensuring the learner was aware of the options available to them. Having to be removed from the apprenticeship, as they were no longer employed, the lecturer was able to transfer the learner onto the full-time level 2 diploma. The learner is attending college on a regular basis and on track to complete the diploma course.

The project undertook staff awareness raising which reinforced the lecturer's previous knowledge enabling them to follow correct procedures throughout the learners' attendance at college and the support of the Wellbeing team made sure that the learner was not disadvantaged. They continually supported them during college, making sure that their health was put first.

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