

# **ETF APPRENTICESHIP SUPPORT: DELIVERING APPRENTICESHIP STANDARDS**

**PRACTICE, ACTIONS AND TOOLS TO SUPPORT  
APPRENTICESHIP REFORM IMPLEMENTATION**

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## Foreword

The Education and Training Foundation is pleased to be able to share with you the eighth edition of the Apprenticeship Toolkit. It has been developed as part of the support offer for the sector to meet the challenges of delivering high quality apprenticeships in a continually evolving landscape.

There remains a strong focus on delivering high quality and numbers of apprenticeships at all levels, from intermediate to higher and degree level apprenticeships, aligned to the Government's Industrial Strategy. Through Apprenticeship Reform implementation the UK aims to improve productivity, achieving economic growth and improved outcomes for individuals and communities in the Education and Business sectors.

The success of the ETF Future Apprenticeship programme and current Apprenticeship Support offer has demonstrated that the professional learning and development of the apprenticeship provider workforce is key to improving quality and to providing better outcomes for both apprentices and employers. This year the focus has been on developing the skills the workforce needs to work collaboratively with employers and to plan and deliver the apprenticeship standards and end-point assessment. There is also information, resources and case studies to help providers with their quality improvement strategies.

The ETF Apprenticeship Support offer has been designed to meet the needs of all providers involved in apprenticeship delivery and there are options for providers who are just starting to plan for delivery, through to colleagues wanting to develop and improve their practice.

There is also the opportunity to connect with colleagues across the sector to share experiences, expertise and effective practice through online networks, the technical education community of practice and through Phase 6 of the Teach Too programme.

The previous toolkits have been downloaded and used by thousands of apprenticeship staff since they were first published, demonstrating the usefulness of the resource to providers. This toolkit will form a part of the ongoing support that ETF will continue to deliver for sector providers working within a diverse range of settings.

We have updated the toolkit to incorporate new policy updates, provider case studies and additional practical materials which we hope that you find useful. Please do get in touch if you have any comments or feedback. Your views are important to us and help us to tailor future support to your needs.

**Cerian Ayres**  
**Head of Technical Education**  
**Education and Training Foundation (ETF)**

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## The Apprenticeship reforms

Over the coming years apprenticeship delivery will radically change.

The reforms have put employers 'in the driving seat' when it comes to the development of apprenticeship standards, assessment and in control of funding.

The reforms will fundamentally change the way training providers deliver apprenticeships and run their organisations:

- the government's ambition for three million starts;
- the desire to make apprenticeships an attractive choice for young people;
- the need for economic growth and for the country to upskill;
- and the financial pressures on apprenticeship providers,

mean that those who aspire to deliver apprenticeships must continuously adapt and develop.

This eighth version of the toolkit was updated in May 2019 to reflect the latest policy and guidance, and as such all the information and tools are accurate as of this date. It is important that you read and use the toolkit in line with the latest government requirements and guidance.

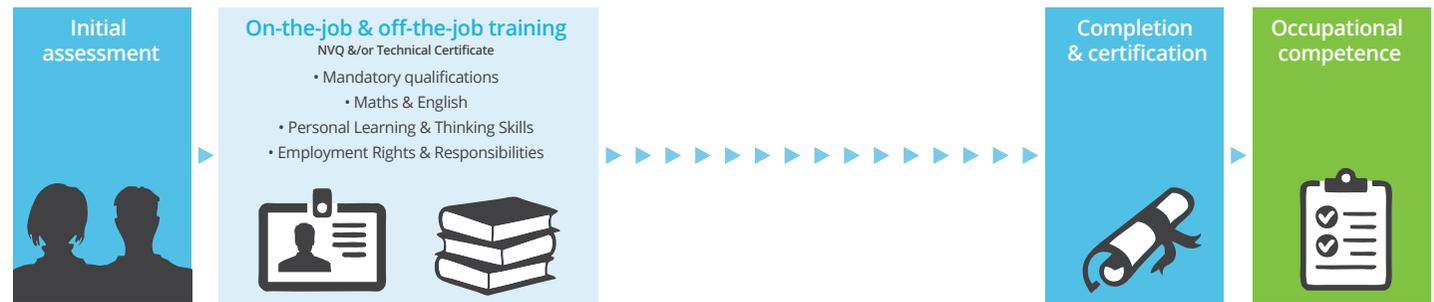
### Summary of the reforms

- **fundamentally changing the provider-employer relationship**  
Employer roles include: choosing apprenticeship standards for their employees; working with providers to design training plans; selecting their preferred End-point Assessment Organisation (EPAO); and paying mandatory employer contributions
- **replacing apprenticeship frameworks with concise occupational standards** designed by employers, with frameworks being switched off over the next few years as standards become available
- **graded end-point-assessment** with the current apprenticeship assessment process replaced by new employer-designed end-point assessment plans, ushering in end-assessment, grading, independent assessment, and flexibility as to whether qualifications are mandatory. A new Register of End-point Assessment Organisations (RoEPAO) has been introduced by the Education and Skills Funding Agency (ESFA)
- **radically changing the funding system.** The Apprenticeship Service, a digital portal system, has been launched for employers in which they can manage their apprenticeship process
- **an employer levy** at 0.5% of total payroll for all those who have payrolls exceeding £3m
- **new system governance arrangements**, with an independent employer-led body, the Institute for Apprenticeships and Technical Education, to oversee quality and governance, launched in April 2017

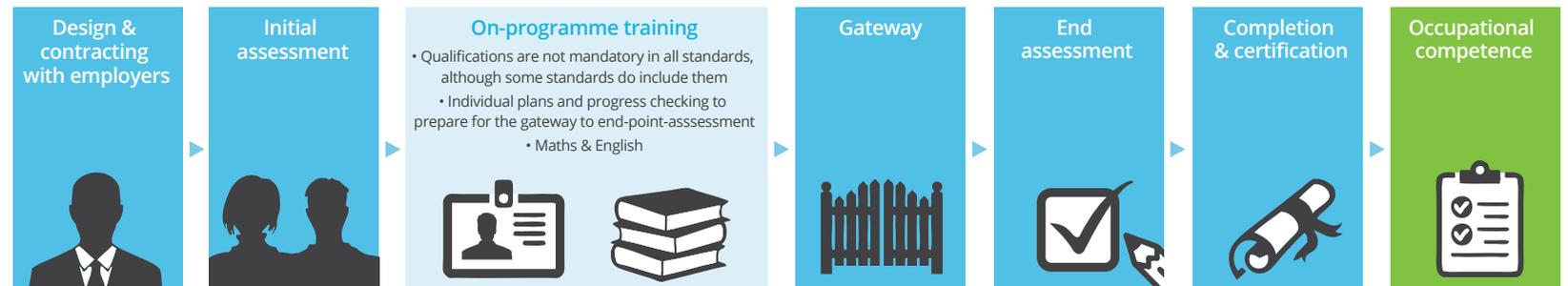
## The new Apprenticeship journey

### Frameworks (multi-occupational)

SASE (Specification of Apprenticeship Standards for England)



### Standards (one per occupation)



(Double click the paperclip icon to download a JPEG of this diagram)

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## Authoring organisations

This toolkit has been commissioned and funded by the [Education and Training Foundation](#). It builds on work with hundreds of colleagues, from all types of providers across the sector over the last three years.



### Acknowledgments:

We would like to thank all those providers who contributed to the case study material and shared resources and templates. We would also like to thank all those organisations involved in the original Future Apprenticeships programme, led by AELP, which underpinned much of the original content for this toolkit.

Leading Partner:



Strategic Partners:



The toolkit has been written and developed by the [Strategic Development Network \(SDN\)](#). Updates in 2019, draws on SDN's latest work with over 5,000 front-line staff to help them deliver apprenticeship standards and end-point assessment.



We would also like to thank colleagues across the sector who have shared effective practice through various ETF Teach Too and OTLA Apprenticeship, Digital and Technical programme projects.

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## Glossary of terms

| Parties involved                                |  |
|---|--|
| <b>Employer</b>                                 | Employs the apprentices, supports the apprentice in the workplace, may provide training or coaching.   |
| <b>Training provider</b>                        | Employers wishing to access funding must appoint an Education and Skills Funding Agency (ESFA) approved provider. Employers may choose to engage with one or more providers to deliver the on-programme training.  |
| <b>End-point Assessment Organisation (EPAO)</b> | Employers must select an End-point Assessment Organisation, approved by the Education and Skills Funding Agency (ESFA) to assess the apprentice, preferably at the start of their programme.   |
| Apprenticeship structure / key documents        |  |
| <b>Framework</b>                                | Apprenticeship frameworks set out the minimum standards, qualifications and requirements to meet the statutory governments requirements in England and Wales. This is used by training providers and employers to make sure apprenticeships are delivered consistently. Frameworks are to be phased out over the next few years and, in many cases, replaced by new standards. |
| <b>Standards</b>                                | Apprenticeship standards are developed by employer groups known as 'trailblazers'. The standards are concise documents which outline what an apprentice will be doing and the knowledge, skills and behaviours required of them, by job role. This, along with the end-point assessment plan, forms the foundation from which training providers develop their curriculum.     |
| <b>Assessment plans</b>                         | Each apprenticeship standard has an end-point assessment plan produced by trailblazers. This outlines the methodology for the end-assessment, criteria for grading and how each aspect of the apprenticeship will be assessed by independent End-point Assessment Organisations.   |

## Glossary of terms (continued)

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| Elements of the apprenticeships |   |
|---------------------------------|---|
| <b>Initial Assessment</b>       | Before an apprentice begins, the training provider must assess their prior learning to establish the 'starting point' or baseline of the apprentice. This informs how much of the apprenticeship training content the individual requires. It checks that the apprenticeship is an appropriate training programme for the individual.   |
| <b>On-programme</b>             | This is the period from start until the end-point assessment gateway is met. Apprentices must receive a minimum period of 12 months on-programme training, with 20% off-the-job training, which can be a combination of off-the-job activities with the employer or training provider prior to taking the end-point assessment to meet funding eligibility requirements. It will include training to develop the skills, knowledge and behaviours detailed in the standard and completion of any mandated qualifications, including English and maths where required. Preparation for the end-point assessment should be completed in this phase. This is the area of significant interest for apprenticeship training providers. |
| <b>Gateway</b>                  | Any requirements that must be completed / achieved as a pre-requisite to undertaking the end-point assessment are termed the gateway. For example, maths and English minimum requirements. The gateway components are therefore the key outputs of the on-programme training period. The trainer and the employer must be confident that the apprentice is fully competent and can meet any of the potential assessment criteria for skills, knowledge or behaviours.   |
| <b>End-point assessment</b>     | Apprentices on the new standards will no longer be assessed unit-by-unit through their training programme, but instead will be assessed at the end of their apprenticeship. This, in most cases, will be assessed by an agency-approved End-point Assessment Organisation. Training providers will have a pivotal role to play in preparing the apprentice for end-point assessment (see above).  |
| Roles                           |   |
| <b>Trainer</b>                  | The term trainer is commonly used in relation to roles within the on-programme period. A trainer may be appointed by the employer or training provider to deliver some or all parts of the on-programme phase of training. This includes delivering any mandated qualifications, preparation for the end-point assessment and all gateway components. The trainer has no status within the end-point assessment, unless specifically referenced and approved within the end-point assessment plan (for example being a signatory to a portfolio or a panel interview). The terminology may differ slightly within different end-point assessment plans.   |

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| Roles (continued)  |  |
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| <b>Independent assessor</b>                                    | Individuals involved in administering and delivering the end-point assessment are commonly termed the assessor, end-point assessor or independent assessor and must be appointed by an approved end point assessment organisation. The terminology and approaches to ensuring independence of assessment may vary with different end-point assessment plans.   |
| Funding and government systems                                 |  |
| <b>Register of Training Organisations (ROTO)</b>               | All organisations that currently receive direct contract funding from the Education and Skills Funding Agency (ESFA) are required to apply to the Register of Training Organisations. From May 2017 this has co-existed with the RoATP for delivery of other funded training (not apprenticeships) There is a separate application process.<br><a href="http://www.gov.uk/government/collections/sfa-register-of-training-organisations">www.gov.uk/government/collections/sfa-register-of-training-organisations</a>  |
| <b>Register of Apprenticeship Training Providers (RoATP)</b>   | All organisations (providers and employers) that will participate in delivering apprenticeship training need to be on the register since May 2017.<br><a href="http://www.gov.uk/government/publications/register-of-apprenticeship-training-providers">www.gov.uk/government/publications/register-of-apprenticeship-training-providers</a>   |
| <b>Register of End-point Assessment Organisations (RoEPAO)</b> | All organisations who intend to set themselves up as an independent End-point Assessment Organisation, will first need to be approved by the Education and Skills Funding Agency (ESFA) and sit on the Register of End-point Assessment Organisations (RoEPAO). Applications to register are open regularly.<br><a href="http://www.gov.uk/government/publications/register-of-apprentice-assessment-organisations">www.gov.uk/government/publications/register-of-apprentice-assessment-organisations</a>   |
| <b>Employer levy</b>   | The government will introduce an employer levy at 0.5% of paybill for all those who have payroll costs exceeding £3m. These employers will receive an allowance of £15,000 to offset against payment of the levy. This was introduced in April 2017 to help fund 3m apprenticeships and is likely to drive demand from employers wanting to engage with apprenticeships. From April 2019, levy-paying employers can transfer a maximum amount of 25% of their annual funds. They can make transfers from their apprenticeship account to as many employers as they choose. |

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| Funding and government systems (continued)                       |   |
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| <b>Funding bands and incentive payments</b>                      | The amount of government funding available to an apprenticeship is currently based on a series of funding bands, but this does not amount to a tariff or a rate card. Employers will negotiate a price which will determine the maximum government contribution. There are also a number of incentive payments for employers based on the age of the apprentice, size of the employer and upon achievement of the apprenticeship. This system ceased to operate at the end of April 2017 having been replaced by the new banded system, the Apprenticeship Service and the levy requirement for new starts, although those starting before May 1st 2017 will continue to be funded under the old system. The Institute for Apprenticeships and Technical Education has subsequently reviewed 31 existing funding bands and at the time of writing (April 2019) is now reviewing a further 30 standards. |
| <b>The Apprenticeship Service</b>                                | The Apprenticeship Service is a digital service which enables employers to make decisions about taking on apprentices (for all apprenticeships and all employers including the smallest), giving employers greater purchasing power and oversight of providers available and giving transparency on apprenticeship standards and their costs. At the time of writing (April 2019) employers who do not pay the Levy will pay training providers direct but can use the service to find providers.   |
| <b>The Institute for Apprenticeships and Technical Education</b> | To oversee the ongoing development and quality of apprenticeships, an independent employer-led body, the Institute for Apprenticeships and Technical Education (IfATE), has been created. An independent chair will lead a small board of employers, business leaders and their representatives, to drive up apprenticeship quality, approve standards across all technical education (including apprenticeships), update existing standards, oversee the end-point assessment system. Their remit also includes an external quality assurance function and oversight of the work of End-point Assessment Organisations.  |
| <b>Apprenticeship Sector Development Board</b>                   | The Apprenticeship Sector Development Board (ASDB) advises on expanding apprenticeships nationally, and aims to increase the number of apprenticeship places that employers offer in both the public and private sector. The board will report directly to the Skills Minister, and will work with the National Apprenticeship Service.<br><a href="http://www.gov.uk/government/groups/apprenticeship-delivery-board">www.gov.uk/government/groups/apprenticeship-delivery-board</a>   |

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## How to use the toolkit

### This toolkit is practical.

If you are an experienced apprenticeship leader, manager or practitioner, you'll know much of what's presented, and in fact for many of you the toolkit will re-iterate elements of your "day-job". What we've attempted to do is to place your knowledge squarely in the context of the implementation of the apprenticeship reforms, as we understand them as at May 2019.

If you are new to the delivery of apprenticeships, we hope you will also find the toolkit of great value in helping you develop your offer.

To reach that understanding, we've built on work with hundreds of colleagues, from all types of providers who have engaged with the Future Apprenticeship programme. We've identified the main issues and decisions that need to be taken, and laid alongside them checklists of actions, tools, resources and perspectives from your peers. We hope you may be able to use them to plan and deliver your route to successful, high-quality and financially viable apprenticeship delivery.

Most of the external links in the toolkit relate to the reforms. However some refer to apprenticeship frameworks but hold useful information which can be applied to standards delivery.

This toolkit does not provide you with oven-ready answers to the challenges of transition from frameworks to standards. What it offers is a current understanding of the actions and issues that your peers are facing now and those that they foresee over the coming years, so that you can identify, consider and prioritise your own actions.

For those of you who are well on the road to implementation of apprenticeship standards, we hope you might find some things in the toolkit to enhance your work. For those of you who are just beginning, our aim is to give a short-cut to a systematic approach to planning delivery of apprenticeship standards.

The toolkit has been designed to be dipped into rather than read from cover-to-cover, and we hope is straightforward to navigate, with menus on every page.

A simple template has been provided to allow you to collect your own thoughts and actions as you use the toolkit.



**Double click the paperclip icon to download the template which you can save to your own computer.**

The key purpose of the toolkit is to help you set your apprenticeship agenda and transition journey to the new standards.

If you have any suggestions or comments on how this toolkit could be improved or developed, please get in touch with the Education and Training Foundation.

**Please note**, the information within this toolkit is accurate as of its publication date. It is important that you read this toolkit in conjunction with the latest official government policy, guidance and rules.

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## How to use the toolkit (continued)

The toolkit is split into two broad sections, covering 15 topics:

### 1 Strategy & planning:

setting your strategic priorities and objectives; understanding the opportunities, customer needs and financial viability; mapping out the organisational structure and partnership arrangements required; and agreeing the plan, timescales and team to drive the transition forward.

#### Strategy & planning

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### 2 Implementation:

putting the operational building blocks in place for future apprenticeship delivery, from curriculum development, assessment and quality, to business development, marketing and compliance.

#### Implementation

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| <b>7 Business development &amp; sales</b>                              |
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## How to use the toolkit (continued)

Each topic contains:

- **Topic overview** – what's changing, when and implications for training providers
- **Inputs from other Topics**
- **Actions** – for leaders, managers and front-line delivery staff
- **Perspectives** – case study examples from those who are working through the process
- **Links and guidance** – sign-posts to official guidance and other helpful external resources
- **Tools** – templates, tools and resources to use as you progress

### Navigating the toolkit

The introductory sections and 15 topics can be accessed directly using the menu on the left of each page. There are hyperlinks throughout the document to help you navigate within the toolkit and to external resources.

The 'Action' sub-sections within each topic gives you the option to tick the actions most relevant to you and your job role, which you can copy and capture on your own action plan template.

Also watch out for these icons:



Leaders



Word Tool



Managers & Staff



Powerpoint Tool



Practitioners



Excel Tool



Resource Link



PDF Tool

In the final section, there are three longer case-studies from a college, an independent training provider and a university.

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## Toolkit section map

|                     | Topic                                      | Description  |
|---------------------|--|--|
| Strategy & planning | <b>1 Vision, strategy &amp; leadership</b> | The starting point for your organisation. What are your strategic priorities and objectives for apprenticeship standards? How does your apprenticeship strategy align with and impact on your overall strategy?  |
|                     | <b>2 Business planning</b>                 | The first step in translating your vision objectives and targets, including target customers, occupations and standards, identifying standards to pilot the top level timings for piloting, dual running and switchover and top level financial targets.   |
|                     | <b>3 Finances &amp; funding</b>            | Based on the latest funding guidance (which are signposted) this section will help you understand the key financial features of the reforms including funding bands, employer contributions, and the employer levy and begins to share ideas to help you develop models for pricing, costing, viability and cash flow.   |
|                     | <b>4 Organisation planning</b>             | Led by your strategic objectives, business plan and partnership arrangements, you will need to review their capability and capacity. This section will help you ask – what are the new or changing roles we need? What are the alternative organisational structures and models? This section will assist you to develop the appropriate delivery models and workforce development plans required. |
|                     | <b>5 Partnership &amp; collaboration</b>   | This section begins to consider how partnership working and sub-contracting might change and what new opportunities might emerge.  |
|                     | <b>6 The transition project</b>            | How do you organise yourself for the transition? Who should be involved within your team, what are the key work streams, when and in what order should you tackle them? This section helps you design and deliver your organisational change programme.  |

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|                | Topic  | Description  |
|----------------|--|--|
| Implementation | <b>7 Business development &amp; sales</b>                              | As you deliver standards, your relationships with employers will fundamentally change, with new approaches to sales and contracting, and with employers more involved in the design of the on-programme elements of delivery for some standards.   |
|                | <b>8 Marketing &amp; communications</b>                                | Standards are not a single product offer. Your employer offer will frequently need to be flexed to suit different types of employer, with a focus on customers who are contributing directly both financially and to delivery. Your marketing messages need to change from “one-size-fits-all” and “free training” to “flexible, customised, for your business”.                 |
|                | <b>9 Apprentice recruitment &amp; initial assessment</b>               | The core concept of an apprenticeship – a job with training – is not changing. Prospective apprentices and parents will see little difference in the core messages. However, there may well be changes for careers education, advice and guidance professionals. The initial assessment also has greater importance, which has been set out in this section.                     |
|                | <b>10 Curriculum design</b>  | You will need to decode published standards and end-point assessment plans and any mandated qualifications, to design your curriculum, learning plans and training resources. The standard will also give your employer customers greater freedoms to design and negotiate the curriculum. This section helps you decode published standards and deploy your training expertise. |
|                | <b>11 Delivery &amp; preparing for end-point assessment (expanded)</b> | Teaching, learning and on-programme assessment now has one goal: to prepare the apprentice to demonstrate their job-readiness at an end-point-assessment. This section will help you explore how to deliver a new curriculum, develop on-programme assessment and get an apprentice ready to move through the gateway to end-point-assessment.                                   |

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|                | Topic   | Description  |
|----------------|---|--|
| Implementation | <b>12 Higher &amp; Degree Apprenticeships</b> | Apprenticeship standards are based on occupational roles. Progression opportunities will become available where an apprentice's role develops with their employer. This section looks at the importance of building clear progression routes within your training offer, the partnership considerations to build this, and making the employer and learner aware of these possible pathways from an early stage. This section discusses the opportunities available through higher and degree apprenticeships, the demand for which is likely to increase as the levy beds in. |
|                | <b>13 Your people &amp; their skills</b>      | Delivery of standards will require changes to staff knowledge, skills, and behaviours in teams throughout the organisation. Staff development activity is a key strand of implementation. Specific skill development could be needed for example, to manage new types of relationships with employers or to reskill your current framework assessment team.  |
|                | <b>14 Your systems &amp; procedures</b>       | The changes to curriculum, assessment, and funding will impact on your systems, processes and compliance requirements. This sections considers the impact on various provider systems, from MIS, ILR and LMS to pricing structures, evidence collection, and performance data. The reforms are likely to lead you to review and introduce new technology.  |
|                | <b>15 Quality arrangements</b>                | New government requirements, the transition within your business and the increased role of employers (and potentially partners) means you will need to carefully consider your quality arrangements. This section will help you to identify risk and develop a quality plan to mitigate those risks – from the quality of delivery and managing partners, through to employer agreements and compliance.   |

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## Index of tools

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| 1.i       | Strategic implications of the reforms                                   | Powerpoint  |
| 1.ii      | Framework for a strategic transition briefing                           | Word        |
| 1.iii     | Ten transition issues for discussion                                    | Word        |
| 2.i       | When to jump to standards   | Excel       |
| 2.ii      | Secondary LMI data sources  | Word        |
| 2.iii     | KPI planning tool   | Word        |
| 3.i       | Financial sensitivity analysis  | Excel       |
| 3.ii      | Apprenticeships funding reform  | Powerpoint  |
| 4.i       | Stakeholder analysis for the implementation of the individual standards | Word        |
| 5.i       | Due diligence checklist   | Word        |
| 5.ii      | Supply chain QA checklist   | Word       |
| 5.iii     | Working in partnership and collaborating                                | Word      |
| 6.i       | Transition project health check   | Word      |
| 6.ii      | Threat analysis tool  | Word      |
| 6.iii     | Self-review template - where are we now?                                | Word      |

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| 6.iv      | Transition planning for the implementation of individual standards | Word          |
| 6.v       | Transition workstream planning template example                    | Word          |
| 6.va      | Transition workstream planning template                            | Word          |
| 6.vi      | Transition themes – self assessment survey                         | Excel         |
| 7.i       | Decoding the standard – business development checklist             | Word          |
| 7.ii      | Business development operational checklist                         | Word          |
| 7.iii     | Key account management checklist                                   | Word          |
| 7.iv      | Business development confidence scale                              | Word          |
| 7.v       | A summary of the reforms for employers                             | Powerpoint    |
| 8.i       | Secondary LMI data sources   | Word          |
| 10.i      | Unpicking the standard – curriculum exercise                       | Word        |
| 10.ii     | Glossary of terms for standards and end-point assessment plan      | Word        |
| 10.iii    | Decision tree for curriculum planning                              | PDF         |
| 10.iv     | Delivery model and associated costs tree                           | Word        |
| 10.v      | Curriculum mapping presentation summary slides                     | Powerpoint  |
| 10.vi     | Checklist – curriculum planning for apprenticeship standards       | Word        |

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| 11.ii     | Mapping out on-programme assessments template           | Word        |
| 11.iii    | Grading confidence checklist                            | Word        |
| 11.iv     | Self review – gateway decision                          | Word        |
| 13.i      | Transition event for staff                              | Powerpoint  |
| 13.ii     | Decoding the standards – agenda                         | Word        |
| 13.iii    | Decoding the standards                                  | Powerpoint  |
| 13.iv     | Unpicking the standard – curriculum exercise            | Word        |
| 13.v      | Decoding the standards – business development checklist | Word        |
| 13.vi     | Trainer confidence scale                                | Word        |
| 13.vii    | Business Development confidence scale                   | Word       |

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## Revisions

This eighth version of the toolkit has the following updates:

- 1 Amendments to reflect policy changes, with expanded sections incorporating the latest effective practice
- 2 New and updated provider perspectives and case studies taking account of experiences since the last version
- 3 New and amended tools, to reflect both policy changes and experiences

### Policy revisions

#### Apprenticeship standards

Updated regularly

#### Removal of apprenticeship frameworks

Last Update 30 October 2018

#### Register of apprenticeship training providers

Last Update 12 December 2018

#### Post-16 skills plan and independent report on technical education

Last Update 30 November 2018

#### Technical and Further Education Act 2017 –

First published 27 October 2016,  
Received Royal Assent on 27 April 2017

#### Apprenticeship end-point assessments: Ofqual's approach to external quality assurance

Last Update 5 December 2018

#### Register of End-point Assessment Organisations (guidance for employers and applicants)

Last updated 11 April 2019

#### Guidance: Apprenticeship funding: how it works

Updated 13 March 2019

#### Apprenticeship funding bands

Last Update 15 March 2019

#### Apprenticeship funding rules

Last updated 15 March 2019

#### Apprenticeships: become a training provider (Employer Guide)

Last updated 12 December 2018

#### Guidance for groups of employers (trailblazers) on proposing and developing a new apprenticeship standard

Last Updated 6 February 2018

#### Providing external assurance on subcontracting controls

Last updated 27 June 2018

#### Business Plan 2019-20

Current April 2019

#### Public sector apprenticeship target

Last updated 9 February 2018

#### Apprenticeships: off-the-job training

Last updated 3 April 2019

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## Revisions (continued)

### Changes to tools

The following tools or resources have been updated.

|        |  |            |
|--------|--|------------|
| 1.i    | Strategic implications of the reforms - slides for leadership teams April 2019 | Powerpoint |
| 1.ii   | Framework for strategic transition briefing April 2019                         | Word       |
| 3.ii   | Apprenticeships Funding and Digital Apprenticeship Service April 2019          | Powerpoint |
| 7.v    | Summary of reforms for employers April 2019                                    | Powerpoint |
| 10.i   | Unpicking the standard – curriculum exercise                                   | Word       |
| 10.ii  | Glossary of terms for standards and assessment plans                           | Word       |
| 10.iii | Decision Tree for Curriculum planning April 2019                               | PDF        |
| 13.i   | Transition event for staff April 2019  | Powerpoint |

The following tools have been added.

|        |  |            |
|--------|--|------------|
| 10.iv  | Delivery model and associated costs V-2                        | Word       |
| 10.v   | Curriculum mapping presentation summary slides                 | Powerpoint |
| 10.vi  | Checklist - curriculum planning for apprenticeship standards   | Word       |
| 11.i   | Decoding the standard template – setting up the apprenticeship | Word       |
| 11.ii  | Mapping out on-programme assessment tool                       | Word       |
| 11.iii | Grading confidence checklist                                   | Word       |
| 11.iv  | Gateway Self-review template                                   | Word       |

# 1 VISION, STRATEGY & LEADERSHIP



## Overview

Often this will be the starting point for your organisation.

In most organisations, strategic review is a continuous process that drives the business. The apprenticeship reforms may well cause fundamental and strategic changes for your organisation in areas such as: what provision you decide to offer. At one extreme, apprenticeships might currently be your core business, particularly if you specialise in a sector or occupation; at the other it may be one of many different products you deliver and be a marginal or lower risk investment for your organisation. In both cases, there are tools to help place key elements of the reforms in the right context.

New standards have replaced frameworks in most, but not all cases and lots of new standards have been developed that did not have an equivalent framework. All frameworks will be withdrawn by the 2020 to 2021 academic year. The new end-point assessment introduces a separate and independent test of competence that is graded and administered by an apprenticeship assessment organisation. Funding reform now places an emphasis on employer contributions but this is coupled with an incentive scheme where an employer, in certain circumstances, can recover the investment in the apprenticeship. Employers with a payroll cost in excess of £3 million annually are subject to a 0.5% of total payroll levy which can be offset by training apprentices, and can now transfer 25% of their unused Levy to other employers. The public sector will have apprenticeship targets for recruitment of 2.3% of total organisation headcount. The new Apprenticeship Service has been introduced to simplify the sourcing of apprenticeships for everyone.

### English Apprenticeships –Our 2020 Vision (Dec 15):

*“...we envisage a migration from apprenticeship frameworks to standards over the course of the Parliament, with as much of this to take place by 2017/18 as possible. We will stagger the withdrawal of public funding for new starts on framework apprenticeships as employers take on apprentices on the new standards, and give reasonable prior notice to training providers of this so that they can review their training offer.”*

As a first step a *strategic appraisal* will make sure your top-team has a clear understanding of:

- *the reforms themselves*: the government’s employer-led vision, policies, targets and plans. The nature of the reforms has resulted in guidance for providers developing as government policy emerges. It is important you have a robust scanning and dissemination process, to make sure that you are planning based on the latest policy
- *your own operating environment at a high level*: your target employers, local and national skills priorities, the demand from potential apprentices, and your competitors
- *your apprenticeship track record, your resources, capabilities and potential* as an organisation and the role of your partners and contractors

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# 1 VISION, STRATEGY & LEADERSHIP



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▶▶▶ **Inputs from other sections to support these actions**

From topic: 2 (Business planning) ▶

- Mapping of your current frameworks to standards
- Availability of new apprenticeship standards
- Labour Market Intelligence (LMI), including analysis of Local Enterprise Partnership (LEP) priorities and local and national skills needs
- Availability of End-point Assessment Organisations

**The outputs of your work in this area will be:** ▶▶▶

- 1 A clear vision for your future apprenticeship offer and its fit with your wider organisational vision
- 2 Strategic objectives, high-level performance and financial targets for your future apprenticeship offer
- 3 Ownership of your top-teams to your future apprenticeships vision
- 4 Increasing awareness across your organisation of the potential impact of the changes

# 1 VISION, STRATEGY & LEADERSHIP

## Actions

### L Actions for Leaders

Ensure your leadership and governance teams understand the reforms and put in place arrangements for on-going intelligence gathering and briefing

Review and adjust existing strategic plans, targets and mission

Consider alternative scenarios for your future apprenticeship strategy, perhaps scaling up or down, perhaps diversifying into new occupations, or new geographies

Establish your strategic priorities and objectives for future apprenticeships

Consider how your apprenticeship strategy aligns with and impacts on your overall strategy

Review your current apprenticeship offer and begin to identify the sectors and occupations in which to deliver standards

Where possible and appropriate, involve and test your thinking with your managers, staff and partners

### M Actions for Managers & Staff

Be aware of the changes to apprenticeships

Support your leadership team in developing plans for the future development of apprenticeships in your organisation

### P Actions for Practitioners

Investigate what changes there might be in the way you deliver apprenticeships

Start to think about how you might need to develop your knowledge and skills

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# 1 VISION, STRATEGY & LEADERSHIP

## Perspectives/case studies

*“My advice to training providers is to be willing to engage, change and adapt. Put yourself in the driving position. It’s always better to keep something, rather than play catch up. There are significant opportunities for providers – positioning themselves so they become the preferred supplier for an employer and designing and delivering what they want – this is what the majority of employers are after, so there are certainly opportunities there.”*

### SABIC UK Petrochemicals Ltd (employer)

#### Craig Hargreaves, Senior Trainer & former Trailblazer Chair

SABIC UK are an employer in the North East. The organisation employs 30 apprentices and has been heavily involved in the design of new standards as a trailblazer chair.

*“You need to think differently delivering standards. You can’t reproduce what you have always been doing, particularly when there is competition. Identify what you are good at as a company and look where you can build and develop. It may not necessarily be delivering the whole standard – look to collaborate with others.”*

### Profile Development and Training Ltd

#### Andrea Webb, Managing Director

Profile Development and Training Ltd is a small independent training provider based in Kent.

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# 1 VISION, STRATEGY & LEADERSHIP

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## Perspectives/case studies (continued)

### Case Study

#### London South East Colleges

##### Strategic process:

The College carried out detailed labour market intelligence research, linking it closely to engagement with employers through advisory boards, events and individual meetings. In doing so, the College revised its apprenticeship offer to meet the needs of the local and regional economy and making sure apprentices have clear career pathways in growing industries.

The views of employers and sector bodies have been sought through a series of Employer Advisory Boards established to make sure there is clear line-of-sight to sustainable employment from all apprenticeship pathways. For example, the Hospitality and Catering Board includes representatives from Springboard and the Dorchester Hotel Group who have advised on future skills needs.

By engaging with the Future Apprenticeships support programme, both the senior leaders, invited governors and a selection of the relevant staff have been briefed on the latest detail of the reforms and on the College vision and planning structure.

The College set up a strategic cross-college group to review the impact of the funding reform changes to make sure they are fully prepared for what will be the most significant change to apprenticeships for a generation. This will be complemented by an implementation group who will drive the operational planning forward.

##### Outputs:

These activities and structures helped the College to set priorities and produce an apprenticeship strategy which linked closely with their employer engagement strategy



##### Observations:

The College's traineeship and pre-apprenticeship programmes are central to the growth in apprenticeships – making sure there is a ready supply of potential apprentice recruits to fill employer vacancies.

There has been a clear recognition that employers need to be closely linked to all aspects of the apprenticeship strategy, particularly in light of the funding reforms. This has been managed by developing a separate Employer Engagement Strategy, identifying the ways in which this will be achieved. Employers will be involved in the development, design and delivery of the curriculum, have an input in the strategy, and be actively encouraged to participate in new initiatives and events.

*“Although seemingly a long way off, we have recognised that the systems, structures and processes for adopting the reforms need to be in place now, so that we are in the best position to respond quickly to opportunities that will undoubtedly arise from these changes”*

**Carol Smith, Director of Apprenticeship Skills Development  
London South East Colleges**

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## Links

### Apprenticeship changes



The Department for Education (DfE) sets out the aims for apprenticeship reform and summarises how this will benefit employers and apprentices. The benefits realisation updates summarise progress in achieving the growth targets set out in the strategy. Last updated May 2018

### English Apprenticeships: Our 2020 Vision



This document provides a summary of the main English Apprenticeships: Our 2020 Vision document



Executive Summary

### 2020 Vision



National Apprenticeship Service (NAS) video outlining the government's 2020 Vision for Apprenticeships

### New apprenticeship standards developed by employers



The Institute for Apprenticeships publishes the new apprenticeship standards as they become available

### Removal of apprenticeship frameworks



List of apprenticeship frameworks which will be closed to new starts. Last updated Oct 2018

### Supporting apprenticeships



Ministerial statement updating apprenticeship policy. October 2016

### ETF Leadership Hub



ETF's Leadership Hub provides resources for leaders, managers and those involved in governance across the Education and Training sector

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## Tools

### 1.i Strategic implications of the reforms – slides for leaders



A slide deck to assist senior teams in their understanding of the reforms and its strategic implications on the organisation. The tool has been updated April 2019

### 1.ii Framework for a strategic transition briefing



A short action plan template for the first stages of planning, derived from the McKinsey 7-S organisational change model. The tool has been updated April 2019

### 1.iii Ten transition issues for discussion at meetings and briefings



A set of issues and discussion points that can act as prompt questions or ice breakers in high-level strategy sessions

(Double click the paperclip icon to download the tool)

### In the next three years you'll need to ask...

- How successful has your apprenticeship strategy been in practice and how do you see this developing?
- How are you taking account of the evolving skills policy landscape with the ongoing apprenticeship reforms and the introduction of T-Levels and routeways?
- What has been and might be the on-going impact of political and economic developments such as:
  - Brexit
  - ESF and other EU funding
  - City Deals and Local Enterprise Partnership (LEP)
  - Devolved administrations (cross-border impacts)

## 2 BUSINESS PLANNING

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### Overview

Business planning for your future apprenticeship provision will translate your vision and strategy into delivery and finance targets for the standards you want to deliver.

Based on your analysis of customer data, local labour market intelligence, performance data and your capacity and capability, you can prioritise which apprenticeship standards to pilot and deliver.

That will be the basis for setting targets and key performance indicators to feed into your detailed financial planning, organisation planning, partnership and collaboration and your transition project.

#### Analysis

As the basis for your business planning decisions you'll start with high-level analysis of your:

- local and national labour market (LMI)
- past performance: looking at historic volumes and trend data
- organisation's (and your partners') capacity and capability

in the context of your understanding the timing and extent of the opportunities presented by the apprenticeship reforms.

#### Market analysis

Your analysis of current and future demand for workforce skills and those that could be met through apprenticeships will be based on:

- understanding your current customers and their needs
- local and national published data
- regional planning priorities such as the Local Enterprise Partnership (LEP) strategies

#### Finance and performance analysis

Your sources for historic performance data include financial data (apprentice revenues and costs) and management information, data returns such as the Education and Skills Funding Agency (ESFA) and Ofsted, and comparative benchmarking data. You'll be pinpointing those frameworks and levels in which you've been successful, allowing you to identify the apprenticeship standards that you could pilot and deliver.

#### Internal analysis

To understand strategically which, when and how many apprenticeships your organisation can deliver, you can assess at a high-level, the overall capacity and capability of your staff, delivery partners, sub-contractors, systems and processes.

#### Prioritise

How do you identify which apprenticeships to deliver? Are you ready to switch to delivering standards? You can then ask:

- which of the frameworks you deliver, directly or in part, read across to a published standard, or one identified as in development?
- are there new standards published or in the pipeline that might represent a new opportunity for you? For example there are new standards for a business administrator, digital business administrator financial services administrator, payroll administrator, etc.
- which of your frameworks is marked for removal before August 2020?

# 2 BUSINESS PLANNING



## Overview (continued)

- are you successfully delivering viable frameworks that don't yet map to a standard? What might the response to this be?
- are there frameworks that you deliver where volumes or success rate performance were weak

The "When to Jump" tool can help you reach the decision of which apprenticeship standards to pilot and deliver.

### Targets and key performance indicators

We've provided you with a tool from which you could select a suite of critical targets and key performance indicators (KPIs) for your own business and to meet external reporting requirements. They will drive your employer engagement, marketing and sales, apprentice recruitment, and curriculum design.

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▶▶▶ **Inputs from other sections to support these actions:**

From topic: 1 (Vision, strategy & leadership) ▶

- Your vision for your future apprenticeship offer and its fit with your overall vision
- Strategic review and analysis of high-level external and internal data
- Strategic objectives and high-level performance and financial targets, and skills priorities for your future apprenticeship offer
- Participation and ownership of your leadership and governance teams of future apprenticeships vision
- Increasing awareness across your organisation of the vision and potential impact of the changes

**The outputs of your work in this area will be:** ▶▶▶

- 1 Targets for sectors, occupations, employers and apprentices
- 2 What your mix of apprenticeship standards and frameworks will be over the next few years, when you are going to switch and how far dual running might need to go
- 3 Whether you might pilot some standards and if so which ones and when
- 4 Financial targets
- 5 Early indications of your capacity and capability to meet your new business objectives

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### Actions

#### L Actions for Leaders

##### Analyse

Understand current and future skills priorities, and competitor providers in the regions, sectors and occupations in which you operate

Review your employer portfolio and potential employers to identify and prioritise customers for apprenticeship standards

Assess your past delivery and financial performance

Assess the capacity and capabilities of your organisation (and if appropriate your sub-contractors) for future apprenticeship delivery

##### Prioritise

Set the core priorities including for business development, employer engagement and the curriculum design

Model the overall financial implications, consider the impact on quality and identify the strategic risks

#### Targets and key performance indicators

Agree KPIs for the overall business plan. This could include internal and external targets for:

- market segmentation, market share and the ability to respond to changes in need
- internal performance
- success and achievement in target sectors
- development of new provision, new sectors and future apprenticeships

#### M Actions for Managers

##### Analyse

Research sectoral and geographical skills priorities

Assess the competition and the likely demand for apprenticeships

Assess which employers and which sectors to pilot new standards first with

Assess which subcontractors or partners could be best placed to participate in piloting

## 2 BUSINESS PLANNING

### Actions (continued)

#### M Actions for Managers (continued)

##### Prioritise

Translate core priorities into a delivery strategy that could include business development targets, increasing the depth and breadth of employer engagement (including targeting employers for piloting standards) and equipping your staff

##### Targets and key performance indicators

Agreed measurable KPIs and outcomes, linked closely to market intelligence and responsiveness to employers (especially small employers)

Devise actions to maximise success in target sectors (curriculum milestones linked to incentive payments and tailoring the curriculum and training plan to increase rates of success)

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### Perspectives/case studies

*“In the financial sector for example, new standards have been developed from Level 2 to Level 7 in a broad range of roles. This provides real pathway opportunities for apprentices and employers – an opportunity that providers should consider when developing their offer.”*

#### Barclays Mike Thomson, Head of Early Careers

As an employer, Barclays work with a range of providers and have a lot of input into the training themselves. They have around 600 apprentices on-programme (likely to increase with the levy) in a wide range of roles from financial advising, IT and digital, corporate, investment banking and all operational areas. They were one of the first banks to take advantage of Degree Apprenticeships – they also chair a number of trailblazer groups.

*“For HEIs, I’d say plan before you jump in. You need to think about why you are interested in apprenticeships and make sure you have identified the level of resources in order to deliver apprenticeships. You will need contributions from all teams in the organisation - so right at the beginning, put in place an apprenticeships development team. It’s also important to spend time with employers early on to make sure the standard is going to deliver what they need and what they want, and to make sure you have confidence there will be a continuous flow of apprentices to make it financially viable.”*

#### Leeds Trinity University Ian Rowe, Director of Business Development

Leeds University has been one of the first Universities to offer Higher and Degree Apprenticeships.

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### Links

#### New apprenticeship standards developed by employers



Listings of the new apprenticeship standards as they become available

#### Apprenticeship levy – how it will work (DFE guidance)



Guidance, published by the Department for Education (DFE) on how the levy will work. Last update March 2019

#### Apprenticeship funding



Information for all employers on the apprenticeships funding support package that has operated in England from May 2017

#### Teach Too resources - employer datasets and business case toolkit



A number of resources, designed to help engage, design and co-deliver apprenticeships with employers - including access to local employer datasets and a business case planning toolkit



#### Apprenticeship funding bands from May 2017

#### Labour market information



ONS Employment and labour market information



NOMIS detailed and up-to-date UK labour market statistics from official sources



LMI for All online data portal, connects and standardises existing sources of reliable labour market information (LMI)

# 2 BUSINESS PLANNING

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## Tools

### 2.i When to jump to standards



What to consider when identifying apprenticeship standards to pilot and deliver – a quick mental “ready reckoner”

### 2.ii Secondary LMI data sources



Useful links to existing source labour market information

### 2.iii KPI planning tool



A tool to help identify and select Key Performance Indicators

(Double click the paperclip icon to download the tool)

### In the next three years you’ll need to ask...

- How is the continuing publication of apprenticeship standards and assessment plans impacting on your business and curriculum planning?
- How will you monitor changes in skills priorities in your target occupations?
- Where are your competitor providers delivering standards and how are they performing?

# 3 FINANCES & FUNDING

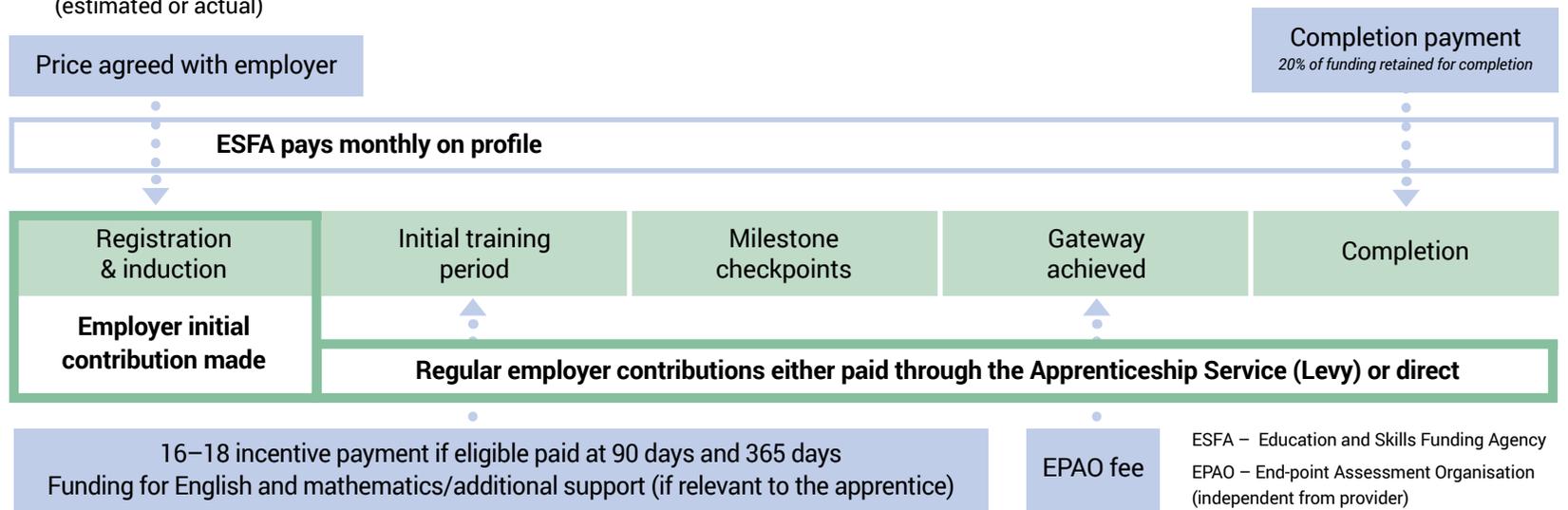
## Overview

Financial issues and decisions for apprenticeship providers looking to deliver standards include:

- translating top-level business plan targets into detailed budgets and cash flow forecasts for introducing standards, for the remainder of framework provision and for dual running
- designing a pricing structure and approach for employers for standards. Employers are likely to scrutinise any pricing which just seems to refer to the banding
- understanding the costs of delivering a portfolio of apprenticeship standards including costs of components and overheads.
- EPA needs to be included in negotiations with employer (estimated or actual)

- establishing the parameters for the viability of apprenticeship standards
- understanding the cash flow implications for your organisation
- testing the financial sensitivity and risks of your plans

This section considers the issues surrounding the funding and financing of apprenticeships so that you are able to plan an apprenticeship offer and manage the balance between revenue and costs. Employers and providers will need to agree a payment and invoicing strategy to support cash flow for delivery. Providers need to ensure their financial systems are robust enough for this purpose.



(Double click the paperclip icon to download a JPEG of this diagram)

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## 3 FINANCES & FUNDING

### Overview (continued)

#### Understanding the funding system

Your financial and business development teams should become familiar with the mechanism of costing and pricing apprenticeship delivery plans. In particular, they should be familiar with the apprenticeship standard funding models and pricing implications and implications of the levy and Apprenticeship Service that is being introduced. Larger employers with wage bills in excess of £3 million will be subject to a levy payment' which is managed through the digital account.

Funding within apprenticeships is now an outcome model based on a learning plan completed during the on-programme phase and the cost of the end-point assessment. It is not driven by qualifications although you may find some standards where qualifications are specifically mandated within the apprenticeship standard.

Funding for starts from May 2017 now incorporates a formal financial contribution from employers whether through direct means and / or indirectly for employers who are subject to the levy. This has been applicable to starts on frameworks post 1st May 2017 as well as standards.

Since May 17 providers have had to be on the RoATP to be eligible to receive government co-investment or Levy payments.

There are three application routes onto the register.

The **Main provider route** for providers who directly deliver apprenticeship training for employers who use the apprenticeship service to pay for training.

The **Employer provider route** is for employers who will directly deliver training to their own employees or those of connected companies and use the apprenticeship service to pay for apprenticeship training.

The **Supporting provider route** is for organisations who will enter into subcontracts with main providers and employer providers to deliver apprenticeship training.

The amount of government funding available to an apprenticeship is now based on a series of funding bands, but this does not amount to a tariff or a rate card. Employers will negotiate a price with providers. From May 2017 Levy payers pay 100% of the cost of training while they have funds in their online apprenticeship levy account, which is topped up by a 10% government contribution. If levy account funds are fully used these employers are moved to the co-contribution model (also used for non-Levy payers) where they will contribute 5% of the agreed cost, with some exemption for micro employers who take on certain groups of apprentices.

The ESFA will pay providers in instalments during the period identified through the ILR as start to planned end date.

There is also a process of incentivisation with payments to employers, where younger and more vulnerable learners are recruited in-line with national policy for young people. Their impact on financial planning is important and should be well understood.

The Apprenticeship Service is now the end-to-end online service for employers for apprenticeships, which will include information on apprenticeship standards and their costs.

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## Overview (continued)

### Pricing, costing and viability

Building on high-level strategic and business plan targets, your financial analysis and planning at the standard and employer levels will allow you to understand your potential revenues and costs allowing you to define pricing options.

Potentially, each employer and each apprenticeship could have a unique funding profile, pricing and payment structure, based on individual negotiations with employers regarding the detail of the on-programme offer and chosen End-point Assessment Organisation.

This is fundamentally different to the old framework system, where providers were offering fixed-price apprenticeship frameworks based on contracted funding rates.

Now all apprenticeships - frameworks and standards - are subject to negotiation within a funding band.

There are a number of potential factors affecting the costing and pricing of standards-based programme, which could include:

- the core government contribution available for a standard
- mandated qualifications
- professional membership fees if required by the end-point assessment plan or standard
- requirements for on or off-the-job training
- requirements for formative assessment to help assess if the apprentice is ready for end-point assessment
- progression is now only possible if the apprentice' occupation changes

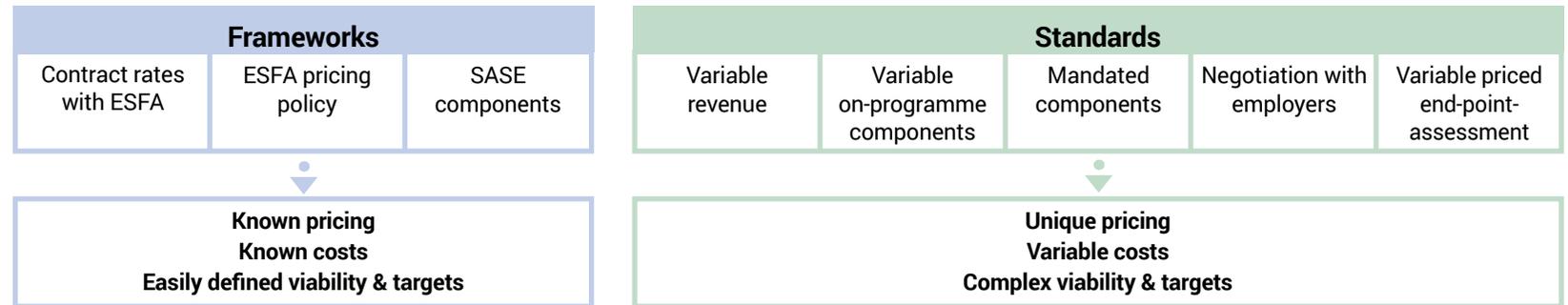
- requirements to meet the gateway (such as specific qualifications and practice end-point assessments)
- length of training period
- individual pricing of the same standard with different employers, based on the learning plan and incentive payments
- tailored employer payment schemes (upfront payments, monthly profiling and payments matched to incentives)
- requirements of end-point assessment (including working with an EPAO)
- the cost of end-point assessments and certification, with considerations for higher volumes
- funding for English and maths continue to be paid direct to provider and is not included in the pricing negotiation
- 20% is held back by ESFA until completion. The completion status as opposed to the outcome is the trigger i.e. recorded on the ILR at the end of the apprenticeship upon completion.

The diagram on the following page shows the costing-pricing models for frameworks (pre 1st May 2017) and standards. Not all standards contain all of the elements on the following page.

# 3 FINANCES & FUNDING



## Overview (continued)



SASE – Specification of Apprenticeship Standards in England

The new system has more unknowns and complexity in terms of pricing and costing. Your financial modelling will therefore be more complex, dynamic and iterative. Funding bands for frameworks are noticeably lower than standards. We now know that sub-contracting will continue and employers who wish to provide training to their own staff may also either act as lead or sub-contractor. The lead provider should be involved in some aspect of delivery.

For smaller providers, focussing on a small number of standards, stand-alone analysis will be sufficient. For larger providers, who often work in consortia with partner providers or have sub-contractors, and who are likely to operate across a broad portfolio of standards, more complex models will be required.

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### Inputs from other sections to support these actions:

#### From topic: 1 (Vision, strategy & leadership)

- Your vision for your future apprenticeship offer

#### From topic: 2 (Business planning)

- Business and customer objectives and targets, including sectors and occupations
- Selected apprenticeship standards
- Mapping of your current frameworks to standards
- Standards identified for piloting and outline timetable

### The outputs of your work in this area will be:

- Understanding of the financial and funding implications for your organisation
- Pricing structure and pricing examples for employers
- Costing models
- Viability assessments, targets and parameters for individual apprenticeship standards
- Detailed financial plans, targets and budgets, income and expenditure / cash flow forecasts
- Financial sensitivity / risk assessment



Looking for more detail on financial modelling?

The *Future Apprenticeships* programme produced more detailed guidance on financial modelling which can be found on the Foundation Online Learning platform (you will need to log in and enrol).

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### Actions

#### L Actions for Leaders

Read the funding and guidance so that you are fully familiar with the standards apprenticeship funding mechanism including the core government contribution band, employer contributions and payment milestones and incentives paid to employers when conditions are met

Create a pricing strategy and policies for the standards to be delivered

Make sure that your teams are aware of the funding mechanism to enhance effective employer negotiations, budgeting and cash flow planning

#### M Actions for Managers

Create a costing model for each individual standard that includes preparation for the end-point assessment and any mandated training

Model how employer payments are recorded and managed within the finance and funding plans for standards

Assess the viability of new standards, including ones that you may currently view as being out of scope for delivery

Tailor and amend financial models so that they contain a costing for end-point assessment as a formal component but also any practice assessment costs or preparation for end-point assessment that uses additional resources (such as learning pods or workstations and materials)

Model the minimum duration and the most likely duration of the apprenticeship based on current practice, resources, employer feedback and access to resources

#### P Actions for Practitioners

Include a costing and funding plan within the apprentice training plan. This should link the training with milestones for payments and incentives. Examples should include the planning for the agreed payment of the EPAO

Agree processes for communication between managers and practitioners so that funding and milestone points are identified and achieved. This could also link to internal milestones and progress reporting – especially for achievement

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### Perspectives/case studies

*“Senior management staff need to know exactly what the pricing structures are and how their marketing and employer engagement teams are selling the offer. If there are negotiations going on and competitiveness with other providers, then staff having those conversations may be tempted or react to ‘sell’ apprenticeships cheaply and undermine business finances. So senior management staff who oversee sales and finance need to understand those subtleties and work closely with their teams to develop and negotiate a realistic offer carefully.”*

#### JTL

##### Mark Syrett, Southern Business Manager

JTL is a large national apprenticeship provider, delivering over 2,300 starts annually in the building and service industries each year. JTL has been working on the new apprenticeship standards for two years – nearly all their apprentices are now on the standards.

*“Our experience is that employers want to know how their levy money is being used. We cost everything out such as initial recruitment costs, how much teaching would each apprentice need in the first year and then the second year, how many assessment visits they would need, how much we need to denote to the gateway tests and end-assessment. When it came to the payment schedule, we initially looked to divide the costs equally across the four years of the programme. However, we realised that the majority of the training would fall in the first year, so we had to revise that so a high percentage of the funding was drawn down from the employer earlier on.”*

#### Bedford College

##### Rob Stonehouse, Assistant Director

The Bedford College Group run a large training programme for over 2,000 apprentices each year. The college has transitioned across to new standards as they become available and are currently delivering 28 new standards (with 11 others be developed), in a large number of industry sectors.

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## Perspectives/case studies (continued)

### WBTC Case Study

#### Implementing Employer Charges for Apprenticeships

*"Introducing employer charges remains a frightening challenge for some providers particularly when so many of their competitors still offer a free of charge service. However, I want to reassure all of them that it can be done successfully and this is coming from someone who has introduced and reintroduced employer charges."*

#### How to do it?

Get your front line staff in a room or huge hall because you need them to drive this process. You also need their knowledge and experience of your customer base.

#### Step 1:

Confront the fear. If you currently are 'free of charge' you probably believe that three awful things would happen if you introduced charges

- your competitors would swoop down on your employers and steal them away
- your employers will simply disengage from apprenticeships
- the sector you operate in, for example retail, simply will ignore you because they 'don't pay'

These appear logical fears in the teeth of a very competitive market. However, if they were universally true then providers like mine would simply have gone out of business. There are providers all over the country successfully charging so it must mean that these fears are not universally true. Ask your staff to simply park their fears and approach this process from an objective stand point.

#### Step 2:

Segment your current employer base. Involve your staff in this process using the guide below. Print off a list of all your existing and recent employers. Now with the feedback from your front line staff you will segment them using two main criteria

- **the level of influence** that you have with the employer, including how senior your main contact is
- **the motives** your customers have for engaging in apprenticeships

**1 Category A: The Mighty Oak Trees.** This segment (around 20%) is occupied by employers who choose you for your quality and where (typically) a very senior or most senior person in the business is your main contact. They have a long term strategic view of apprenticeships and invest because they see a return on investment over the medium to long term. Consequently they are not price sensitive. Strategic motives usually focus on a medium to long term return and are not always financially based. Crucially these customers have worked out these objectives for themselves.

**2 Category B: The Healthy Saplings.** This segment (around 20%) is usually occupied by employers who also choose you for your quality BUT the relationship is underpinned by less senior people in the business. Furthermore they are motivated by apprenticeships for some compelling operational reason rather than strategic. This typically means that they see significant cost savings or revenue opportunities once apprentices are qualified and productive.

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### Perspectives/case studies (continued)

Consequently either through inexperience, or lower influence, price has to be justified against quality. I expect that, initially, many levy-payers will fall into this segment.

**3 Category C: The Tender Seedlings.** The next segment (around 40%) are transitory customers who use apprenticeships for a tactical purpose only i.e. I'm busy today, I need an apprentice today. Perhaps they have to do them for a regulatory reason? Further, your influence is lower because the main contact has limited authority. Consequently price plays a much more important role in the decision making process. Apprenticeships are more a short term fix than a long term prospect and they are highly price sensitive.

**4 Category D: The Unwelcome Weeds.** The final segment (around 20%) are customers who hurt you. They drain your time and effort for all sorts of reasons. Apprenticeships to them should not only be free of charge but also add an unrealistic level of value. For every £1 of funding you attract this category of employer will cost you £1.20. They will not pay and will probably see it as an affront.

#### Step 3:

Educate your customers. It is vital that you can define what your quality is to customers. This will help Category A & B employers and will also help some Category 3 employers. Quality varies from provider to provider but there are some universal benchmarks such as success rates and Ofsted grade. Everyone can reconcile the idea of paying for quality. However, location, premises, resources, added value services and employer links may also be your key strengths that underpin any business case for new charges to customers.

Defining quality relies on your own competitive strengths. Therefore, if you have state-of-the-art CNC milling machines then this becomes one of your definitions of quality. Alternatively, if you have very modest facilities then this would not be included. You should have three clear definitions of quality that an employer can understand will generate outcomes for them. These definitions should also be measurable and comparable. Achievement rates are measurable and comparable between providers whereas having friendly staff is not.

#### Step 4:

Implementation. The model above is a typical model, this doesn't mean that it reflects your own college or provider. Get your most experienced relationship managers to consult with a selected panel of employers. Make sure you include employers of each category. The discussion should outline the quality service and then obtain the employer's opinion on a) a charge of any sort b) the charge you have in mind. If you're a smaller provider then consult ALL of your employers. Collate all findings for the senior management team. Implement with confidence. If you don't believe that your service is worth paying for then neither will your customers. Your front-line staff must believe in the strategy and fully subscribe to it. Don't let anyone who has doubts about charging near a single customer! Put charges in writing with terms and conditions and set aside a senior manager or director as a direct point of contact for those employers who have queries.

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### Perspectives/case studies (continued)

#### And finally...

There's a reason we don't change banks. We can't be bothered, it's easier to put up with a charge than go through the hassle of changing. Excluding a few sectors who are VERY price sensitive, you'll find that this 'stickability' will work in your favour. Another perhaps unintended benefit of this process is that the Unwelcome Weeds will leave you. Guess where they will go? Your free of charge competitor will unwittingly take them on as the spoils of war. You'll be better off without them, your competitor less so. Having been through this process I can truly empathise with the thought processes and nerves of providers who wish to charge. Have confidence. The two thoughts I had once the process was concluded were:

- 1 That was easier than I had expected
- 2 Why didn't we do that sooner.

It's a brave new world. FE Choices feedback suggests that employers who pay give higher scores than those who don't.

*"Overall WBTC has experienced a smooth transition from frameworks to standards. We now only deliver a framework where there is no standards available. Since May 2017, 80% of apprentice starts are currently engaged with standards, working across a wide range of employers."*

*"We have always expected a contribution from our employers and therefore have found that the transition across to the new payment structure has been relatively straightforward. I often view employers on a sliding scale; those that make decision based on price at one end and quality at the other. As in all markets, suppliers choose the part of the market that they wish to target - for example Waitrose target the quality-driven consumer. Training providers need to decide where they fit within this scale and develop their provision offer and pricing structure to suit"*

#### West Berkshire Training Consortium

##### Matt Garvey, Managing Director

West Berkshire Training Consortium was established in 1983 and works across a number of sectors, delivering apprenticeship standards.

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## Links

### Apprenticeship funding bands

-  Sets out the funding bands that will apply for existing apprenticeship frameworks and apprenticeship standards

### Apprenticeship levy: how it will work

-  Information for employers on who the levy affects; how much employers will pay; what happens to the money once it is paid; and why the levy has been introduced

### ESFA funding rules

-  The rules that apply to all other further education provision funded by the Education and Skills Funding Agency (ESFA)

### Working with the Education and Skills Funding Agency (ESFA) as a provider

-  An overview of the apprenticeship provider relationship with the ESFA, including bidding for funding, contracts, data returns, working with employers and recruitment
-  Register of apprenticeship training providers

### Preparing for an ESFA audit

-  UVAC slides and webcast for 'Preparing for the ESFA Register of Apprenticeship Training Providers (RoATP) Compliance' focused on new providers but useful materials for experienced providers.

### Apprenticeship funding from April 2019

-  How apprenticeship funding for employers now works, including details of funding bands and the apprenticeship levy. It includes how much employers will be able to spend on each apprenticeship and the rules employers will need to follow

### Apprenticeship technical funding guide

-  Details of the funding system used for apprenticeship frameworks and standards since 1 May 2017. Details of the funding system used for apprenticeship frameworks and standards updated April 2019

### Apprenticeship Service demonstration

-  The Education and Skills Funding Agency (ESFA) have developed a demonstration of the new Apprenticeship Service and how it works
-  Apprenticeship funding: legal agreement for training providers to access money through the Apprenticeship Service
-  Employer legal agreement with the Education and Skills Funding Agency (ESFA) to pay training providers to carry out apprenticeship training

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## Tools

### 3.i Financial sensitivity analysis



To enable indicative modelling of revenue and costs to assess the viability of future apprenticeships

### 3.ii Apprenticeships funding reform



Presentation giving an overview of the funding reforms, implications for training providers and the Apprenticeship Service. Tool updated April 2019

(Double click the paperclip icon to download the tool)

### In the next three years you'll need to ask...

- How will you continuously monitor consultations and publications and implement funding guidance and rules changes?
- How will you review and adapt to changes in employer buying and contracting behaviour?
- How have costing, return on investment and pricing methods and decisions worked in practice?
- What has been the impact of the implementation of the Apprenticeship Service on cash flow?
- How will the opening up of the Apprenticeship Service (expected 2019) work for your SME customers?

# 4 ORGANISATION PLANNING



## Overview

How does your organisation and your people need to change to deliver your objectives for apprenticeship standards, whilst at the same time successfully delivering the remainder of your framework-based apprenticeships?

As you adapt your strategy, business plan and budget for the apprenticeships changes, you may want to consider whether or not existing structures and job roles are fit-for-purpose to achieve successful transition and for ongoing delivery. The transition to apprenticeship standards offers an opportunity to review your organisation, learn from past experience and successes, and put in place a structure for the transitional period.

You will be developing:

- 1 **proposals and plans for changes in your structures and roles**
- 2 **workforce development priorities**
- 3 **key messages about proposed changes for your staff, partners and other stakeholders, involving them where possible and appropriate**

Each organisation will have a unique set of circumstances from the general further education college delivering 5000 apprenticeship starts a year; to the national independent provider delivering 1000 a month; to the niche sub-contractor delivering in one sector; to Group Training Associations (GTAs) and Apprenticeship Training Associations (ATAs); to local authority providers; employer-providers; and third-sector providers. Each of these face their own challenges, and have their own aims, from the overtly commercial to the entirely socially-motivated. Some can move very quickly and are agile, others are very large and can take longer to react. Some only deliver apprenticeships, for others they are a small part of a much larger picture.

With this variety in mind, the following pages raise and consider five of the most pressing questions and possibilities for you to consider and debate, as you seek to find an approach that best suits your organisation and context. Sections 13 (your people and their skills) and 14 (your systems and procedures), drill down to a more detailed level.

### 1 How will we manage new types of consultative, long-term sales relationships with employers?

Selling an off-the-shelf apprenticeship product at a fixed-price will not work for standards. Potentially, each employer and each apprenticeship could have a unique apprenticeship programme and training plan, based on sales and business development negotiations. Your employer-facing staff may be able to integrate apprenticeships into an organisation-wide training needs analysis.

### How might your employer engagement and business development approach and staff need to change?

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# 4 ORGANISATION PLANNING



## Overview (continued)

### 2 How will we design the on-programme elements of a customised curriculum?

To build an on-programme training plan, you will need to deconstruct the apprenticeship standard and consider it alongside the end-point assessment plan.

The task for providers is to build an individual training plan that:

- covers the minimum duration specified in the standard, plus duration requirements for funding (if funding is being sought)
- specifies initial and diagnostic assessment
- accounts for off the job requirements
- how off-the-job is coordinated in the workplace
- how much of the training is being done by the employer
- how frequently does progress get checked
- delivers any mandated training or qualifications\*
- build in
  - Ofsted, EDI, Prevent and safeguarding requirements
  - how the maths and English are going to be blended into the programme

- meets the requirements of the Gateway as set out in the end-point assessment plan
- covers any non-mandated training or experience that an employer may wish to include (study visits, free-standing qualifications or certificated learning)
- gets the apprentice ready for end-point assessment, to be administered by an independent apprentice End-point Assessment Organisation

(\* Be clear what progression may be possible with the employer, as the occupation must change for progression to be possible. If a qualification is not explicitly referenced in the standard, it is not required for achievement of the apprenticeship. A qualification could however, be part of a training plan where the employer agrees that it is important for the apprentice in supporting knowledge, skills and behaviours on the standard.)

### How might your curriculum design approach and staff need to change?

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## 4 ORGANISATION PLANNING

### Overview (continued)

#### 3 How do we rethink the roles of tutors, trainers and assessors?

The training provider must prepare apprentices for end-point assessment, including any elements that are pre-requisites for independent assessment (such as portfolios and projects). This is one of the most significant changes in the reforms.

For apprenticeship standards, a training provider's primary role is to administer and deliver on-programme training, in partnership with the apprentice's employer. The training period ends when the apprentice is eligible to attempt end-point assessment.

Eligibility criteria for end-point assessment are termed the gateway components. It is essential for individuals to refer to the individual end-point assessment plan for specific guidance on gateway requirements.

As a result, the role of the assessor widens to become one of trainer, mentor and coach as well as having responsibility for making sure all gateway components are met.

There is no requirement for summative assessment during the on-programme period, unless specifically mandated in the standard, although an apprentice's progress will of course need to be tracked. Some standards specify qualifications, and these would be delivered in the on-programme phase in similar ways to a framework model.

#### How might your assessment approach and staff need to change?

#### 4 Can we offer end-point-assessment either as an EPAO (End-point Assessment Organisation) in our own right or by participating through another mechanism (such as a consortium or as a contractor)\*

Training providers (and employers) cannot undertake the final end-point assessment judgement for their own apprentices. This must be done by an independent End-point Assessment Organisation (EPAO)(with the exception of some integrated Degree Apprenticeships). Employers can select the EPAO from the list of approved Education and Skills Funding Agency's Register of End-point Assessment Organisations.

Training providers and other organisations are eligible to apply to be an approved EPAO in order to assess the apprentices of other organisations. An application is required for every individual standard.

It is possible to have sub-contract arrangements and agreements with any EPAO as long as:

- they are registered with the Education and Skills Funding Agency (ESFA) for a particular standard
- the employer makes the decision to engage the EPAO
- they have not been involved in the on-programme phase (except where specifically requested in an end-point assessment plan. For example, receiving a portfolio to check that this is of a sufficiently high standard to meet the requirements of the gateway.

*\* This is subject to guidance on creating reciprocal arrangements which limit open market competition.*

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## 4 ORGANISATION PLANNING

### Overview (continued)

**How do we work with employers to identify the right EPAO for them and their apprentices? How might our structure and staff need to change?**

#### 5 Should we change our structure for standards?

In an *employer-led structure*, apprenticeships are undertaken within a directorate or department. For example, the 'Health and Social Care' directorate delivers all types of provision regardless of the customer / learner or the product. The product in this case being defined for example as full-time classroom courses, short courses, commercial provision and apprenticeships.

A *product-led structure* would mean that activity is organised in accordance with the type of product being offered. For example, in a college setting, apprenticeships would be managed separately from A-level or full-cost commercial provision.

A *customer-led structure* would see activity organised in a way that focuses on the primary customer. For example, products aimed at 'Employers' is managed separately to those which are aimed at 'School Leavers'.

In a *distributed-structure*, elements of the apprenticeship process are delivered across the organisation, for example marketing, sales, registration, initial assessment, maths and English, are delivered across the organisation for all products including apprenticeships. In a *consolidated-model* these functions would sit with the directorate or department, be it employer, customer or product-led.

All of the above can be mixed and matched to suit the circumstances in which a provider operates. The extent of dual running of framework-based and standard-based apprenticeships will be important. There will be many other factors, beyond the apprenticeship reforms that will influence these types of decision.

**Does our organisation structure for apprenticeships need to change?**

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**Inputs from other sections to support these actions:**

**From topic: 1 (Vision, strategy & leadership)**

- Your vision and strategy for your future apprenticeship offer

**From topic: 2 (Business planning)**

- Business and customer objectives and targets, including sectors and occupations
- Selected apprenticeship standards
- Mapping of your current frameworks to standards
- Standards identified for piloting and outline timetable

**From topic: 3 (Finances & funding)**

- Costing and income & expenditure models

**The outputs of your work in this area will be:**

- Proposals and plans for how organisation structures and key roles will change for apprenticeship standards
- Workforce development priorities
- Key messages for staff, partners and other stakeholders, potentially including your existing employer customers, apprentices and trade unions

# 4 ORGANISATION PLANNING

## Actions

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### L Actions for Leaders

Undertake risk analyses of partnership arrangements, employer engagement strategies, financial models and delivery mechanisms in order to ensure the chosen delivery structures are adequate for successful delivery

Identify your current stakeholders and set out how you plan to develop both new and existing relationships

Identify who is responsible, accountable for each aspect of provision and consider who needs to be consulted and informed of the changes you make (RACI Matrix)

Consider all roles and identify how your organisation wishes to approach CPD

Consider whether your organisation wishes to explore the opportunity of becoming an End-point Assessment Organisation, training provider or both

Review the resource implications of moving to each standard in any given occupational area

### M Actions for Managers

Place employer engagement and the training planning at the heart of new structure development and assess what the skills needs are to drive achievement of apprenticeships

Assess your teams capacity and capability to meet the delivery requirements of the new standards

Review the new requirements for sub-contracted provision and set out a risk analysis to identify how this will affect current delivery needs

### P Actions for Practitioners

Assess your own capacity and ability to undertake new roles relating to standards, including interpreting the requirements to create training plans

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### Perspectives/case studies

*“JTL have looked at the knowledge and experience from director level down and split out a number of roles looking specifically at implementation of the reforms, employer engagement and finance, as the reforms bring a new level of complexity to these areas. The transition has contributed to structural reform within the business.”*

#### JTL

##### Mark Syrett, Southern Business Manager

JTL is a large national apprenticeship provider, delivering over 2,300 starts annually in the building and service industries each year. JTL has been working on the new apprenticeship standards for two years – nearly all their apprentices are now on the standards.

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## Links

### New apprenticeship standards developed by employers



Listings of the new apprenticeship standards as they are being developed and those that become available

### Guidance for developers of standards



This will help you understand how standards and end-point assessment plans are created and the guiding principles

### Frameworks to be removed



A list of apprenticeship frameworks to be removed as part of the apprenticeship reform programme

### Information for potential applicants

#### Employers looking for an assessment organisation

- **Register organisations list**
- **Register standards list**



These documents (presented as Excel spreadsheets) will show you how to become an EPAO, and who is in that space already. Each end-point assessment plan will look quite different and any consideration of becoming an End-point Assessment Organisation needs to be considered on the basis of capacity and capability within your organisation or the desire to bring in more



### Register of Apprenticeship Training Providers

### Apprenticeship funding



How apprenticeship funding for employers now works, including details of funding bands and the apprenticeship levy. It includes how much employers will be able to spend on each apprenticeship and the rules employers will need to follow

### Apprenticeship technical funding guide



Details of the funding system used for apprenticeship frameworks and standards since 1 May 2017. Details of the funding system used for apprenticeship frameworks and standards, updated April 2019



### Preparing to deliver apprenticeship standards – assessors to teachers/trainers (support offer)



### SET for Teaching Success – training programme

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## Links (continued)



Taking Teaching Further – training programme



Future Forces – training programme



T Level Professional Development Offer



4.i Stakeholder analysis for the implementation of the individual standards

(Double click the paperclip icon to download the tool)

## Tools

### In the next three years you'll need to ask...

- How effective and complete has your move out of “dual running” into a standards-only model been?
- Do you have clarity about responsibilities and accountabilities for each aspect of provision (stakeholder analysis)?

# 5 PARTNERSHIP & COLLABORATION



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## Overview

Placing apprenticeship purchasing power in the hands of employers will change the landscape of sub-contracting. Currently, a lead apprenticeship provider engages other providers, through governance arrangements stipulated by the Education and Skills Funding Agency (ESFA). These currently remain in place, although the open-policy development process adopted by the Department for Education (DfE) may result in future changes. The ESFA has introduced the Register of Apprenticeship Training Providers. This allows for some sub-contracting arrangements.

### Using subcontractors

You must take your own legal advice about the impact of Public Contracts Regulations 2015 on your recruitment of delivery subcontractors and have this advice available for inspection on request.

Delivery subcontractors can deliver full or part apprenticeship frameworks and standards. A provider who wishes to sub-contract to another provider must directly deliver some of the apprenticeship training and/or on-programme assessment associated with the apprenticeship programme. By apprenticeship programme we mean the apprentices that are being trained by you. The volume of training and/or on-programme assessment that you directly deliver must have some substance and must not be a token amount to satisfy this rule. It must not be limited to a brief input at the start of each apprenticeship or involve delivery to just a few of a large number of apprentices.

### Subcontracting to employer-providers

Organisations who have successfully applied through the employer-provider route of the Register of Apprenticeship Training Providers are only eligible to deliver apprenticeship training and/or on-programme assessment to apprentices employed by them or a connected company or charity as defined by HMRC. This must be done on an actual cost basis.

### Subcontracting to 'supporting' providers

Delivery subcontractors who have successfully applied to the supporting application route must not receive more than £500,000 of apprenticeship funding for their delivery from 1 April to 31 March each year. Supporting providers (subcontractors) are limited to £100,000 in their first year if they have no recent history of apprenticeship delivery.

This section explores why providers might consider developing or changing their partnership and sub-contracting arrangements for apprenticeship standards.

## 5 PARTNERSHIP & COLLABORATION



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### Overview (continued)

#### Potential factors influencing partnerships and sub-contracting arrangements between providers

##### For training delivery

- a requirement to ensure that any organisation registered on the RoATP to supply to Levy employers delivers at least some amount of the apprenticeship training themselves. This means that where an employer wants to offer apprenticeships in areas other than the ones their main provider can deliver, they can sub-contract with a different provider
- collaborating to produce a shared apprenticeship offer in a locality or region, offering opportunities to align to LEP priorities
- building new arrangements in response to Area Review outcomes
- extending capacity where employer demand is high
- offering niche occupations, where individual employers are seeking a portfolio of occupations that cannot be offered by a single provider
- filling a geographical gap in provision in a particular occupation
- working together to explore the opportunities of new standards for occupations which previously did not have a framework
- collaborating to enhance English and maths provision
- exploring new opportunities for partnerships in delivering higher and degree apprenticeships

Strategically, each of these potential partnership opportunities would need careful exploration, negotiation and agreement.

Operationally, whilst the sub-contracting rules themselves have not currently changed, your formal agreements, contracts, delivery and supply-chain arrangements, systems and procedures will require review and adjustment as you start to deliver apprenticeship standards alongside frameworks. You may need to update or undertake any due diligence assessments of partner or sub-contractor organisations.

##### For end-point assessment

- identifying and contracting with End-point Assessment Organisations (EPAO) that your employers may select for their apprentices (possibly with your assistance and guidance)
- approaching EPAOs to offer your capacity and facilities for their assessment activities (perhaps as a way of developing your own capacity for end-point assessment)
- establishing yourself as an EPAO, through the Education and Skills Funding Agency Register of End-point Assessment Organisations (RoEPAO), and subsequently seeking partnership contracts with employers through apprenticeship training providers

# 5 PARTNERSHIP & COLLABORATION



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### Inputs from other sections to support these actions:

#### From topic: 1 (Vision, strategy & leadership)

- Your vision and strategy for your future apprenticeship offer

#### From topic: 2 (Business planning)

- Business and customer objectives and targets, including sectors and occupations
- Selected apprenticeship standards
- Mapping of your current frameworks to standards
- Standards identified for piloting and outline timetable

#### From topic: 3 (Finances & funding)

- Financial plan, targets and budgets, income & expenditure / cash flow forecasts

#### From topic: 6 (The transition project)

- Timeline for transition

### The outputs of your work in this area will be:

- Development opportunities with strategic and operational partnerships and consortium arrangements
- Options and proposals for new or adjusted arrangements with partner training and / or End-point Assessment Organisation
- Arrangements for monitoring and then exploring developments of the Education and Skills Funding Agency, RoATP and RoEPAO arrangements

# 5 PARTNERSHIP & COLLABORATION

## Actions

### L Actions for Leaders

Analyse current partnerships with employers and local business structures including any Local Enterprise Partnerships (LEPs)

Review final ESFA decisions on sub-contracting now published – how do these affect your sub-contracting arrangements?

Identify targets for partnership development

Assess how collaboration might support interactions between on-programme and end-point assessment

Consider your roles and relationships for end-point assessment

### M Actions for Managers

Assess the strength and depth of current partnerships and networks. Consider how productive these partnerships are with regard to:

- the pipeline of apprenticeships
- opportunities for new employer engagement
- expanding delivery with current employer customers
- expanding your portfolio of apprenticeships with existing and new employers

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### Perspective/case studies

*“We meet informally with four organisations we made contact with through a workshop (where we analysed a standard together) – we have a set agenda to talk about how we’re progressing so far, key things we have gleaned and share information. We’re all working to the same end-point, so there isn’t any point of working in silos – it’s important to work together.”*

#### Loughborough College

##### Claire Barker, Head of Apprenticeships & Commercial Delivery

The College currently delivers 1000+ apprenticeships annually in Business Administration, Customer Service, Early Years, Engineering, Health and Social Care, Hair and Beauty, Hospitality and Catering, Information Technology, Lab Technicians and Warehousing. The college has been delivering the new apprenticeship standards for some months.

*“Standards in some industries are becoming increasingly aligned to professional bodies and chartered status, which employers see as a positive thing. Providers need to really understand the professionalisation of standards and consider how they will work with the relevant industry bodies to develop their offer.”*

#### Barclays

##### Mike Thomson, Head of Early Careers

As an employer, Barclays work with a range of providers and have a lot of input into the training themselves. They have around 600 apprentices on-programme (likely to increase with the levy) in a wide range of roles from financial advising, IT and digital, corporate, investment banking and all operational areas. They were one of the first banks to take advantage of Degree Apprenticeships – they also chair a number of trailblazer groups.

*“Our LEP has identified that there is a gap in higher level skills across our local area. This therefore presents an ideal opportunity for us to break into the HE market. However, we do not have powers to offer degree programmes so we have worked with our local University (Southampton Solent University) to develop partnership arrangements to benefit employers and our local community.”*

*“The CMDA is our first degree apprenticeship programme and we are the only provider in Basingstoke offering degree level programmes - this is an exciting opportunity for us to increase apprenticeships, engage more employers and offer learners a seamless approach from Level 2 to Level 6.”*

#### Basingstoke College of Technology

##### Lorraine Heath, Deputy Principle (Business)

Basingstoke College of Technology (BCoT) is an FE College in Basingstoke, Hampshire. BCoT delivers apprenticeship standards covering a broad range of industry areas.

# 5 PARTNERSHIP & COLLABORATION

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## Links

### ESFA subcontracting guidance



The current Education and Skills Funding Agency (ESFA) guidance that was updated in August 2018 and should be read alongside the current apprenticeship standards funding rules

### Apprenticeship funding rules



The current funding rules include expectations regarding sub-contracting

### Register of training organisations



Education and Skills Funding Agency Register for delivery of non-apprenticeship funded delivery

### Register of Apprenticeship Training Providers (RoATP)



All organisations (providers and employers) that will participate in delivering apprenticeship training have to be registered with the RoATP, even if sub-contracting

### Register of End-point Assessment Organisations



Information for employers looking for an independent End-point Assessment Organisation and potential applicants to the register of apprentice assessment organisations

### Published standards and those in development



These will tell you what is potentially available to read in context with your organisational business plan

### Guidance for developers of standards



This will help you understand how standards and end-point assessment plans are created and the guiding principles. The relationship between partners in independence of assessment is explored here

### Providing external assurance on subcontracting controls



ESFA guidance on the assurance, systems and controls lead providers

### Apprenticeship funding



How apprenticeship funding for employers will work, including details of funding bands and the apprenticeship levy

(Double click the paperclip icon to download the tool)

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## Tools

### 5.i Due diligence checklist



To ensure that supply chain relationships meet QA expectations

### 5.ii Supply chain QA checklist



Checklist for managing new partnership arrangements and contracting

### 5.iii Working in partnership and collaboration



A tool to help you determine your approach to collaborative working

(Double click the paperclip icon to download the tool)

### In the next three years you'll need to ask...

- How will you handle the changing relationships with EPAOs when funding flows directly to them from employers via the Apprenticeship Service rather than through providers?
- Have you understood the impact of new interim lead- / sub-contractor arrangements as they evolve and are finalised!
- Are you aligning apprenticeship provision into wider occupational routeways and progression opportunities, working with a wider range of partners and types of partnership?

# 6 THE TRANSITION PROJECT

## Overview

Many organisations have now started to transition to standards. As of April 2019, just over 50% of apprenticeship starts are on still on frameworks. This section will be particularly helpful for those who are yet to make the transition to apprenticeship standards. In the post-16 education sector, constant change has been a fact of life for the last 50 years. In that context, the current apprenticeship reforms are amongst the most far reaching changes.

Given the levels of historic change in the sector, many leaders and managers have a significant and successful track-record, and a wealth of experience of effectively managing transition. You will have tested approaches and models that you will deploy.

This section offers a way of drawing on your experience and expertise, to structure your operational response, based on a renewed apprenticeship vision and strategy.

### Planning for transition

An overall transition project plan captures the activities, milestones, outputs, and outcomes for the project. Transition issues you are likely to want to consider include:

- appointing leaders and champions for change
- understanding what needs to be done, establishing work streams
- assigning specific responsibilities
- communicating the changes
- managing attitudes to change, building consensus and resolving conflict within in your organisation, with partners and stakeholders
- making essential resources available
- putting in place oversight and accountability for the changes
- seeking external assistance at the right stages

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# 6 THE TRANSITION PROJECT

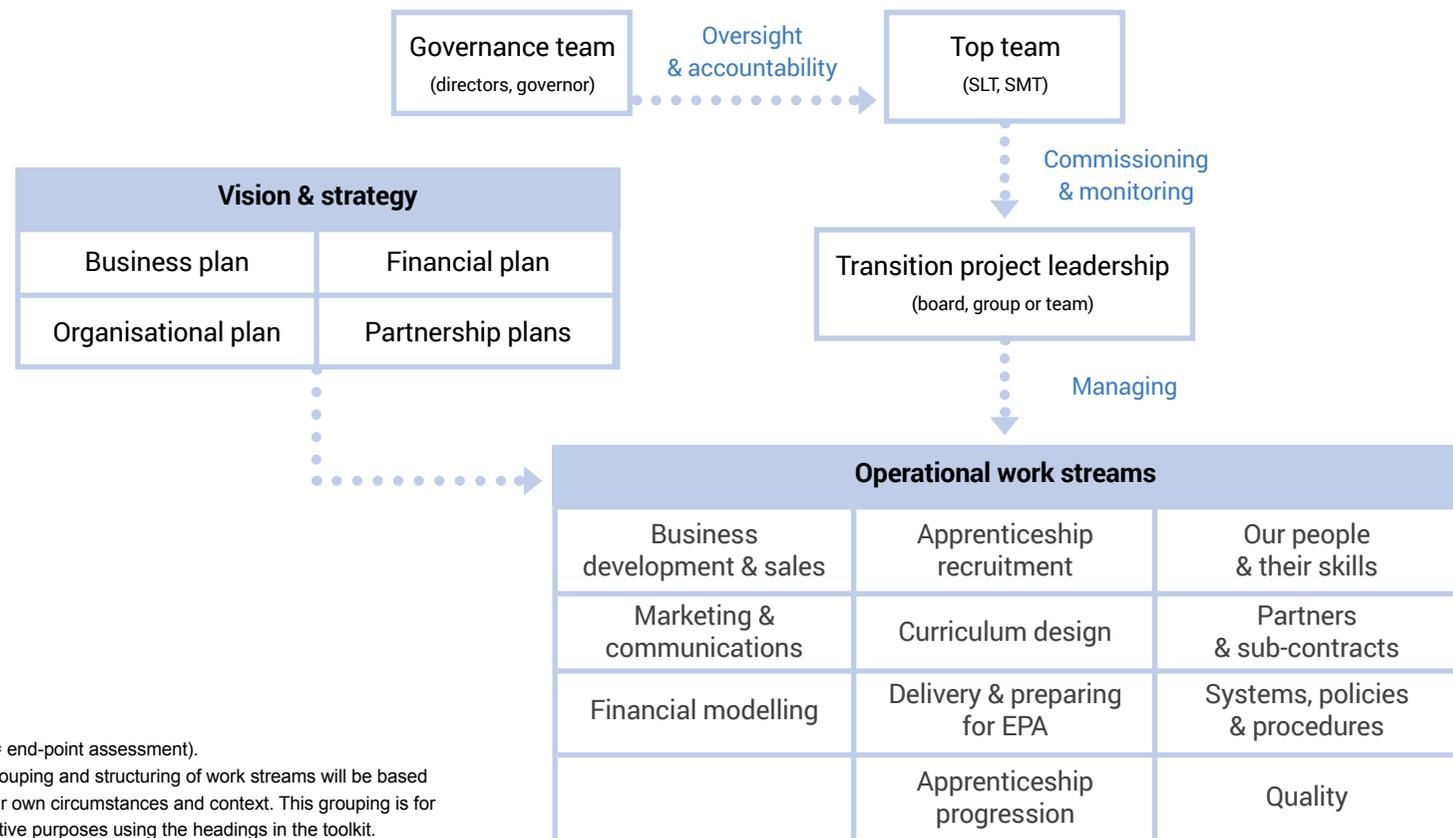


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## Overview (continued)

### Establishing work streams

Your **transition plan** can draw together the activity which has been described in other sections with a view to creating a “whole organisation approach” to implementing your apprenticeship strategy. The diagram below gives an illustrative example of how transition can be organised using the toolkit chapter headings.



(EPA = end-point assessment).  
The grouping and structuring of work streams will be based on your own circumstances and context. This grouping is for illustrative purposes using the headings in the toolkit.

# 6 THE TRANSITION PROJECT



## Overview (continued)

### Roles and accountability

The key roles in the model above (which will vary to suit your organisation and context) are:

|  |  |
|--|--|
| <b>Governance team</b><br>(directors, governor)                | Steering the organisation's apprenticeship vision and strategy<br><br>Holding the top team to account for targets and transition<br><br>Acting as ambassadors for change |
| <b>Top team</b><br>(senior leadership & management teams)      | Establishing vision, strategy, plans and targets<br><br>Overall responsibility for transition<br><br>Often will include a Project Director                               |
| <b>Transition project leadership</b><br>(board, group or team) | Drive the planning and management of the transition  |
| <b>Operational work stream leads</b><br>(directors, governor)  | Day-to-day delivery of the transition  |

### Transition plan

A transition plan document could include:

- critical project objectives and success measures
- work streams with identified owners
- timeline with milestones and interdependencies
- risk assessment and risk management plans
- reporting, review and revision processes
- governance oversight checkpoints

There are many models and templates for change project management. You will select and adapt appropriate models for your organisation that align with your experience, processes and culture.

In terms of apprenticeship standards, the critical complexities in terms of the timetable for transition, and your transition plan, relate to:

- the staggered introduction of standards becoming ready to deliver
- delivering framework starts in some occupations to 2020
- framework-based apprenticeships continuing to completion, potentially to 2024 and beyond

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## 6 THE TRANSITION PROJECT

### Overview (continued)

Therefore, there is potentially a need to plan for several transition and dual running scenarios for:

- 1 early standards that are being delivered now;
- 2 the finalised funding regime for standards whether or not funded through the levy; and
- 3 current frameworks or
- 4 a mixture of frameworks and standards in the same occupation. The Education and Skills Funding Agency (ESFA) is establishing a single funding model for both frameworks and standards.

### Risk

The range and levels of risk to the success of your transition, and ultimately to your organisation, are significant. The Threat Analysis Tool offers an initial listing of potential risks, allowing you to consider them in your context, and articulate avoidance and contingency plans. You can use this simple structure to populate your own risk register that is likely to consider the levels of risk, and assign responsibility for individual risks.

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## Overview (continued)

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**Inputs from other sections to support these actions:**

**From topic: 1 (Vision, strategy & leadership)**

- Your vision and strategy for your future apprenticeship offer

**From topic: 2 (Business planning)**

- Targets for sectors, occupations, employers, apprentice recruitment and finance
- Mapping of your current frameworks to standards
- Selected new apprenticeship standards
- Standards identified for piloting and outline timetable

**From topic: 3 (Finances & funding)**

- Financial plan, targets and budgets, I&E / cash flow forecasts

**From topic: 4 (Organisation planning)**

- Proposals and plans for how organisation structures and key roles will change for apprenticeship standards

**Inputs from other sections to support these actions:**

**From topic: 5 (Partnership & collaboration)**

- New / adjusted model of sub-contracting delivery (as lead or sub-contractor)

**From topic: 7 to 15**

- Outputs from all operational areas affected by the introduction of standards

**The outputs of your work in this area will be:**

- A consolidated transition plan with milestones and timeline
- Transition management, accountability and governance roles assigned and arrangements in place
- Task and issues management processes
- Internal and external key messages and timing defined for communication

# 6 THE TRANSITION PROJECT

## Actions

### L Actions for Leaders

Consider establishing a governance team and / or a top team to consider issues of the apprenticeship reforms. This might include setting up an overall team looking at the transition plan and project for future apprenticeships

Consider designating key staff as apprenticeship standard champions or advocates. These staff can act as knowledge points for the developments

Assign work streams to staff to drive the reforms in a managed and logical manner. These may include employer and business streams, finance and revenue, curriculum, staff development and a stream looking at the End-point Assessment Organisation (EPAO) development potential

Ensure that staff who are assigned to transition planning have the resource and time to discharge the tasks set them

Identify the key messages that might be needed for wider stakeholders affected by the transition plan

Monitor the KPI measures set for the transition planning functions

### M Actions for Managers

Identify the implications of transition for your team

Ensure that practitioners are able to work within planning parameters

Identify the accountabilities and communication channels

Contribute to the transition project leadership team and drive the work of the operational work streams

Assign the responsibilities to each work stream

Develop internal communications to engage all staff in the reforms

Develop external communications for employers and stakeholders that are appropriately informed

Consider ways to show progress and completion of the key work stream

### P Actions for Practitioners

Understand the transition plan and your role within it

Attend any internal briefings and use the opportunity to ask questions

Conduct research that is relevant to your job role and consider how your intelligence and expertise might help inform departmental plans

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### Perspectives/case studies

*"We have set up a senior group to look at strategy and policy e.g. explore which areas to develop apprenticeships in, recruitment numbers and potential employers to start discussing this with. The second group we have set up is focusing on the process and systems – the monitoring and administration process, but also the quality assurance. The third group is an employer engagement group – firstly, for awareness raising about apprenticeships at the higher levels, and then to help employers take this forward."*

#### Leeds Trinity University Ian Rowe, Director of Business Development

Leeds University has been one of the first Universities to offer Higher and Degree Apprenticeships.

*"From an HEI perspective, gather a coalition of people, (student support, admission, finance, data, quality, partnerships and industry specialists, legal), so the workload is spread out, but important that one person leads it. If it is left to one person or team, it will be very burdensome. In our experience, to get backing from the Executive Team, you will need to gather evidence and figures that this is a strategy worth pursuing and will generate the level of income needed to deliver the degree apprenticeships well."*

#### Staffordshire University Sarah Tudor, Director of Employer Partnerships

University has been delivering apprenticeships for almost six years, starting with Higher Apprenticeships. They deliver 15 new standards, across a range of sectors, including Degree Apprenticeships.

*"We established a Strategic Reform group, which included heads of departments who will have a key role in future apprenticeship delivery. We used the toolkit and assigned each of the chapter headings / topics to the heads to then go away, explore in detail and develop an action plan for their particular parts of the business and then share. The group have monthly Reform days (with three breakout sessions) where they receive a short monthly update but then exclusively work with each other as the key stakeholders on reform."*

*In a world of competing priorities, set specific time aside each month to prepare for the reforms. There needs to be meaningful progress, not just talk. Our time has been focused on 'doing', rather than just discussion and debate. The toolkit will help you established the scope of the activity, which is essential at the start of any project plan. There is a lot of bad advice out there, so important to use something that is tried and tested, like Future Apprenticeships support."*

#### Qube Learning Mark Eaves-Seeley, Learning and Development Director

Qube Learning is a national provider currently delivering to over 3,400 apprentices across a range of occupations.

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## Links

### Published standards and those in development



These will tell you what is potentially available to read in context with your organisational business plan

### NAS 2020 Vision



NAS video outlining the government's 2020 Vision for Apprenticeships

### Guidance for developers of standards



This will help you understand how standards and end-point assessment plans are created and the guiding principles

### Details of the role and responsibilities and the members of The Apprenticeship Sector Development Board (ASDB)



The Apprenticeship Sector Development Board (ASDB) will aim to increase the number of apprenticeship places that employers offer in both the public and private sector

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## Tools

### 6.i Transition project health check



To gain feed-back from transition project participants

### 6.ii Threat analysis tool



A simple tool for exploring and planning for threats to a successful transition

### 6.iii Self-review template – where are we now?



Use this self-assessment review to establish a baseline in relation to the standards you wish to focus on

### 6.iv Transition planning for the implementation of individual standards



A straightforward template for you to bring together your transition plan for each standard

### 6.v Transition workstream planning template example



(Double click the paperclip icon to download the tool)

### 6.va Transition workstream planning template



A template for you to bring together your organisational transition plan workstreams

### 6.vi Transition themes – self assessment survey



Self assess your knowledge and approach

### In the next three years you'll need to ask...

- Evaluate and learn from your transition experience?
- Have you successfully shifted from transition mode to business as usual?

# 7 BUSINESS DEVELOPMENT & SALES

## Overview

Employers have been placed at the heart of the reforms, in control of designing their apprenticeship programme, selecting training providers, negotiating costed delivery plan, and choosing End-point Assessment Organisations.

The process of providers working with their employers to develop new apprenticeship business will be one of the keys to success and meeting the national target of 3 million apprenticeship starts in England. To do this, it will be necessary to offer apprenticeships to older workers and at increasingly higher levels of attainment.

For many employers, understanding the new approach is a daunting prospect. Coming to terms with the terminology itself, of end-point assessment, external quality assurance and grading, will need a close relationship with their providers.

There are many changes that will impact on the way in which providers work with employers, including:

- the flexibilities inherent in the new delivery models
- progression opportunities are linked to occupation
- funding arrangements and the levy implementation
- the levy for large wage-bill employers - employers may not be aware of their liability
- proposed changes to funding and sub-contracting
- maintaining and further developing relationships for the longer term
- employers previous involvement with the apprenticeship system
- meeting public sector targets (for applicable employers such as local authorities, NHS and schools)
- the Apprenticeship Service, and

- financial incentives built into the system
- the opportunity for Levy-paying employers to transfer funds they are not using to smaller employers

The reform agenda places a different emphasis on the employer-provider relationship. Whilst employers are in the driving seat, providers have an important role in briefing and advising employers and involving them in programme design and delivery. Training providers have a significant opportunity to help employers navigate the apprenticeships system, and build long-term relationships.

### English Apprenticeships –Our 2020 Vision:

*“Businesses, and small businesses in particular, respond best to advice and support tailored at a local level.”*

Apprenticeship standards are not an off-the-shelf, fixed-price product. Potentially, each employer and each apprentice could have a unique programme and training plan, as a result of your sales and business development negotiations. Your discussions about apprenticeships could place them in a much wider context of workforce development planning and form a route to long-term relationships.

The nature of the business development and the provider-employer relationship is fundamentally changing. The diagram on the next page (drawn from the materials used in the recent Future

Apprenticeship workshop: *Engaging Employers in Delivering Apprenticeship Standards*) illustrates the changes of emphasis in the provider-employer relationship.

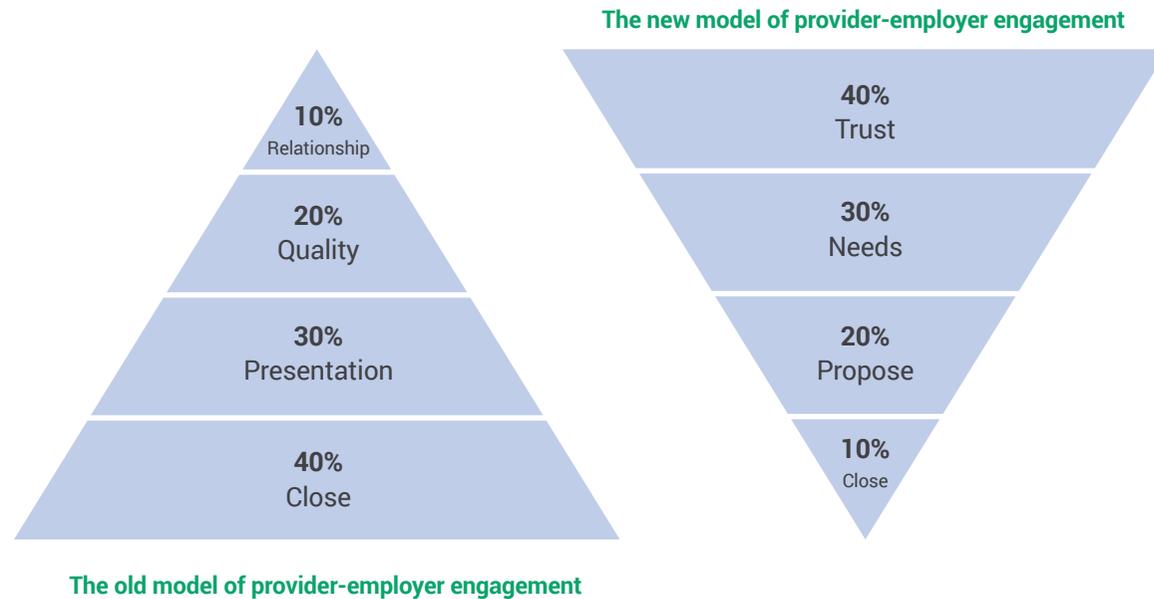
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### Elements of the business development process

In the new system there will be many features of an effective business development conversation with employers:

- building trust and credibility with employers in relation to the reforms. For some, this will be new, but for many this will introduce administrative complexities such as running two systems or managing direct payments and incentive receipts
- identifying, proposing and agreeing standards which work for employers' job roles and job descriptions

- positioning new features of standards such as: the employer-led nature of standard design; the greater flexibilities for delivery; and the emphasis on the end point assessment to establish job-ready competence
- the timing for switchover from frameworks and standards and the possible extent of dual running
- offering solutions (perhaps alongside apprenticeships) that work best for each business, with the end goal not of selling an apprenticeship but of fostering a long term business relationship

# 7 BUSINESS DEVELOPMENT & SALES



## Overview (continued)

- agreeing a training programme delivery plan, including recognising the flexibility for employers to undertake on-programme delivery
- finding out if the employer wants to include qualifications in the on-programme phase which are not mandated as part of the apprenticeship standard
- identifying End-point Assessment Organisation for selection by the employer
- negotiating a defensible price for delivery, mindful of the internal programme cost calculations, the funding parameters, including incentives and the cost of end point assessment. Employers will recognise where pricing simply refers to band levels, especially where they contribute to delivery
- agreeing a payment schedule
- supporting administration requirements, which could include facilitating employers' registration with the new Apprenticeship Service
- employer's differing levels of experience and engagement with apprenticeships
- keeping employers engaged including keeping the employer moving forward with apprenticeships, communicating with them when new standards are available and growing the relationship based on success
- Ensure your **find apprenticeship training** section of the Apprenticeship Service website is up-to-date with your latest apprenticeship framework / standard offer, so it is visible to employers

### Your business development team

Your business development staff will need to fully understand the changes and be clear on how they explain the new standards and work with employers to both maintain existing business and creating new customers. You will need to assess:

- if and how your team can be developed to adopt this new relationship-based approach
- which members of the team will be actively involved in employer engagement
- the skills they need to support future employer engagement
- how can they continuously understand employers' business environment, operations and future ambitions

The recent Future Apprenticeship workshop: Engaging Employers in Delivering Apprenticeship Standards, offers a list of behaviours that you might want your business development staff to aspire to:

### Becoming a trusted adviser

- Bring everyone in the organisation with you
- Speak the employer language
- Value your contribution
- Communicate regularly
- Understand the need and respond
- Problem solve
- Seek the win-win
- Protect your brand

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**Inputs from other sections to support these actions:**

**From topic: 1 (Vision, strategy & leadership)**

- Your vision and strategy for your future apprenticeship offer

**From topic: 2 (Business planning)**

- Business and customer objectives and targets, including sectors and occupations
- Selected apprenticeship standards
- Mapping of your current frameworks to standards
- Standards identified for piloting and outline timetable

**From topic: 3 (Finances & funding)**

- Pricing structure and pricing examples for employers

**From topic: 8 (Marketing & communication)**

- Marketing plan or sub-plans and key messages, that integrate new standards with the remainder of your framework offer
- Marketing collateral for employers and young people
- Outputs from all operational areas affected by the introduction of standards

**Inputs from other sections to support these actions:**

**From topic: 9 (Apprentice recruitment)**

- Revised apprentice recruitment plan and targets
- Review of your recruitment offer and systems for employers
- Review of your relationships with local schools, sixth form colleges and other education providers
- Review of selection and screening processes

**From topic: 10 (Curriculum design)**

- Resources in place for your trainers to use with your apprentices and employers

# 7 BUSINESS DEVELOPMENT & SALES

## Overview (continued)

### The outputs of your work in this area will be:



- 1 Sales and business development approach and plan in place, including sales targets and goals, and your approach to servicing existing customers and attracting new business
- 2 Employer materials and documentation relating to standards, switchover and dual running
- 3 Sales and business development team equipped for new approach
- 4 Sales and business development activities for apprenticeship standards underway



Looking for more detail on business development?

The *Future Apprenticeships* programme produced more detailed guidance on business development which can be found on the Foundation Online Learning platform (you will need to log in and enrol).

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# 7 BUSINESS DEVELOPMENT & SALES

## Actions

### L Actions for Leaders

Consider your employer base and identify those who fall into the following categories:

- large employers who currently have significant volumes with you
- large employers with smaller volumes
- smaller employers with proportionally large volumes
- employers who will need to run two apprenticeship systems in parallel (standards are ready for delivery)
- employers new to apprenticeships
- employers affected by the levy changes
- employers affected by public sector apprenticeship start targets

For each group, a business development and sales approach will be needed

Communicate these to the business development and employer engagement staff teams

### M Actions for Managers

Ensure you have the right skills in your business development team. What do you need to put in place to meet future needs?

Make sure that you and all staff are fully up to date with the reforms, the funding and the organisational response to the changes

Ensure communication is open between business development and relevant parties:

- finance teams – to prepare costings guidance
- curriculum / delivery teams to identify what are the proposed models for delivery of specific standards
- marketing teams – to ensure that updated material is available clear and consistent messages for respective employer customer groups

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# 7 BUSINESS DEVELOPMENT & SALES

## Actions (continued)

### P Actions for Practitioners

Familiarise yourselves with the strategic and business plans for your organisation so that you can be sure of the proposed offer and the timelines for transition

Gain a broad understanding of the new standards across the apprenticeship offer and with your knowledge of the current customer base what new opportunities may need to be fed back into planning?

Gain a full understanding of what has changed between frameworks and standards and how this might impact on existing customers – you will need an in-depth understanding of the relevant standards and their related end-point assessment plans

Review your customer base – who are the priority target groups to contact?

Make sure you fully understand the funding processes in a way that you can communicate to your existing and prospective customers

Understand the costing model, the funding bands and the policy and process for negotiation. What is the core offer and what may be charged as additional e.g. charging for recruitment?

Make sure you fully understand the ways in which an apprenticeship can support a wider customer training programme – especially since apprenticeships will be possible for older workers (25+) and at higher levels of attainment (many new apprenticeships are emerging at levels 5-7)

Make sure you understand the new arrangements that came in April 2019 where Levy-paying employers will be able to transfer up to 25% of the annual value of funds they are not using to their supply chain

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# 7 BUSINESS DEVELOPMENT & SALES

## Perspectives/case studies

*“Employers have been quite specific with what they want from the apprenticeship training. The challenge was the negotiations with employers. We worked with our business development team to introduce effective business and training needs analysis when talking with employers. It has been really important to bring the business development and curriculum development team together. This has allowed us to tailor our offer to suite the employer.”*

### Newcastle College

#### Lynsey Whitehead, Director of Apprenticeships & Business Partnerships

Newcastle College are a large apprenticeship provider in the North East. The college deliver 90 different apprenticeships across a wide variety of industries, including several new standards.

*“The employer has to take an active role in standard (a good thing), so that first conversation with the employer really is important, not just to sell the standard but to make sure they understand their role and responsibilities.”*

### Hospitality Industry Training

#### Hilary Mosedale

HIT delivers over 8,000 apprenticeships in the hospitality, social care and retail sectors. It now delivers several of the new apprenticeship standards, with detailed planning in place to start delivering other apprenticeships standards too.

*“The new world is far less proscriptive about how an apprentice reaches competence and providers and employers will have more flexibility over what is delivered. Many employers are going to be looking for innovative learning solutions. They will want to be more actively involved at every stage, particularly now employers are making greater financial contributions to the training. The standards give you an opportunity to design a programme that increases the benefits for the employer. As an example, standards that include a final assignment or dissertation has allowed our apprentices at Barclays to explore a live business problem and develop solutions.”*

### Barclays

#### Mike Thomson, Head of Early Careers

As an employer, Barclays work with a range of providers and have a lot of input into the training themselves. They have around 600 apprentices on-programme (likely to increase with the levy) in a wide range of roles from financial advising, IT and digital, corporate, investment banking and all operational areas. They were one of the first banks to take advantage of Degree Apprenticeships – they also chair a number of trailblazer groups.

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## Perspectives/case studies (continued)

*“The new standards have required a change of mind-set. Conversations are now far more open with employers about what they would like included within the training. Some employers have needed support in understanding the new standards and how they differ to the old frameworks – this has taken some time. Many employers have experience of L2 and L3 apprenticeships. Many, particularly SMEs, haven’t gauged the true extent of the reforms, so it has taken time for employers to realise that they are in the driving seat. It’s no longer about providers saying ‘this is it’, it’s about employers really shaping the learning that goes within the apprenticeship standard”.*

### Staffordshire University

#### Sarah Tudor, Director of Employer Partnerships

The University has been delivering apprenticeships for almost four years, starting with Higher Apprenticeships. They now deliver a number of the new standards, with significant volumes, including Degree Apprenticeships.

*“When an employer lead comes into the college, the Business Development and Sales team oversee the first contact to establish employer need. Once an apprenticeship has been ascertained, the lead is passed over to the relevant curriculum area who arranges to follow up with a face to face meeting to discuss pathways, job role and match to the appropriate programme. The college follows a strict SLA time line, which includes making first contact within 72 hours and a total of 10 working days to meet employer and confirm the apprenticeship.”*

### Bedford College

#### Debbie Houghton, Director of Apprenticeships

The Bedford College Group run a large training programme for over 2,000 apprentices each year. The college has transitioned across to new standards as they become available and are currently delivering 28 new standards (with 11 others be developed), in a large number of industry sectors.

# 7 BUSINESS DEVELOPMENT & SALES

## Perspectives/case studies (continued)

*“Alongside talking with the employer, we also speak with the apprentice and their line manager. With line manager involvement we can gain a better picture of individual development needs and opportunities to put new skills into practice. This has also assisted the 20% issue as, on a day-to-day basis, it is the line manager that will be influential in the learner having off-the-job training. We give examples of how the off-the-job requirement could work for them in a very practical sense. For example, while some tasks will require quite separate study time, others might compliment the work more directly like the ability to plan projects.”*

### Grey Seal Recruitment and Training Andrew Barnard, Quality Manager

Grey Seal started in 2002 and went on to establish a separate training arm. Grey Seal work with a wide range of employers (levy and non-levy), delivering standards in a range of industries including customer service, team leader and management.

*We have reflected a lot on what is needed up front to ensure we have a good quality delivery programme for apprenticeship Standards. What this means in practice is a much more in-depth Training Needs Analysis (TNA) process, carried out by our Sales and Employer Engagement Officer teams. We need to be sure that what goes into the learner programme is accurate and will support their development but also we want to ensure that the training is going to have an impact on the business.*

*What we have found is how much more joined up we have become as an organisation. The sales team working closely with the delivery team to make sure programmes meet needs. Joining up internally has huge benefits but also joining up externally with the employer means we deliver a much better product. Our programmes are making such a difference to our apprentices and to their employers.*

*We know this as we are getting far more employer feedback – because we are actively seeking this from the start to the end of our apprentice journeys. We have that dialogue with employers whereby they are involved and therefore we are getting the opportunity to hear it more. The same applies for the measuring of progress with learners. Standards, and our approach, is an all-round much more effective way to deliver apprenticeships.*

### Acacia Training Amy Fowles, Curriculum Lead

Acacia Training are a large national training provider, with a strong presence in the Staffordshire and Midlands area. Acacia specialise in the Health and Social Care sector – over the past year, they have been making the transition from frameworks to standards.

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## Links

### Published standards and those in development



These will tell you what is potentially available to read in context with your organisational business plan

### NAS 2020 Vision



NAS video outlining the government's 2020 Vision for Apprenticeships

### Guidance for developers of standards



This will help you understand how standards and end-point assessment plans are created and the guiding principles

### Details of the role and responsibilities and the members of The Apprenticeship Sector Development Board (ASDB)



The Apprenticeship Sector Development Board (ASDB) will advise on expanding apprenticeships nationally, and will aim to increase the number of apprenticeship places that employers offer in both the public and private sector

### The Institute for Apprenticeships and Technical Education



The institute oversees the development, approval and publication of apprenticeship standards and assessment plans as well as the occupational maps for T Levels and apprenticeships

### Guidance: Apprenticeship Service bulk upload specification



Technical documents for the apprentice bulk upload facility for training providers to use in the Apprenticeship Service

### Foundation Online resources to support apprenticeships



This set of resources includes one intended for business development staff and an interactive course is designed to support apprenticeship front-line staff to engage employers in promoting diversity right the way through their apprenticeship journey

### Guidance for employers



Information for employers showing the benefits of apprenticeships to their business

### Apprenticeship funding model



How apprenticeship funding for employers will work, including details of funding bands and the apprenticeship levy

### Apprenticeship Staff Support programme materials



Some useful materials on positioning sales

# 7 BUSINESS DEVELOPMENT & SALES

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## Links (continued)

### Teach Too resources and case studies - collaboration readiness checklist



A number of resources, designed to help engage, design and co-deliver apprenticeships with employers – including a checklist for business development staff, to support initial conversations with employers



Teach Too case studies

### Employing an apprentice



Information for employers wishing to find out about hiring apprentices

### Find an apprenticeship



The ESFA course portal for employers looking for standards / frameworks and providers which has been embedded into the Apprenticeship Service

### Employer engagement resources and tools



A set of Employer Engagement (Apprenticeship) resources on the Foundation Online Learning platform – including a CPD module, videos and toolkit for front-line staff

### Employer engagement toolkit and resources



A toolkit to help staff develop their business development strategy and sales approach for apprenticeships

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## Tools

### 7.i Decoding the standard – business development checklist



This checklist is useful in reviewing individual standards to identify how they will work for your customers and how you can present that information

### 7.ii Business development organisational checklist



A checklist for a sales approach which uses organisational needs analysis as a holistic approach to identifying customer needs

### 7.iii Key Account Management



Designing and implementing Key Account Management will support you to re-think how you approach employer engagement

(Double click the paperclip icon to download the tool)

### 7.iv Business Development Confidence Scale



This confidence scale can be used to identify knowledge and skills gaps in your business development teams

### 7.v Summary of reforms for employers



A slide deck providing a basic summary of the reforms for employers and the implications for the organisation. Slides updated April 2019

### In the next three years you'll need to ask...

- How have the new employer roles changed your apprenticeship market?
- If you are involved in the public sector, what has been the impact of the public-sector apprenticeship target?
- What has been the impact on employer demand of:
  - a full two-year levy cycle
  - co-funding
  - Levy transfer funding

# 8 MARKETING & COMMUNICATIONS



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## Overview

The apprenticeship reforms present an opportunity to reconsider how you position apprenticeships with businesses, potential apprentices and other stakeholders, such as schools and parents.

The key questions you can consider are:

- what are the important changes and how might they affect our market?
- what are the new business growth opportunities?
- how should we differentiate between levy/non-levy, large/SME/micro business offers?
- how could we adapt our marketing and communications with employers and potential apprentices?
- how could we test our strategy with our existing employer base?

### Understanding the important changes and how they might affect our market

Your organisation's strategic objectives and business plan targets, in terms of skills priorities and apprenticeship standards, give you a framework for more detailed market analysis:

- what further Labour Market Information (LMI) do you need to profile your new, potential target market?
- what does your potential employer and apprentice customer base look like in terms of sectors, size and type, and their geographical distribution? What is the most helpful way for you to segment your market?
- how might the reforms change your customer base in the short and long-term?

The Marketing Checklist / Action Plan tool sets out these, with other marketing planning questions. Your marketing leads will use their own planning frameworks to align apprenticeship standards marketing with your overall marketing plans.

### Business growth and opportunity

Your marketing research can be placed alongside your understanding of the reforms. The following list identifies opportunities from the reforms for repositioning and market growth that you can evaluate.

- increased employer interest in apprenticeships driven by their increased financial stake through direct financial contributions including the levy. We are seeing more interest in apprenticeships beyond employers' HR and Learning and Development Teams, to, for example, financial directors and managers
- standards are being written by employers for employers
- new standards may result in new markets, in occupations or sectors that may not have had apprenticeship frameworks
- flexibilities that allow employers to be directly involved in training design and delivery
- engaging employers in conversations about their wider workforce development, and how apprenticeships (and other training products) can contribute
- a new opportunity to make the case for apprenticeships as a route into employment, with clear progression to professional and technical roles, and a more effective route in terms of productivity and retention than graduates

# 8 MARKETING & COMMUNICATIONS



## Overview (continued)

- for public sector organisations there is the additional driver of the target in relation to the number of apprentices who work for them accounting for 2.3% of their workforce

There is equally a need to identify any existing provision that may be at risk. For example, there will be no more 'free training' and any implicit or even explicit messages to this effect have to be taken down.

### New opportunities to attract potential apprentices

Key changes relating to attracting apprentices include:

- recent policy requiring schools in England to give vocational routes, including apprenticeships as much time as academic routes when giving careers information, advice and guidance. A new apprenticeship offer, based around standards could provide you with opportunities to present welcome and compelling messages to school leaders, parents and school leavers as part of their careers education information advice and guidance plans
- many of the standards developed so far are higher and degree apprenticeships in professional and technical fields
- new specialist apprenticeships which do not have an existing corresponding framework

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# 8 MARKETING & COMMUNICATIONS



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### Inputs from other sections to support these actions:

#### From topic: 1 (Vision, strategy & leadership) ▶

- Your vision and strategy for your future apprenticeship offer

#### From topic: 2 (Business planning) ▶

- Business and customer objectives and targets, including sectors and occupations
- Selected apprenticeship standards
- Mapping of your current frameworks to standards
- Standards identified for piloting and outline timetable

#### From topic: 3 (Finances & funding) ▶

- Pricing structure and pricing examples for employers

#### From topic: 6 (The transition project) ▶

- Timeline for transition

#### From topic: 7 (Business development & sales) ▶

- Contacts with employers, schools, career and vacancy services

### The outputs of your work in this area will be:

- Detailed analysis of your segmented employer and apprentice target market
- Apprenticeship marketing plan or sub-plans and key messages, that integrate new standards with the remainder of your framework offer
- Marketing collateral
  - Customised for a segmented employer market
  - Highlighting new opportunities for young people
  - Explaining the likely offer in each occupational area
  - Testing marketing strategies with local employers or your existing customers

# 8 MARKETING & COMMUNICATIONS

## Actions

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### L Actions for Leaders

Make sure your marketing team understand, have been involved in developing and have ownership for:

- strategic objectives and business plan targets
- the targets and timelines for transitions from frameworks to standards

Sign off changes to employer and apprentice marketing plans

Ensure your **find apprenticeship training** section of the Apprenticeship Service website is up-to-date with your latest apprenticeship framework / standard offer, so it is visible to employers

### M Actions for Managers

Familiarise yourselves with the Strategic and Business Plans for the organisation so that you can be sure of the proposed offer – what are the key messages that management want to transmit?

Understand analysis of local and growth priorities and your organisations strategy for apprenticeships

Conduct more detailed market research and analysis, including looking at what other providers are doing and how that relates to your offer

Develop your marketing and communications plan

Make sure that you and all marketing and communications staff are fully up to date with the reforms, the funding and the organisational response to the changes

Ensure your team have an understanding of what has changed between frameworks and standards and how this might impact on existing customers

Ensure your team fully understand the new funding processes in a way that you can produce materials which communicate the best messages to your existing and prospective customers

Define the Unique Selling Point (USP) for your organisation

Understand core data relating to under-represented or disadvantaged groups

# 8 MARKETING & COMMUNICATIONS

## Actions

### P Actions for Practitioners

Gain a full understanding of what has changed between frameworks and standards and how this might impact on existing customers

Make sure you fully understand the new funding processes in a way that you can produce materials which communicate the best messages to your existing and prospective customers

Consider the timelines for transition – as an organisation you may not be able to deliver the full range of new standards at the moment so what information do you share with employers at different junctures in the planning?

Segment your customer base – who are the priority target groups to contact?

Consider how you will define the Unique Selling Point (USP) for your organisation

Be clear on which parts of your current provision will you continue to offer and until when

Identify how you will be able to produce more customised messages for different market groups?

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## Perspectives/case studies

*“Our message is – ‘an apprenticeship is better than a qualification!’ and on our website, we don’t talk about specific qualifications – we talk about what an apprenticeship can do for the company, how it supports workers in their occupation and business growth. Then we ask employers – are you prepared for it to be different – very different!”*

*Our marketing also focuses on the quality of our offer – our track record and success rates – so that it’s not all about who has the cheapest training offer compared to competitors, but the level and quality of training offered to the employer. It will speak for itself.”*

### Profile Development and Training Ltd Andrea Webb, Managing Director

Profile Development and Training Ltd is a small independent training provider based in Kent who has been delivering apprenticeship standards for some months.

*“When an apprentice shines in their job role, bringing their new learning and development back into their work, it is picked up and noticed by their Managers this is likely to be replicated and employers will look for more staff who will benefit. In particular, behaviours are often commented upon, e.g. uses initiative more to process orders, putting forward new ideas, enables the employer to become more efficient. Our apprentices are our best marketers.”*

### Grey Seal Recruitment and Training Andrew Barnard, Quality Manager

Grey Seal started in 2002 and went on to establish a separate training arm. Grey Seal work with a wide range of employers (levy and non-levy), delivering standards in a range of industries including customer service, team leader and management.

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## Links

### Recruit an apprentice

-  Information for training organisations on how to use the new recruit an apprentice service
- Recruit an apprentice has now replaced apprenticeship vacancies as the official service for posting and managing apprenticeship vacancies and traineeship opportunities in England

### Find apprenticeship training

-  The beta site within the digital Apprenticeship Service portal which allows employers looking to take on apprentices to find standards/frameworks and providers

### Find apprenticeship training: how to submit data

-  Information for training providers on submitting your apprenticeship training provision through the course directory provider portal

### EDI apprenticeship foundation course (module on marketing)

-  This interactive course is designed to support apprenticeship front-line staff to engage and develop a diverse range of apprentices (and their employers) right the way through their apprenticeship journey

### Promoting apprenticeship vacancies through the National Apprenticeship Service

-  Information about when the National Apprenticeship Service will help promote your apprenticeship and traineeship vacancies

### Public sector apprenticeship targets

-  The Enterprise Act 2016 has allowed the Secretary of State to set apprenticeship targets for prescribed public bodies and here is guidance for public bodies in scope of the public sector apprenticeship target

### Apprenticeship levy – how it will work (DFE guidance)

-  Guidance, published by the Department for Education (DFE) on how the levy works

### Guidance: Apprenticeship service bulk upload specification

-  Technical documents for the apprentice bulk upload facility for training providers to use in the Apprenticeship Service

### Apprenticeship diversity champions network: communications toolkit

-  Gives employer diversity champions information to engage and inspire communities and other employers to make apprenticeships more diverse

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## Links (continued)

### Survey on employer responses to levy



Research (dated 2016) which predicted how employers were likely to react to the introduction of the apprenticeship levy

### Apprenticeship Service demonstration



The Education and Skills Funding Agency (ESFA) have developed a demonstration of the new Apprenticeship Service and how it works



Apprenticeships evaluation: employers 2017 DfE

## Tools

### 8.i Secondary LMI data sources



Useful sources for secondary data collection for LMI

(Double click the paperclip icon to download the tool)

### In the next three years you'll need to ask...

- How effective have you been in differentiating your messaging for different types of employers (e.g. levy/non-levy, large/SME) and different types of potential apprentice (e.g. labour market entrants, existing employees)?
- Understanding the actual buying behaviours of employers?

# 9 APPRENTICE RECRUITMENT

## Apprentice recruitment and initial assessment

### Recruitment

The core concept of an apprenticeship – a job with training – is not changing. Prospective apprentices may see little difference in those core messages. However, there may well be changes for how you work with employers and potential apprentices on their recruitment. This section begins to explore the issues and possibilities.

The apprenticeship reforms present a real opportunity to raise the status of apprenticeships with employers, schools, young people and their parents, and people already in the workplace who are looking to develop their careers. Standards are presenting new routes for apprenticeships into professional and technical fields, often through higher and degree apprenticeships.

### Working with schools - The Baker Clause

The Baker Clause came into effect from January 2018 across England and Wales, effectively forcing all schools to open their doors to FE, apprenticeship and alternative 14-16 training providers, so that they have access to speak with students from Years 8-13 about their offer at 14-16, post-16 and post-18, when delivering careers information, advice and guidance.

Coupled with the introduction of standards, this change may generate more enthusiasm amongst school leaders to work in partnership with apprenticeship employers and providers. Close relationships with employers may help to convince young people and parents of the value of apprenticeships over other educational destinations.

### Supporting employers to recruit apprentices

Many employers use their own recruitment processes to source their apprentices. Some employers, especially smaller organisations, prefer to use the support of a training provider. Your own careers, advice and guidance specialists and your staff involved in apprentice recruitment, will be able to consider the implications as they become familiar with the reforms. The government currently provides the Find an Apprenticeship service for apprentices to seek vacancies which are submitted on the Recruit an Apprentice service allowing employers to register their apprenticeship vacancies, through their training providers. The Apprenticeship Service provides an online portal for employers to help them to make decisions about taking on apprentices. Guidance is available for providers, explaining how they will be able to upload their information on the course directory.

### Other options:

#### Traineeships

Traineeships offer potential apprentices a chance to investigate an occupation without full commitment and at the same time improve their work-readiness, maths and English. Prospective employers can be encouraged to participate in traineeships as an opportunity to observe potential apprentice recruits in the workplace.

#### T Levels (starting Sept 2020)

T Levels follow GCSEs and will be equivalent to 3 A Levels. These 2-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares students for work.

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# 9 APPRENTICE RECRUITMENT

## Apprentice recruitment and initial assessment

T Levels will offer students a mixture of classroom learning and ‘on-the-job’ experience during an industry placement of at least 45 days. They will provide the knowledge and experience needed to open the door into skilled employment, further study or a higher apprenticeship.

The Education and Training Foundation offer a significant programme of CPD for staff involved in the delivery of T Levels. More details can be found here.

For organisations subject to the levy there may be increased impetus to now recruit apprentices. For public sector organisations there is the additional driver of the 2.3% workforce target in relation to the number of apprentices who work for them.

The funding rules from May 2017 make reference to “a genuine job” and clarifies what that means. When the apprenticeship is achieved the apprentice should remain with the employer but where this is not possible the employer and the provider must support the apprentice to seek alternative opportunities. There is a need for robust screening of apprentices before accepting them onto a programme.

### Initial assessment

Before an apprentice begins, the training provider must assess their prior learning to establish the ‘starting point’ or baseline of the apprentice. This is a particularly important step for apprenticeship standards, as it informs how much of the apprenticeship training content the individual requires and provides the evidence to develop high quality individual learning plans. It checks that the apprenticeship is an appropriate training programme for the individual (see above for alternative options). This stage of work on apprenticeship programmes is also known as on-boarding.

The initial assessment process needs to be multi-purposeful. It should cover the scope of opportunities at the workplace with the employer organisation as well as the prior learning an apprentice may bring to their role along with their abilities, aspirations and support needs.

For funding purposes initial assessment needs to consider what new learning they will need to meet the standard (knowledge, skills, behaviours) to identify gaps and stretch opportunities through grading. This will then dictate the duration of the programme, bearing in mind it will need to be at least 12 months with a 20% off-the-job learning required as minimum.

Robust initial assessment would cover:

|  |   |                        |
|--|---|------------------------|
| Qualifications<br>(Certificated learning)        | Achievements                                      | Learning difficulties  |
| Experiential learning                            | Personal effectiveness                            | Interests & motivation |
| English (R,W, S&L)<br>(including role relevancy) | Suitability of job role to learning opportunities | Career preferences     |
| Maths (including role relevancy)                 | Personal circumstances                            |                        |

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# 9 APPRENTICE RECRUITMENT

## Apprentice recruitment and initial assessment (continued)

Methods of collection include:

|                          |                                  |
|--------------------------|----------------------------------|
| Interviews/QA sessions   | Application forms                |
| Multi-choice questions   | Observation (individual / group) |
| Practical tasks          | Knowledge assessment             |
| References from employer | Self assessment and moderation   |

Good practice models for assessing prior learning include:

- a A formal professional discussion with the apprentice to discuss knowledge, skills and behaviours gained in previous roles against the knowledge, skills and behaviours set out in the apprenticeship; and
- b Formal knowledge, skill or behaviour based diagnostic assessments against the required learning outcomes
- c Evidence of competency at a lower level, indicating the individual is ready for progression
- d Analysis of evidence presented (appropriate evidence may include portfolios, essays written for the purpose of RPL, interview outcome, academic transcripts or certificates projects)
- e Completion of the necessary learning outcome without learning
- f Self-assessment by applicant against the knowledge, skills and behaviours of a standard followed by moderation discussion of (a)

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# 9 APPRENTICE RECRUITMENT

## Apprentice recruitment and initial assessment (continued)

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### ▶▶▶ Inputs from other sections to support these actions:

#### ▶ From topic: 2 (Business planning)

- Business and customer objectives and targets, including sectors and occupations
- Selected apprenticeship standards
- Mapping of your current frameworks to standards
- Standards identified for piloting and outline timetable

#### ▶ From topic: 6 (The transition project)

- Timeline for transition

#### ▶ From topic: 7 (Business development & sales)

- Contacts with employers, schools, career and vacancy services

### ▶▶▶ The outputs of your work in this area will be:

- 1 Revised apprentice recruitment plan, with targets linked to business development growth targets
- 2 Review of your recruitment offer and systems for employers, taking account of the impact of the reforms on your support for employers and potential apprentices
- 3 Review of your relationships with local schools, sixth form colleges and other education providers
- 4 Review of selection and screening processes

# 9 APPRENTICE RECRUITMENT

## Actions

### L Actions for Leaders

Understand your strategic priorities for delivery;

Source reliable labour market information

Assess the market demand within your sector and geographical area and identify any growth opportunities

Identify what current provision remains open to offer and what may be discontinued

Identify any disadvantaged groups and set targets to widen participation

Set recruitment targets and communicate these to the recruitment teams and any staff with IAG responsibilities

Ensure your **find apprenticeship training** section of the Apprenticeship Service website is up-to-date with your latest apprenticeship framework / standard offer, so it is visible to employer

### M Actions for Managers

Make sure that you and your recruitment staff are fully up to date with the reforms, the funding and the organisational response to the changes

Consider how you will meet the recruitment targets set by leaders

Look at what other providers are already doing?

Consider how you will define the Unique Selling Point (USP) for your organisation in terms of the offer to young people and their parents

Link with the marketing department to ensure that recruitment material has been updated to reflect the new offer

Consider how to adapt your marketing approach to attract apprentices from disadvantaged groups

Ensure that statutory information, advice and guidance (IAG) responsibilities are discharged effectively promoting the full range of options (both internal and external) to existing students

Consider the capability and capacity of your team to deliver the new targets

As a provider you may also be subject to levy and the 2.3% public sector targets, you need to confirm the rules for acting as your own provider

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# 9 APPRENTICE RECRUITMENT

## Actions (continued)

### P Actions for Practitioners

Understand how many of your employers are levy payers and consider how best to engage them

Understand the opportunities inherent in new standards in a way that you can communicate positive messages to schools, parents and young people

Read the ground rules within the delivery of new apprenticeships and understand; eligibility, minimum hours of employment; time to be spent off the job, the requirement for end-point assessment, so that interested young people know what to expect

Research career pathways identified through professional bodies and sector skills councils. Where do new standards fit?

Consider the time lines your organisation has set for transition – when will your standards be ready for delivery? How quickly do your leaders want to make the jump from frameworks to standards?

Do you feel equipped to engage learners and employers? Engage with marketing colleagues to select the appropriate messages and media to use for getting the message across?

Work in partnerships with employer groups to promote the apprenticeships with schools linking opportunities for work experience, work shadowing and traineeships

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### Perspective/case studies

*“Getting funding eligibility and suitability sorted at the start of the engagement with employers and apprentices is now much more time consuming. We carry out a detailed examination of job descriptions to ensure we can start to negotiate with the employer in an informed way and also so that we can start to build the right kind of learning programme for our apprentices.*

*To establish the baseline ie starting point, this not only includes English and maths, it also has to take into consideration the vocational knowledge, skills and behaviours and RPL. This baseline has to be discussed and triangulated with the employer to inform the apprenticeship duration and funding requirement.*

*We ensure that we communicate and involve the key members of staff from the employer at the earliest opportunity. The apprenticeship job description needs to align to the apprenticeship standard to enable the apprentice to gain the knowledge, skills and behaviours required.*

*Our e-portfolio has a built-in skills scan that reflects the knowledge, skills and behaviours that are included in the standard. The results of our initial assessments can therefore be recorded on this system and form the apprentice ILP.*

*We conduct a robust recruitment process to ensure that both the employer and the apprentice are suitably matched. The initial assessment process details prior learning and experience and informs the training plan with the knowledge and skills and behaviours that need developing for successful achievement. This takes place in parallel with the employer to ensure that all parties are committed and expectations are effectively managed. Where an existing employee is a potential apprentice, their job description is meticulously examined to ensure that there is sufficient new learning for knowledge, skills and behaviours as detailed in the standard specification.”*

#### Cambridge Regional College

##### Ian Minor, Director of Apprenticeship Delivery

Cambridge Regional College is a large FE provider has been delivering apprenticeship in the Eastern region for over 25 years and was also one of the few colleges involved in the early trailblazer pilot since 2014.

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## Perspective/case studies

*“To ensure the apprenticeship programme will be effective we will advise if tasks are at too high a level, not enough variation of tasks or their expectation of the individual is too high e.g., as is sometimes the case with 16-18-year-olds in their first job. We are skilled in managing employers and line manager’s expectations and using Grey Seals recruitment experience we are experts at matching employers with a suitable apprentice and vice versa.”*

### Grey Seal Recruitment and Training Andrew Barnard, Quality Manager

Grey Seal started in 2002 and went on to establish a separate training arm. Grey Seal work with a wide range of employers (levy and non-levy), delivering standards in a range of industries including customer service, team leader and management.

*“We offer CV sifting to employers as its easier all round if they recruit the right person from the start for their apprenticeships. Working with our employers we also offer to take part in panel interview activity.*

*It’s not just about ability – it’s about behaviours and looking at the standard to see what sort of person is required to carry out the work.*

*We are running longer programmes so we want to make sure employers consider the best candidates for the posts – and it’s not always the A level English candidates that make the best Teaching Assistants. Sitting on the interview panel we can discuss this. It’s the candidate with the right reason for wanting to do the programme that is important and employers are aware that they are investing quite a bit of time and energy into looking for staff they can retain.”*

### Profile Development and Training Ltd Andrea Webb, Managing Director

Profile Development and Training Ltd is a small independent training provider based in Kent who has been delivering apprenticeship standards for some months.

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## Links

### Find an Apprenticeship service

-  Find an Apprenticeship service will be replaced by The Apprenticeship Service when it comes on stream for all employers

### Find apprenticeship training: how to submit data

-  Information for training providers on submitting your apprenticeship training provision through the course directory provider portal

### Recruit an apprentice

-  Recruit an apprentice has now replaced apprenticeship vacancies as the official service for posting and managing apprenticeship vacancies and traineeship opportunities in England
-  How to create apprenticeship vacancies and manage applications on the recruit an apprentice service
-  Technical guide

### Main GOV.UK site for people seeking apprenticeships.

-  Advice and guidance for those looking to apply for an apprenticeship
-  What young people will see if they apply online

### Parents' guide to apprenticeships

-  Will help explain to parents

### Labour market information and intelligence:

-  Embedding LMI into Training and Practice for Career's Advice

### Apprenticeships: resources for teachers and advisers

-  Resources on GOV.UK site to help teachers and careers advisers offer information, advice and guidance to young people, about apprenticeships

### A guide to apprenticeships

-  GOV.UK guide for potential apprentices

### National Careers Service website

-  Service for young people and others – useful tools for IAG

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## Links (continued)

### Main hub page on apprenticeships updated with all of the latest information

 This gives you the latest government guidance and publications

### Published standards and those in development

 These will tell you what is potentially available to read in context with your organisational business plan

### Traineeships

 A selection of free resources and materials to support providers in their delivery of traineeships – including progression to apprenticeships

 Traineeship referral sheet – providers

 Traineeships: employers

### Higher and degree apprenticeship guide and fact sheet

 Provides information for young people on the opportunities, progression and benefits of doing a higher or degree apprenticeship

### EDI apprenticeship foundation course (modules on marketing and induction)

 This interactive course is designed to support apprenticeship front-line staff to engage and develop a diverse range of apprentices (and their employers) right the way through their apprenticeship journey

### Learning Records Service

 The personal learning record is an online compilation of a person's learning and achievement records collected by UK education bodies. Documents required if you wish to register to use LRS services for your learners

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## Links (continued)

### Higher and degree apprenticeship vacancies



List of higher and degree apprenticeship vacancies starting in 2019

### A guide to apprenticeships



Guide for apprenticeship applicants

### T Level Professional Development Offer



The ETF have launched a broad range of support, to help providers prepare and start to deliver T Levels from September 2020

### In the next three years you'll need to ask...

- How effective has your work been with schools, parents, potential labour market entrants and people looking to progress their careers?
- Have you taken advantage of the opportunities of the new careers strategy to work with new partners?
- Has the messages about the benefits and rigour of apprenticeship standards been effective?

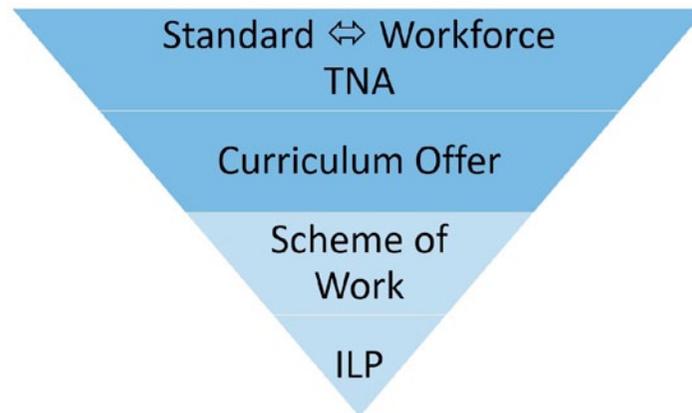
# 10 CURRICULUM DESIGN (EXPANDED)



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## Overview

This section focuses on understanding and translating standards into a curriculum, scheme of work and ultimately an individual learning plan that brings together the training resources that are required to prepare the apprentice for end-point assessment.



### Understanding the standard and end-point assessment plan

Your curriculum leads should be familiar with the knowledge, skills and behaviours elements of the standard and the assessment methods of the end-point assessment plan. In particular, they should agree the approach to delivering the knowledge, skills, behaviours, English and maths requirement and any mandated elements (including required qualifications) such that apprentices will be ready for end-point assessment. In addition equality, diversity and awareness related to extremism and British Values for example should be embedded as part of the wider learning programme to ensure apprentices develop a deeper understanding of how to live and work in a safe environment.

### Decoding the standard and end-point assessment plan to prepare learning plans for the employer and apprentice(s)

The standard sets out the requirements for someone who is competent in the occupation. The end-point assessment plan sets out the criteria that the End-point Assessment Organisation will use to assess competence. What is not provided is the map that takes the apprentice through their apprenticeship. This will include configurations of training, progress checking and observation, achieving any mandated elements, and conducting formative assessment, initial and diagnostic assessment practice for end-point assessment requirements. Configuring those elements with the employer will lead to a plan to complete an apprenticeship, including the selection and / or design of training materials, facilities and equipment.

Elements when reviewing a standard could include:

- what are the maths and English considerations for training and gateway evidence?
- what is the typical duration (perhaps a minimum or typical duration is stipulated).
- What are the dependencies for knowledge, skills and behaviours and how should the curriculum be sequenced and planned?
- is there a requirement for professional registration? Is this a defined option?
- what are the mandatory components to meet the gateway and what are the gateway requirements?
- how is grading applied and what must an apprentice do to achieve a higher grade?

# 10 CURRICULUM DESIGN (EXPANDED)



## Overview (continued)

And, the particular issues you might want to consider include:

- making sure that the early stages of a programme are sufficiently engaging to retain apprentices throughout the on-programme phase into end-point assessment
- how are employers engaged in curriculum design?
- finding innovative, effective and contextualised ways of meeting minimum maths and English requirements
- offering sufficient opportunities to shape and develop the required standards of behaviour
- allowing sufficient time for the apprentice to become familiar with and prepare for end-point assessment
- how might you integrate technology, or use distance learning to support achievement?

### Location and delivery considerations

- what is the main setting for training? Is it in the classroom, on the job with off the job plans integrated? Is there any virtual learning and access to online resources? How does one compliment the other? How does an apprentice learn, practise, then learn?
- the employer may decide that they want to deliver certain elements of the apprenticeship curriculum. Providers and employers will need to agree and set clear timelines to identify which elements of the curriculum will need to be delivered.

- ensuring the 20% off the job requirement is accommodated. Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties. The ESFA rules for funding has detailed guidance pertaining to evidence requirements. Further guidance on what this might look like is regularly updated.

### Bringing together the financial, human and training resources for delivery

With your input, your organisation's financial planners will have established viability thresholds, in terms of the numbers of apprenticeships and revenue required, and resources available for you to realistically deliver the standard.

This will give your curriculum lead the parameters to plan the deployment of resources and the delivery of apprenticeships.

Within a plan for the delivery of an apprenticeship standard, it is important to establish performance and progress measures, indicators, funding measures, quality measures and reporting milestones. At an organisational level, these will aggregate to business plan targets within a performance management system.

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**Inputs from other sections to support these actions:**

**From topic: 1 (Vision, strategy & leadership)**

- Your vision and strategy for your future apprenticeship offer strategic objectives and high-level performance and financial targets for your future apprenticeship offer

**From topic: 2 (Business planning)**

- Segmented business and customer objectives and targets, including sectors and occupations
- Target standards (those switching from frameworks and new)
- Standards identified to pilot
- Top level timings for piloting, dual running and switchover

**From topic: 3 (Finances & funding)**

- Financial plan, targets and budgets, I&E / Cash Flow forecasts
- Pricing structure and pricing examples for employers
- Costing model
- Viability assessment, targets and parameters for individual apprenticeship standards

**Inputs from other sections to support these actions:**

**From topic: 4 (Organisational planning)**

- Delivery structure for apprenticeship standards

**From topic: 5 (Partnership & collaboration)**

- New / adjusted model of sub-contracting delivery (as lead or sub-contractor)

**From topic: 6 (The transition project)**

- Consolidated transition plan with milestones and timeline
- Risk and issues management processes

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The outputs of your work in this area will be:



- 1 Curriculum leads, familiar with standards, the key terminology and how to create training plans
- 2 A curriculum, scheme or work at the top level and individual learning/training plans for each standard that you can adapt for each apprentice and their employers
- 3 Resources in place for your trainers to use with your apprentices and employers
- 4 Performance indicators, funding measures, quality measures and reporting milestones within a performance management system



Looking for more detail on curriculum design?

The *Future Apprenticeships* programme produced more detailed guidance on curriculum design which can be found on the Foundation Online Learning platform (you will need to log in and enrol).

# 10 CURRICULUM DESIGN (EXPANDED)

## Actions

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### L Actions for Leaders

Communicate the following to the managers responsible for developing the curriculum:

- communicate the following to the managers responsible for developing the curriculum:
- How will the employer support the design of the curriculum?
- How can a scheme of work be developed?
- What are the assessment opportunities?
- What resources will we need to support delivery?
- Objectives and targets for the curriculum

### M Actions for Managers

Create a costed apprenticeships design and implementation plan that meets the strategic priorities and the transition timeline

Assess the viability of the apprenticeships design and implementation plan from your perspective and from the perspective of different employer types (including levy paying employers you work with)

Create an implementation timetable for putting the necessary training resources in place for your chosen delivery model(s)

Mitigate against other risks to successful training, e.g. rural environments, changing technologies, changing legislation

Identify ways in which employers can be engaged in the design of training

What are your proposals for delivery of maths and English, ensuring these meet general requirements of standards

How are you going to move from that standard to the curriculum offer, to the scheme of work and the ultimate ILP record

# 10 CURRICULUM DESIGN (EXPANDED)

## Actions (continued)

### P Actions for Practitioners

#### Preparation

Understand the apprenticeships design and implementation plan and accompanying timeline, how this fits with current commitments for apprenticeship delivery

Understand the costing model proposed by your organisation

#### Designing new training

Read the standard and end-point assessment plan carefully. The standard defines what skills the apprentice must be able to demonstrate, what knowledge will be required to support the role and how they should behave. All three elements must be factored in, with allowance for at least 20% off the job training, and any maths and English delivery

Consider how this could be delivered and how this fits with current attendance patterns for training (e.g. day release, sandwich, evening / weekend, virtual etc.)

Identify opportunities for flexibility / innovation. Can you see the potential for employers to want to deliver some elements of this? How would you factor that into your design? Is there more than one model of delivery?

Consider if there are mandatory qualifications in the standard or any suggested options in the end-point assessment plan. Factor in the awarding arrangements to be met before the learner passes the gateway

Understand the role of the End-point Assessment Organisation - what are the range of assessment methods to be used to end point assess the standard and how will you need to prepare learners to meet the gateway?

Create milestones for assessing acquired competence. How will the delivery staff be able to gauge when the learner is ready to move to end-point assessment?

Use the opportunity to ensure that equality, diversity and awareness related to extremism and British Values for example, are embedded in the curriculum

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## Perspectives/case studies

*“You need to be flexible as you go along. During our pilot cohort, the employer decided they wanted to rebalance the time the apprentices was on-the-job and off-the-job. At the end of the first year, we also made changes to the way we deliver some of the units, to improve our delivery. Flexibility is important.”*

*“Our approach to the delivery of maths and English FS support has changed. We now provide grouped intensive functional skills support, at the start of an apprentice’s programme. We found that the one hour, over the year and sitting the test at the end of that time wasn’t going to be sufficiently robust for our apprentices in terms of meeting Gateway requirements and also preparing them for the next level.”*

### Bedford College Debbie Houghton, Director of Apprenticeships

The Bedford College Group run a large training programme for over 2,000 apprentices each year. The college has transitioned across to new standards as they become available and are currently delivering 28 new standards (with 11 others be developed), in a large number of industry sectors.

*“Our work is mainly with Schools (Teaching Assistant, Early Years) and support staff. In planning the 20% we talk to the employers about naturally occurring opportunities for the apprentice to build up their off the job learning. For example in the case of our Teaching Assistant work we include, coverage of key policies and procedures, 10 minutes each day to discuss class planning, two Inset days in the year. Tutors have created an excel spreadsheet to show how many hours an apprentice works in the school and overall how much time therefore needs to be built in for off the job activity.”*

### Structuring the delivery programme where there is no qualification

*“To structure the programme of training we deliver a topic based approach and start from there. This because there is a fair bit of underpinning knowledge needed to effectively support learning. Although our apprentices are supporting learning in the classroom from the start of their programme there are clear areas that need to be studied on a theoretical level. The topics include child development; managing behaviour; safeguarding, assessment for learning etc, all of which has a lot of theory underpinning apprentices’ skills in the classroom. The standards are very clear what topics need to be covered so it has been easy to develop a programme which meets the entire standards requirements.”*

### Profile Development and Training Ltd Andrea Webb, Managing Director

Profile Development and Training Ltd is a small independent training provider based in Kent who has been delivering apprenticeship standards for some months.

# 10 CURRICULUM DESIGN (EXPANDED)

## Perspectives/case studies (continued)

*“Start with the end in mind – what are the requirements of the end-point assessment? What needs to be achieved by the apprentice? How will this be assessed? The standard is a high level overview, but the end-point assessment plan and (in some cases) the occupational briefs will help give you detail. We set up working parties to look at particular standards and end-point assessment plans, and appointed a lead and sub-editor who worked with our members of staff with specialist knowledge. Be careful to build in time for qualifications and other requirements specified in the standard and end-point assessment plan (e.g. 3 month reflections in some the social care standards). This may mean moving away from the twelve-month delivery model.”*

### Hospitality Industry Training Hilary Mosedale

HIT delivers over 8,000 apprenticeships in the hospitality, social care and retail sectors. It now delivers several of the new apprenticeship standards, with detailed planning in place to start delivering other apprenticeships standards too.

*“Where a qualification is either optional or not a requirement, we have found that many of our employers prefer their apprentice to achieve a recognised qualification as part of the standard. Therefore in the majority of cases, we are going to continue to offer a formal qualification. This will give apprentices and employers a structure to their programme of training and should an apprentice change employer, allows for prior learning to be easily recognised by their new employer.”*

### Cambridge Regional College Ian Minor, Director of Apprenticeship Delivery

Cambridge Regional College is a large FE provider has been delivering apprenticeship in the Eastern region for over 25 years and was also one of the few colleges involved in the early trailblazer pilot since 2014.

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## Links

### Apprenticeship standards – list of all occupations available – published standards and those in development

 These will tell you what is potentially available to read in context with your organisational business plan. This will help you to plan delivery in the coming months and to undertake some outline risk assessment mapping for your curriculum areas

### Apprenticeship standards approved for delivery – the apprenticeship funding bands page lists the apprenticeship standards that have an approved assessment plan and funding band

 This is the list of standards that will now replace or widen the scope of frameworks. Standards showing (approved for delivery) include an approved assessment plan and are ready for employers and training organisations to use. However, in order to check if there is an approved assessment organisation, you will also need to check the RoEPAO

### Guidance for developers of standards

 This will help you understand how standards and end-point assessment plans are created and the guiding principles

### EDI apprenticeship foundation course

 This interactive course is designed to support apprenticeship front-line staff to engage and develop a diverse range of apprentices (and their employers) right the way through their apprenticeship journey

 **How employers and training providers should meet the 20% off-the-job training requirement for apprentices, with some best practice examples**

### Details of the role and responsibilities and the members of the Apprenticeship Sector Delivery Board (ASDB)

 The Apprenticeship Sector Delivery Board (ASDB) will advise on expanding apprenticeships nationally, and will aim to increase the number of apprenticeship places that employers offer in both the public and private sector

### Education and Training Foundation resources to embed maths and English effectively

 The ETF offers a comprehensive range of CPD courses to support effective teaching of maths and English for teachers of GCSE, Functional Skills, apprenticeships and study programmes

### Improving the delivery of maths and English in apprenticeships

 Guidance and webinars

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### Teach Too resources and case studies - co-curriculum design and delivery toolkit



A number of resources, designed to help engage, design and co-deliver apprenticeships with employers – including a toolkit which explores the many ways the curriculum can be designed and delivered in collaboration with employers



Teach Too case studies

### Apprenticeship standards - outstanding teaching, learning and assessment toolkit



Drawn from work with over 30 providers and 130 staff, the toolkit sets out effective practice, case studies and tools to help you improve your teaching, learning and assessment for apprenticeship standards

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## Tools

### 10.i Unpicking the standard – curriculum exercise



Use when working through new standards to assess the viability and potential for delivery

### 10.ii Glossary of terms for standards and assessment plans



An explanation of the terms most commonly used in standards, end-point assessment plans and guidance documents

### 10.iii Decision tree for curriculum planning



To support outline thinking when considering curriculum planning for new standards

### 10.iv Delivery model and associated costs



A template to help curriculum and business development teams map delivery models and associates costs for each standard

### 10.v Curriculum mapping presentation summary



A presentation setting out the key aspects of curriculum mapping against apprenticeship standards

(Double click the paperclip icon to download the tool)

### 10.vi Checklist - curriculum planning for apprenticeship standards



### In the next three years you'll need to ask...

- Does your curriculum model meet the ambitions of an employer led-system?
- How effective are the off-the-job elements of your curriculum?
- How effectively have you mapped and integrated the 20% off the job element into planning for the whole apprenticeship and how are you monitoring this?
- How have you embraced digital technologies in your curriculum, teaching, learning and on programme assessment?
- How have the changes to the use of qualifications in apprenticeships impacted on your delivery models?
- Are you fully aware of all guidance produced by EPAOs and the updates to standards and assessment plans?
- Are you aware of the links between T levels, apprenticeships and the career plans particularly of young people?

# 11 DELIVERY & PREPARING FOR END-POINT ASSESSMENT (EXPANDED)

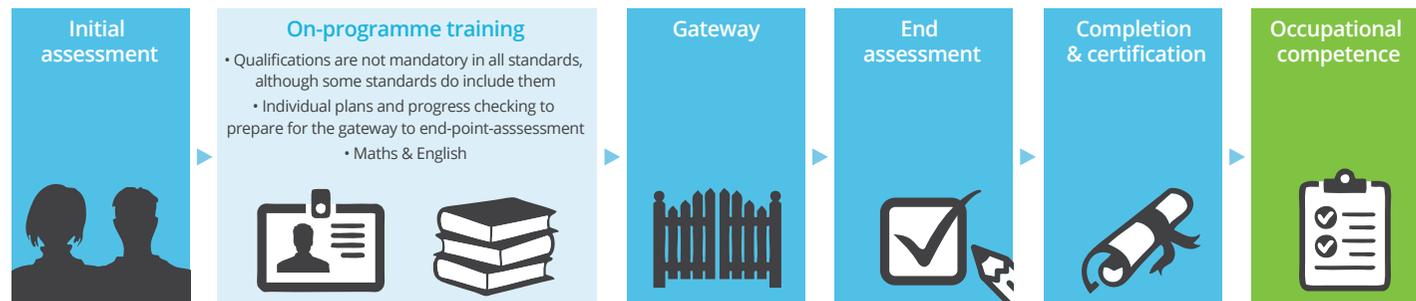


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Teaching, learning and on-programme assessment now has one goal: to prepare the apprentice to demonstrate their job-readiness at an end-point-assessment. This section will help you explore how to deliver a new curriculum, develop on-programme assessment and get an apprentice ready to move through the gateway to end-point-assessment.

This will be particularly useful for front-line trainers and their managers, as their role moves away from traditional assessment to teaching and training.



### Initial assessment

Using the results of a robust initial assessment process will enable providers to establish the baseline for apprentices and the development of individual learning programmes.

*(See section 9 of this toolkit for practical insights into conducting the initial assessment for apprenticeships in future)*

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# 11 DELIVERY & PREPARING FOR END-POINT ASSESSMENT (EXPANDED)



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### On-programme training and assessment

Prior to undertaking an end-point assessment, an apprentice must follow a structured programme of training and development lasting a minimum of twelve months. The actual time above this is determined by the expected duration stated in the apprenticeship standard document, individual learner needs and the constraints of funding and employer operational need. It must include significant learning within that time and an evidenced minimum amount of off-the-job training.

Standards gives opportunity for a training provider and the employer to create a programme tailored to a particular apprentice as long as it achieves competence in the prescribed knowledge, skills and behaviour statements, creatively using training resources (*see Section 10 Curriculum Design*).

The published end-point assessment plan typically specifies the competences or qualifications required prior to being permitted to attempt the end-point assessment, referred to as the gateway. Maths and English requirements need to be met before the end-point assessment can be attempted and therefore form part of the assessment gateway. This is a requirement of the programme and funding rules. Evidence for this is usually required for an EPAO to accept the apprentice for assessment.

### Qualifications

Some standards specify mandated qualifications that must be achieved during the on-programme phase. These qualifications are clearly indicated in the end-point assessment plan and standard. If a

qualification is not specifically referenced in the standard, then any study towards this is deemed optional. A relevant qualification can offer a structure to build the training period around, but is not formally part of the apprenticeship standard requirements. Standards are being updated periodically as technology and qualifications change. The requirement for qualifications may therefore change within a standard, so regular professional updating is highly recommended.

### On-programme assessment and progress

Although the end-point assessment now sits with an independent party, assessment remains an important tool for trainers to use in supporting and measuring the apprentice's learning. Consider how you might:

- 1 Plan assessment into the learning / training plan upfront
- 2 Map review points and progress monitoring opportunities to practice assessments
- 3 Create assessments that mirror the end-point assessment during the on-programme phase
- 4 Use as many different forms of assessment as possible to help with any future progression
- 5 Engage the employer in practicing assessment as part of their off-the-job commitment
- 6 Agree an "assessment phase" towards the end of the apprenticeship to guarantee gateway readiness

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- 7 Involve the employer in creating on-programme grading criteria – during the creation of the Scheme of Work
- 8 Use assessment as the basis of high-quality feedback
- 9 Track improvement in assessment outcomes to help progress reporting
- 10 Create a culture of assessment for training and not training for assessment

### Developing and assessing behaviours

The development of behaviours is a key part of the new apprenticeship standards and will be assessed at the end-point. Many providers however find this tricky.

Trainers need to understand the apprentice’s behavioural starting point and ensure the development of behaviours is clearly covered in training plans. They’ll need to work with employers to develop these behaviours, monitor the apprentice’s progress, and ensure they are ready for end-point assessment.

### Introducing the concept of grading

It is important that you fully understand the grading of apprenticeships and how higher levels of achievement are judged (such as the criteria required for the award of a Distinction). Using the assessment plan, as a good place to start.

Although it isn’t a requirement to grade on-programme, carefully introducing the concept of grading on programme can be significantly beneficial:

- Where used carefully it can act as a powerful motivator for apprentices
- It provides tangible and evidence-based records of progress and achievement
- It can provide progress and achievement data for external stakeholders such as the ESFA and Ofsted
- Provides easy-to-record and display evidence for learner training plans, facilitating the management of targets

### End-point assessment

The published end-point assessment plan describes the assessment components to be undertaken. Some standards contain an employer brief, or amplification document including grading criteria, which elements are assessed by each method or some guidance on undertaking assessments intended for EPAOs to implement. The assessment plan can be used by training organisations to help plan the learning programme to prepare a candidate for end-point assessment with an End-point Assessment Organisation (EPAO). The training provider delivering the on-programme training cannot undertake the end-point assessment for their own apprentices and can only deliver end-point assessments for candidates from other organisations if they are an approved EPAO on the ESFA’s Register of End-point Assessment Organisations. The training provider should provide assessment opportunities that align closely with the end-point assessment as part of apprentice preparation. These formative assessments may (or may not) be made available by the EPAOs.

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### The role of the employer on-programme

The roles and responsibilities of the employer can be clearly defined in terms of expectations within your Commitment Statement. To effectively support on and off-the-job training, your role in supporting employers to coach and mentor their apprentices brings real benefits to apprentices.

Mentoring is an effective way of helping apprentices to progress in their careers. It is a partnership between two people (mentor and mentee), normally working in a similar field or sharing similar experiences.

#### What is a mentor?

A mentor is a guide who can help the mentee find the right direction and develop solutions to career issues. Mentors rely on having had similar experiences to gain an empathy with the mentee and an understanding of their issues. Mentoring provides the mentee with an opportunity to think about career options and progress.

Mentors can help a new employee orientate into the workplace, provide information, advice and guidance relating to the learning and training aspects of the apprenticeship, and work with the apprentice and employer to ensure that problems are resolved quickly and do not threaten the apprenticeship.

#### How can mentoring help apprentices?

Mentoring is particularly important for younger apprentices as they enter the workplace for the first time. The mentor relationship provides additional support, guidance and pastoral care, which is removed from the apprentice's direct line management chain.

### Who would make a good mentor?

Ideally, a mentor should be someone from outside the apprentice's reporting hierarchy at work. It is also essential that issues between mentor and mentee are confidential. Mentors will need to be trained and have time off for their mentoring role with the apprentice. Skills involved in mentoring include:

- active listening
- questioning
- building rapport
- offering constructive feedback
- setting targets
- offering support and guidance
- signposting
- acting as a role model.

Providers who take time to train their employer mentors to effectively support the off-the-job training and the apprentice's learning plan, are seeing really positive results.

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### The gateway

At the gateway (the end of the training period), the employer in consultation with the training provider, unlatches the gate because they believe the apprentice is competent in the occupation and ready to demonstrate this during the end-point assessment. In a nutshell, **is the apprentice performing consistently at or above the required standard for the occupation, so that they can be considered competent?**

Mandatory requirements are different in each assessment plan. Here are a few common examples:

- achievement of Level 1 English and mathematics and evidence of attempting a Level 2 test
- achievement of a required qualification (particularly in regulated occupations)
- completion of a workplace portfolio
- a letter signed by the employer confirming readiness for assessment
- apprentice self-assessment

It's important that you are in close contact with the EPAO to make the gateway decision. Some training providers have wrongly assumed that the gateway is an opportunity to check with the EPAO whether the apprentice is ready for assessment. This is not the case, and you won't be able to submit evidence to the EPAO to check in advance.

It's worth remembering that the gateway is not the point where the employer feels the apprentice is guaranteed to pass, but where further training would not make the apprentice more assessment ready. Holding back on readiness could have the reverse effect on performance. There are issues of timing and funding for the training provider that may influence the gateway, but in pure teaching and learning terms, assessment should quickly follow the completion of training when the apprentice is performing at (or above) the required standard of competence.

### Four questions that show the apprentice is gateway-ready

As you reach the end of training, you will get a sense that the apprentice is ready – using your professional judgement.

Training providers take different approaches with their employers, but here are four linked questions that many have found useful...

#### a. *Is there sufficient EVIDENCE that the apprentice is ready?*

Is there a body of work you can reference that shows the apprentice has consistently been working towards the standard and is familiar and comfortable with the assessment methods used at the end-point?

#### b. *Does that evidence show ACHIEVEMENT of the ELEMENTS?*

Are you confident there is evidence the apprentice has gained each knowledge, skill and behavioural element that could be assessed at the end-point?

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*c. Is there a certainty that ACHIEVEMENT is at the LEVEL required?*  
 Do you and the employer both feel that the apprentice is able to work in that occupation, at the necessary performance level? It's important apprentice's aren't just being "trained to the test".

*d. Do you consider the apprentice to be COMPETENT?*  
 Once you are certain the above questions have been met – you should feel confident that the apprentice will be able to demonstrate that competency.

It is at this point that the employer will be required to confirm their apprentice is ready. The EPAO will then check the evidence and open the gate to the end-point assessment.

### End-point assessment

#### Engagement with an End-point Assessment Organisation (EPAO)

Every apprentice will undertake an end-point assessment administered by an EPAO in line with the requirements of assessment plan. The EPAO is chosen by the employer – it is important however that providers develop relationships with the chosen EPAO early on in the training programme, as some on-programme elements may be carried over to the end-point assessment (such as portfolios, projects and self-assessment checklists).

Providers should specifically request any published guidance from an EPAO to help make an informed choice and to support the creation of the curriculum and schemes of work.

Procuring the EPAO service: The EPAO fees are paid from the overall funding package for an apprenticeship. Most EPAOs will publish their fees for the end-point assessment, but you may have choices to make around the method of assessment and the actual price paid. For example, some EPAOs may offer facilities off-site for an off the job assessment day, others may wish to use the employer's facilities or a provider's premises for the same assessment. There may be only one EPAO identified as being able to offer the assessment, but in time there may be others from which to make a selection.

Degree Apprenticeships may sometimes contain an integrated degree which combines achievement of the degree with the final assessment. Where the degree apprenticeship standard does not specify a separate end-point assessment, the HEI can deliver the end-point through the degree apprenticeship.

#### EPA resits

Some apprentices may not pass the end-point assessment (e.g. an apprentice is judged as meeting the gateway, but in reality is not assessment ready).

Some end-point assessment plans specify procedures in case of assessment failure. For example, some stipulate that any component can be repeated through a resit, but a maximum of a pass grade is available. It should be noted that the funding available is at programme level and any costs associated with unsuccessful assessment must come from within the agreed amount of funding (although an employer may be prepared to pay additional fees).

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Where an apprentice fails multiple components, it is likely that a retake will be necessary. This means that the assessment must be repeated in its entirety. It is likely that an additional fee is required to be paid for this assessment. Most funding bands only contain sufficient funding for one assessment and do not take account of resits or retakes. EPAOs will produce individual guidance on how to deal with cases of failure.

### Becoming an EPAO

Your organisation may have the resources to become an End-point Assessment Organisation independently from delivering the training. This is a separate application and registration process currently administered by the ESFA. This will entitle you to undertake end-point assessments for other training organisations. Being an EPAO may enhance your ability to plan and deliver training for your own apprentices. Alternatives include allowing your staff to act as end-point assessors for other organisations in order to gain experience in the requirements for assessment.

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**Inputs from other sections to support these actions:**

**From topic: 10 (Curriculum design)**

- A training plan for each standard that you can adapt for individual apprentices and employers

**From topic: 2 (Business planning)**

- Business and customer objectives and targets, including sectors and occupations
- Selected apprenticeship standards
- Mapping of your current frameworks to standards
- Standards identified for piloting and outline timetable

**The outputs of your work in this area will include:**

- Development of practice assessments (buy or create materials for use internally or commercially)
- Processes for defining how each apprentice will meet gateway criteria, and be ready for end-point-assessment
- Relationships with End-point Assessment Organisations (EPAO)

 **Looking for more detail on preparing apprentices for end-point assessment?**

The *Future Apprenticeships* programme produced more detailed guidance on preparing apprentices for end-point assessment which can be found on the Foundation Online Learning platform (you will need to log in and enrol).

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## Actions

### L Actions for Leaders

Undertake a review of the capacity and skills base of the training team. This could be focused on the ability to undertake individual training plan development using the standards and end-point assessment plans

Refine the workforce development plan in the light of the review, including incorporating new resource to deliver the range of standards available

### M Actions for Managers

Provide the required resource for practitioners that allows them to undertake the pre-assessment of apprentices, delivers the requirements of the gateway and to incorporate the role of the employer effectively into the training plan

Agree a set of quality criteria for training plans to show progress, achievement and the sources of evidence required for internal quality management and evidence for any external inspections and audits

### P Actions for Practitioners

For each of the standards to be delivered, prepare an analysis of the requirements for teaching, training, learning and assessment including maths, English and any mandated training or qualifications

Assess the resources required for each standard in order for apprentices to meet the gateway. This should include such preparations as necessary to allow them to undertake the end-point assessment with confidence

Quantify the resources to meet any qualifications and activities that support the gateway including components such as portfolios and work products

Prepare a delivery plan for each standard based on the likely employer volumes and delivery mechanisms selected. This can then be tailored for each apprentice in each employer location

Contact EPAOs approved to assess the standard and make sure that you have a working understanding of the resources produced by them and the expectations of the gateway

Embed systems to capture employer feedback, informal assessment opportunities and a wide range of evidence to support the completion of the gateway

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## Perspectives/case studies

### Perspectives from an apprentice, trainer, employer and end-point assessor - preparing the apprentice for gateway and end-point assessment

*"It's important that providers work closely with the chosen End-Point Assessment Organisation to develop an effective working relationship and process. Large employers in particular are likely to be more involved, and will want a process that is collaborative, simple and scalable."*

#### Barclays Mike Thomson, Head of Early Careers

As an employer, Barclays work with a range of providers and have a lot of input into the training themselves. They have around 600 apprentices on-programme (likely to increase with the levy) in a wide range of roles from financial advising, IT and digital, corporate, investment banking and all operational areas. They were one of the first banks to take advantage of Degree Apprenticeships – they also chair a number of trailblazer groups.

*"At the first review of learning with their Tutor our apprentices are involved in self-evaluation of their practice. We ask them to self-assess against the behaviours to see how this has been working. We also involve employers and learning mentors in the assessment of the skills and behaviours and therefore its important that they really understand the meaning of this to support target setting.*

*We use an E-portfolio system to help us measure each element of the standard. Our system enables us, the apprentice and employer to see, in graphical format, how much has been achieved and therefore how far they are away from the Gateway.*

*We also include in our initial ILP the results of a confidence check. Its not the level of the skill but level of confidence that is important and we want to ensure that we are encouraging and building the confidence of our apprentices. From our initial assessment process our apprentices, along with employer and tutor, set personal challenges related to the KSBs.*

*On programme we address each of the wider skills individually. We want to ensure we assess and support the development of behaviours over the length of the programme."*

#### Acacia Training Amy Fowles, Curriculum Lead

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*"In order to meet the local business needs we hold industry based employer events to support our curriculum planning and development.*

*We constantly evaluate our delivery models to ensure we are as flexible as possible for our employers. We have a variety of delivery options including block and day release and we also delivery at employers' premises.*

*The college currently works with a number of EPAOs and has a sound understanding of the requirements of each. As part of the delivery plan we conduct formative, EPA style assessment in order to best prepare the apprentices for the real experience."*

### Cambridge Regional College Ian Minor, Director of Apprenticeship Delivery

Cambridge Regional College is a large FE provider has been delivering apprenticeship in the Eastern region for over 25 years and was also one of the few colleges involved in the early trailblazer pilot since 2014.

*"We've spoken with different EPAOs to talk about our interpretation of the standard and make sure that our approach to the training and end-point assessment aligns with EPAO expectations. We've developed a summary sheet for each EPAO and our conversations with them, so we can set up an internal preferred supplier list. This will help us guide employers through the decision process and the costs involved."*

### Newcastle College Lynsey Whitehead, Director of Apprenticeships & Business Partnerships

Newcastle College are a large apprenticeship provider in the North East. The college deliver 90 different apprenticeships across a wide variety of industries, including several new standards.

*"It's been really important to help employer understand what is required as part of the apprenticeship training, the time/resource, 20% off-the-job training and their role (upfront, before training starts). We set up a team of development managers/officers to conduct this role. We've had to work closely with employers, for example, to understand their mentoring role for the apprentice in the workplace."*

*"It's really important to be flexible for the employer – not just in designing the curriculum up-front, but also with the ongoing training. For example, we work closely with NHS University Hospital North Staffordshire, delivering apprenticeship training to a large number of their acute care staff. The workload pressure on staff over the winter period meant we had to really flex the training and timetabling during January and February."*

### Staffordshire University Jo Phillips, Apprenticeship Operations Manager

The University has been delivering apprenticeships for almost four years, starting with Higher Apprenticeships. They now deliver a number of the new standards, with significant volumes, including Degree Apprenticeships.

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*“We design our delivery model based on the needs of our employers. For example, employers in engineering and construction like day release programmes. Whereas, in health and social care and warehousing, where there are different shift patterns, prefer a tailored approach to fully support learners across the organisations. This includes sessions late in the evening/early morning as well as innovative uses of technology to support learning.*

*Throughout our programmes we are developing behavioural skills. We incorporate behaviour development into our programme through Personal Development Units delivered and supported by our assessor teams. This involves, at our review sessions, reflective discussions to build on what apprentices have learned and identify improvement that are used to set targets to support skills and knowledge development.”*

### **Basingstoke College of Technology** Lorraine Heath, Deputy Principle (Business)

Basingstoke College of Technology (BCoT) is a FE College in Basingstoke, Hampshire. BCoT delivers apprenticeship standards covering a broad range of industry areas.

*“It’s been really important to be upfront with apprentices and employers as to how 20% off-the-job training is measured and what it will look like in practice. We started off using 12month / 18month (etc.) planners with a breakdown of activity for each progressive month. We amended these to call them ‘programme planners’ as these were sometimes interpreted that everything had to be completed in month #1 before moving on to month #2 - a mindset from frameworks, which is not so relevant with standards.”*

*“Constant reiteration of the end-point assessment has been necessary. It’s easy for employers to forget that there is going to be an end-point assessment, or indeed imagine what it will look like (which also filters down to the apprentice/s). We emphasise the end-point assessment at every opportunity as a naturally occurring part of the apprenticeship, so that apprentices are adequately prepared and also helps to remove some of the fear factor. That said, apprentices do still get very nervous at end-point assessment. This comes as no surprise as the end-point assessment is conducted by an external body and however friendly the assessor is, they are still the examiner.”*

### **Hospitality Industry Training** Hilary Mosedale

HIT delivers over 8,000 apprenticeships in the hospitality, social care and retail sectors. It now delivers several of the new apprenticeship standards, with detailed planning in place to start delivering other apprenticeship standards too.

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## Perspectives/case studies (continued)

### The role of the employer in delivery

#### Training your workplace mentors can increase the confidence of your apprentices

*“With a shift towards an employer-led delivery approach, our OTLA project, funded by the Education and Training Foundation (ETF) and supported by the Strategic Development Network (SDN) developed a 3 day training programme and toolkit of resources to enable workplace mentors to support apprentices across our organisation. The impact of the training was clear. 100% of the Mentors trained felt more confident in their mentoring role and also felt that their mentoring skills, to support apprentices had been significantly developed. One mentor described the training ...*

*“As a mentor I feel that I’m also on a journey, appreciating how diverse mentees are and appreciating how much mentees can contribute to the workplace. I have identified my own strengths and weaknesses, looking at ways I could further improve my skills and abilities. ...I think the more sessions I do with the mentee the more confident and relaxed I’ll become. Developing these skills would benefit the mentor and the mentee.”*

*Mentors felt that their training and skills developed as a result, had impacted on their apprentices (mentees) stating that they could see how, as a result of the support their apprentices had grown in confidence.”*

*Tools drawn from this project can be accessed in the OTLA toolkit (see links)*

**Derbyshire Adult Community Education Service (DACES)**  
**Vikki Trace, Workforce Development and Quality Improvement Lead**

*“We work in partnership with Employers to deliver our programmes. First of all we need to make sure they fully (100%) get what their responsibilities are for any apprentices they take on. We have a dedicated team who talk to employers, both levy and non-levy payers. Our strategy is to have face to face meetings with employers to discuss apprenticeship standards and partnership working to support any apprentices. To facilitate early discussions we have created a tool - an Employer Readiness checklist (find in OTLA toolkit under links) that we work through with employers to ensure they understand their role and responsibilities in supporting an apprentice. The tool is a set of key considerations. For example;*

- *has the employer a working knowledge and understanding of both the standard and assessment plan for the standard?*
- *has the Employer identified relevant staff for the roles required to support, mentor and manage training?*

*From the analysis we can RAG rate the type of support needed for that employer/apprentice. For example if they haven’t got the right staff in place we can work with them to ensure that this is addressed before we sign up an apprentice to an apprenticeship programme. As part of this process we also pin down the off the job training. We do not take on employers until they fully understand their responsibilities and are committed to the 20% training time off the job. We deliver 100% in the workplace so we can be flexible to meet employer needs but we do have to have the off the job time agreed as part of their serious commitment to the programme. Once agreed we have built in checks to ensure this is happening.”*

**Profile Development and Training Ltd**  
**Andrea Webb, Managing Director**

Profile Development and Training Ltd is a small independent training provider based in Kent who has been delivering apprenticeship standards for some months.

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## Perspectives/case studies (continued)

### Training your workplace mentors can increase the confidence of your apprentices

*“You have to be very mindful, from day one of the apprenticeship, about the time-line for EPA. In particular, the planning process at the start takes much longer than you realise to get it right so that the employer and the apprentice knows exactly what is required to get to the gateway.*

*Spending time in the early states to help them understand, for example signing off the commitment statement is really important. Also for the learner to understand that their attitudes and behaviours assessment is all relevant for them getting through the gateway.*

*For employers who have had frameworks in the past, they are seeing the differences with standards unfolding in front of them. When an apprentice finishes a standard they are much better equipped for their job than frameworks and this is adding benefits to the business.*

*In the future, year on year, this will become easier as the processes become more familiar and embedded as they understand it. For example recognising the huge amount of naturally occurring evidence that employers already do that hasn't been noticed in the past.”*

**London South East Colleges**  
**Carol Smith, Director of Apprenticeship Skills Development**

*“Our EPAO provided additional support explanation for each of the EPA methods. For example certain criteria for the professional discussion, observation and project. They provided immense support to make sure the planning that I had put in was sufficient to support the apprentice through EPA.*

*We start off with an initial assessment to find out what they do in the workplace. They have to produce a Job Description which is revisited as they address where their competencies and strengths lie. We get them to take ownership of what they are doing so that they can be stretched beyond what they already know. Quite often a young person will say ..... ‘oh I’ve done that and I know that’ and we ask ‘how can we help you to know more than you know now?’ We are ultimately a tool to help them move on and develop their careers so that they can become more employable.*

*From the assessment plan you know what is going to be assessed and where it fits for the learner. If you know that certain criteria is in the discussion you make sure they can talk about it. For the set test they have got to show the practical application of skills being asked for along with an explanation and depth of knowledge that would enable them to meet the highest grading level within the standard. For the professional discussion I get them to practice talking about something. I give them a checklist and ask them to show me what they can do. They need to feel confident and comfortable with this method. I said “OK, this is what and where you have to do it, you show me what you can do – show off how good you are!”*

**Havant and South Downs College**  
**Helen Read, Apprenticeship trainer**

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## Links

### Register of Register of End-point Assessment Organisations

 [Education and Skills Funding Agency \(ESFA\) Register of End-point Assessment Organisations](#)

### Published standards and those in development

 These will tell you what is potentially available to read in context with your organisational business plan

### Guidance for developers of standards

 This will help you understand how standards and end-point assessment plans are created and the guiding principles. The relationship between partners in independence of assessment is explored here

### Apprenticeships: off-the-job training

### Shaping Success in Maths and English

 The ETF have a range of courses, tips and tools available to support effective teaching of maths and English

### EDI apprenticeship foundation course

 This interactive course is designed to support apprenticeship front-line staff to engage and develop a diverse range of apprentices (and their employers) right the way through their apprenticeship journey

### What should we ask an End-point Assessment Organisation (EPAO)?

 15 questions training providers should ask EPAOs

### Resources on embedding maths in delivery – four guides:

-  Health and social care
-  Hospitality & catering
-  Construction & the build environment
-  Hair & beauty

### JISC apprenticeships toolkit

 A two-part toolkit (for apprenticeships and degree apprenticeships), providing guidance on the planning and delivery of apprenticeship standards, and the use of technology

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## Links (continued)

### Improving the delivery of maths and English in apprenticeships



Guidance and webinars

### Apprenticeship standards - outstanding teaching, learning and assessment toolkit



Drawn from work with over 30 providers and 130 staff, the toolkit sets out effective practice, case studies and tools to help you improve your teaching, learning and assessment for apprenticeship standards

### Resources - delivering end-point assessment



A range of resources for those setting up as an EPAO and starting to deliver end-point assessments for the first time

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## Tools

11.i Decoding the standard – setting up the apprenticeship



11.ii Mapping out on-programme assessments template



11.iii Grading confidence checklist



11.iv Self review – gateway decision



(Double click the paperclip icon to download the tool)

### In the next three years you'll need to ask...

- Has the range of available end-point assessment organisations met your employer customers' needs in terms of approach and cost?
- Are you aware of development in the end point assessment offer in your occupations?
- How have your relationships with end-point assessment organisations developed?
- How successful have your apprentices been in their endpoint assessment? What is your individual action plan?
- How has the preparation for gateway and end-point assessment affected your on-programme assessment?
- How effectively have you involved employers in taking ownership of the end-point assessment?

# 12 HIGHER & DEGREE APPRENTICESHIPS

## Overview

This section focuses on higher level apprenticeships within your curriculum offer. You will need to be able to identify, plan for and deliver programmes that may integrate formal higher level and extensive qualifications and provide opportunities for occupational progression.

### Understanding higher and degree apprenticeships

Developing new progression routes in apprenticeships extends choice and opportunities to both apprentices and employers. For the learner it creates the chance to study up to and including degree level and presents real potential for a career which offers the continuous building of skills while learning in the workplace. The significant growth in higher level standards widens the offer beyond the traditional craft and service occupations allowing learners to access quality work-based training at a professional, associate professional level in new occupational areas and in those areas with skills shortages. Your staff will need to understand how a higher and degree apprenticeship can support an employer meet increasing skills needs through an employment route. Mapping skills within an organisational development plan could form part of the longer term working relationship with employers.

### Developing a higher-level offer

Higher apprenticeships and degree apprenticeships include the achievement of academic and vocational qualifications and learning from Level 4 and upwards. Degree apprenticeships are the latest model to be developed as part of higher apprenticeship standards, with apprentices achieving a full Bachelor's or Master's degree as a core component of the apprenticeship. On the job training is combined with vocational and academic learning using a fully-integrated degree (inclusive of the end-point assessment) or using a degree plus separate end-point assessment of professional competence.

'Integrated' degree apprenticeships involve employers, universities and professional bodies designing an integrated bachelors or master's degree to test both the academic learning and training required by the apprenticeship.

Through organisational needs analysis, as part of your employer engagement process, you can consider how higher-level apprenticeship standards could map to current and future occupations within employer organisations. For employers taking a broader and long-term view of their skills needs, higher or degree apprenticeship standards offer enhanced progression and productivity at all levels.

For young people coming to the end of their statutory education, higher or degree apprenticeship standards, up to and including Masters level, offer a route that is equally attractive to university study, both financially and for career development, often as a bridge to professional status.

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# 12 HIGHER & DEGREE APPRENTICESHIPS

## Overview (continued)

The scope and reach of the new apprenticeship standards represent an excellent vehicle to widen access to the professions and work with professional bodies. Where previously graduate recruitment has been the long established route into the professions such as accountancy and law and into senior technical skilled occupations such as Incorporated and Chartered Engineer, employers are increasingly looking to offer a wider range of entry routes that enable them to attract and recruit from a broader, more diverse talent pool. The impact of the levy may increase an employer's interest in higher level apprenticeship programmes as part of a graduate recruitment programme.

### Developing partnerships

A key elements of a progression offer, is the opportunity for a longer engagement cycle with employers. Typical higher-level apprenticeships are 3 to 5 years in length offering longer-term partnership opportunities that could be built around the following themes:

- mutual understanding leading to a deep understanding of the employer's business objectives
- long term career and succession planning
- matching vacancies and turnover to apprenticeship programmes
- mixing curriculum and training options to offer the best training solution
- create an overall training programme around the apprenticeship architecture

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## Overview (continued)

**Inputs from other sections to support these actions:**

**From topic: 1 (Vision, strategy & leadership)**

- Your vision and strategy for your future apprenticeship offer

**From topic: 2 (Business planning)**

- Business and customer objectives and targets, including sectors and occupations
- Selected apprenticeship standards
- Mapping of your current frameworks to standards
- Standards identified for piloting and outline timetable
- Labour Market Information and forecasts

**From topic: 6 (The transition project)**

- Timeline for transition

**From topic: 7 (Business development & sales)**

- Contacts with employers, schools, career and vacancy services and higher education partners

## The outputs of your work in this area will include:

- A clear vision for your higher-level future apprenticeship offer and its fit with your wider vision
- Selected higher or degree apprenticeship standards that you could pilot or deliver
- Career maps which illustrate the relationship of standards to career pathways for the standards you might deliver
- Organisational needs analysis resources for staff to work with employers to identify higher-level development opportunities
- Partnership arrangements between education and training providers who work with higher educational institutions (HEIs) to widen the higher and degree apprenticeship offer for young people and staff seeking progression
- Established partner relationships with local schools and sixth form colleges and other education and learning providers which allow a shared approach to career planning, identifying a range of options to present to young people which widens choices

# 12 HIGHER & DEGREE APPRENTICESHIPS

## Actions

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### L Actions for Leaders

#### All providers

Identify the strategic priorities for delivery;

- what is the new offer based on the strategic analysis of local and growth priorities
- what are the opportunities for higher and degree apprenticeships that create a progression pathway for learners at lower levels?
- what are the opportunities for strategic partnerships?

Consider how your organisation’s strategic vision champions learner progression in terms of skills needs, employability and social mobility

Provide staff development activities that ensure staff understand the progression opportunities provided by the higher and degree apprenticeship programme

Create systems to lead teams to develop a higher apprenticeship offer to employers

Map partnerships across the organisation and set targets for partnership development

Commission a provision map for higher level apprenticeships to enable employers to see the potential for role and occupation mapping within an organisational development plan

#### What should a university do?

Planning to deliver higher and degree apprenticeships could represent a way for HEIs to recruit new cohorts of learners, those who may want in future to choose an alternative to a traditional fee paid degrees but must start with employers and employer demand

Identify apprenticeship trailblazer occupations with which you have synergy and where employer interest is apparent

Plan a strategic HEI response – brief staff

Keep up to date on new policies / initiatives emerging from the Government

Liaise with Local Enterprise Partnerships regarding apprenticeship frameworks and standards

Monitor the development of ‘integrated’ degree apprenticeships and how they are delivered

Monitor the approaches of other HEIs, awarding organisations, professional bodies, FE and private providers and consider collaboration and partnership for delivery

# 12 HIGHER & DEGREE APPRENTICESHIPS

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### M Actions for Managers

Make sure that you and your staff are fully up to date with the reforms, the funding and the organisational response to the changes

Consider how the vision, strategy and business planning is coherent with progression opportunities that might be apparent to staff working face to face with employers and other stakeholders such as schools

Assess the rate of progression from your vocational and applied programmes with a view to recognising the potential for opening up vocational / work-based progression routes to senior, managerial, technical and professional job roles

Consider your sales and marketing approaches to both employers and prospective learners do you promote progression opportunities and market technical and associate professional apprenticeships as a successful occupational destination?

Link with the marketing department to ensure that recruitment material has been updated to reflect messages about progression to managerial and professional roles

Managers in FE need to ensure that statutory information, advice and guidance (IAG) responsibilities are discharged effectively ensuring that the full range of options (both internal and external) are promoted to your existing cohort of learners. Ensure that there is adequate support for learner progression from one level of apprenticeship to a next level of learning / job role

Develop clear progression routes for apprentices completing programmes at level 2 to Level 3 and onwards

### P Actions for Practitioners

Make sure you fully understand the opportunities inherent in new standards in a way that you can communicate positive messages to employers, schools, parents and young people

Maintain awareness of the new apprenticeship standards as they are being created and published so that new progression opportunities can be explored

Research career pathways identified through professional bodies and sector skills councils. Where do new standards fit?

Develop curriculum and learning programmes which reflect the progression in from lower level apprenticeships and other routes, including experience and skills acquired in the workplace

Engage with marketing colleagues to select the appropriate messages and media to use for getting the progression message across?

Challenge negative connotations and associations with traditional male, lower level and blue collar occupations in apprenticeships

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## Perspectives/case studies

*“Our LEP has identified that there is a gap in higher level skills across our local area. This therefore presents an ideal opportunity for us to break into the HE market. However, we do not have powers to offer degree programmes so we have worked with our local University (Southampton Solent University) to develop partnership arrangements to benefit employers and our local community.*

*The CMDA is our first degree Apprenticeship programme and we are the only provider in Basingstoke offering degree level programmes - this is an exciting opportunity for us to increase apprenticeships, engage more employers and offer learners a seamless approach from Level 2 to Level 6.”*

**Basingstoke College of Technology**  
**Lorraine Heath, Deputy Principle (Business)**

Basingstoke College of Technology (BCoT) is a FE College in Basingstoke, Hampshire. BCoT delivers apprenticeship standards covering a broad range of industry areas.

*“We are noticing a shift as more apprenticeship business is coming in at higher levels. From the summer we plan to be delivering apprenticeships from L2 to L7. Qube created a new Learning and Development Division to look at this, working in partnerships with the University of Surrey. We plan to deliver the L6 and L7 (Chartered Manager and Senior Manager). We have been able to invest time and energy working with University staff to create a high quality degree programme. We have created a blended learning model, that includes block release and residential experiences, particularly at the start of the programme to develop group identity and facilitate sharing and support. We have a waiting list of students already with individuals who would like to progress from our Level 5 programmes onto the higher levels.”*

**Qube Learning**  
**Mark Eaves-Seeley, Learning and Development Director**

Qube Learning is a national provider delivering to over 3,000 apprentices across a range of occupations. Qube has been delivering apprenticeship standards to levy and non-levy employers since June 2017 in a range of sectors.

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## Perspectives/case studies (continued)

### ***“Moving from employer-led degrees to apprenticeships***

*From an HEI perspective, gather a coalition of people, (student support, admission, finance, data, quality, partnerships and industry specialists, legal), so the workload is spread out, but important that one person leads it. If it is left to one person or team, it will be very burdensome. In our experience, to get backing from the Executive Team, you will need to gather evidence and figures that this is a strategy worth pursuing and will generate the level of income needed to deliver the degree apprenticeships well.*

### ***Delivery and preparing for EPA***

*It's been really important to help employer understand what is required as part of the apprenticeship training, the time/resource, 20% off-the-job training and their role (upfront, before training starts). We have a team of development managers/officers to conduct this role. We work closely with employers, for example, to understand their mentoring role for the apprentice in the workplace.*

*It's really important to be flexible for the employer – not just in designing the curriculum up-front, but also with the ongoing training. For example, we work closely with NHS University Hospital North Midlands, delivering apprenticeship training to a large number of their Nursing Associate staff. The workload pressure on staff over the winter period meant we had to really flex the training and timetabling during January and February.*

### ***Your systems and procedures***

*If you are waiting to get all the fine details of your systems and processes in place, you probably would never start. My advice for organisations that are new to apprenticeship training would be to do the planning, but also get started as soon as you can, and work through the issues as you go.*

*Universities I feel, should buy into a specialist learner management system that enables the employer, apprentice and the provider to track progress against milestones.*

### ***Initial assessment and Accrediting prior learning***

*We carry out a thorough needs analysis and APL process. We do this through an interview initially with a Development Manager who has been trained to understand our programmes. Our process requires that potential learners capture their evidence and present that evidence which is validated by an Academic staff member. This process enables us to reduce the curriculum and price as necessary.*

### ***Preparing for Ofsted***

*It is essential for HEIs to really prepare for Ofsted and understand in detail the Common Inspection Framework and how this applies to their world. What is key is making sure you can demonstrate evidence of impact of the learning.*

*It's a lot of learning for HEIs but even for those delivering Level 6 and Level 7 programmes (not subject to Ofsted) I would advocate they follow the CIF to underpin their practice. This will ensure that they are building the evidence base and utilizing areas of good practice within the CIF. The self-assessment process is useful. It should be used as an approach and yard stick to embed and measure good practice.”*

### ***Staffordshire University***

#### ***Sarah Tudor, Director of Employer Partnerships***

*The University has been delivering apprenticeships for almost six years, starting with Higher Apprenticeships. They deliver 15 new standards, across a range of sectors, including Degree Apprenticeships.*

# 12 HIGHER & DEGREE APPRENTICESHIPS

## Perspectives/case studies (continued)

*“Our aim is to work in partnership to deliver Digital, Engineering and Management level degree apprenticeship standards to meet our local employer needs who do not want their apprentices to have to travel, and pay travel costs for training they could receive in Bedfordshire. To do that we have been in conversation with a number of Universities to discuss contracting and preferred delivery models. For example, we are working towards delivering all units within the Degree in Engineering apprenticeship programme this September at our new Engineering and Technology centre and are also exploring opportunities to work with Gloucestershire University on a Cyber Security degree programme which would be co-delivered between the university and the college.*

*This is about creating pathways for our L3 and L4 apprentices to progress into degree provision but also about growing our own HE level delivery.”*

### **Bedford College** **Debbie Houghton, Director of Apprenticeships**

The Bedford College Group run a large training programme for over 2,000 apprentices each year. The college has transitioned across to new standards as they become available and are currently delivering 28 new standards (with 11 others be developed), in a large number of industry sectors.

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## Links

### NAS 2020 Vision



NAS video outlining the government's 2020 Vision for apprenticeships

### Guidance for developers of standards



This will help you understand how standards and end-point assessment plans are created and the guiding principles

### Published standards and those in development



These will tell you what is potentially available to read in context with your organisational business plan

### Higher and degree apprenticeship fact sheet



Provides information for young people on the opportunities, progression and benefits of doing a higher or degree apprenticeship

### Apprenticeship funding in England from May 2017



HEIs starting new standards and frameworks from May 2017 will be covered by the aligned funding model. This should be read in conjunction with the funding rules. Apprenticeship funding and performance management rules 2017 to 2018

### University Vocational Awards Council



UVAC has a wealth of information on higher and degree apprenticeships, including a set of FAQs for HEIs



UVAC have now developed a Commitment Statement template for HEI to use with employers

### The Office for Students - quality arrangements



For a small section of apprenticeships there are two bodies responsible for quality assessment: Ofsted and the OfS. Ofsted works with Levels 4 and 5

### Who monitors?



The roles and responsibilities of all organisations involved in regulating apprenticeships

### Employer guide to apprenticeships



Provides information for employers on the benefits of using apprenticeships for their business and information on what the apprentice will qualify as after working for them

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## Links (continued)

### Research and analysis: Progression of apprentices to higher education: second cohort



Findings of research into the progression to higher education of advanced level apprenticeships in England

### Higher and degree apprenticeship vacancies



January 2019 Updated list of higher and degree apprenticeship vacancies starting in 2019. A higher and degree apprenticeship listing for vacancies starting in 2019

### OFS Report on Analysis of degree apprenticeships



This guide explores characteristics of those starting all apprenticeships in 2016-17 and compares them to those entering other forms of education and training

### In the next three years you'll need to ask...

- How has the growing numbers of higher and degree apprenticeships impacted on your employer offer?
- How well has your careers advice and guidance covered and integrated higher and degree apprenticeships offer?
- If you are a Level 2-4 provider have you considered delivering at higher levels and vice versa, or have you considered a partnership to strengthen your offer and pathway options?

# 13 YOUR PEOPLE & THEIR SKILLS

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## Overview

The apprenticeship reforms bring with them many challenges for the workforce not only in understanding the changes from apprenticeship frameworks to apprenticeship standards but also how they will need to realign their skills so that they can be effective in delivering the new standards. The skills required to deliver future apprenticeship programmes could be quite different to existing skills.

For example, there are critical workforce skills issues relating to:

- interpreting standards and end-point assessment plans to draft apprentice training plans
- working with employers in new and innovative ways
- developing customised training plans and on-programme elements for apprentices
- developing delivery teams and this teaching skills
- developing financial and funding structures and implementing them with customers and contractors

This section focuses on the internal skills base in your organisation and how this may need to evolve to deliver the transition plan and the implementation of future apprenticeships in your organisation.

### New demands on your workforce

There are many aspects to the reforms that your staff may need to understand which could drive content in your own development activities:

- how the apprenticeship standard and the approach to assessment have been designed
- how and when the switchover from frameworks is taking place
- new entry criteria to standards
- how your teams will understand the environment employers are working, how they operate and their future ambitions
- what the behaviours statements in each standard mean in terms of the provider supporting the development of emotional wellbeing, and social development of the apprentice
- accountability for assessing the competence of the apprentice in the workplace with employers at the heart of the assessment strategy
- end-point assessment being led by an End-point Assessment Organisation
- any formalised continuous professional development or widening of skills to include assessment
- the range of End-point Assessment Organisations and their role in ensuring consistency, transparency and independence
- the change and project skills your organisation will need for the transition itself

# 13 YOUR PEOPLE & THEIR SKILLS

## Overview (continued)

### Delivery staff skills needs

All staff involved in the new apprenticeship learner journey will need to understand how the reforms affect them including those who manage and deliver marketing, employer engagement, applications, enrolment, induction, tutorials, teaching, learning and assessment, progress reviews, internal assessment and verification (where a qualification is involved), learner support and progression.

Delivery staff will also need to identify equality, diversity and inclusion barriers that the new system may have for some groups and put measures in place for these to be overcome (an online course has been developed to support this – see links in this chapter)

With an eye to the new learner journey, providers can deploy staff development activities which:

- compares the skills and knowledge of your current team with those needed for standards, for the wind-down of frameworks and for any interim dual-running
- meets the needs of all staff in all leadership, design and delivery roles for standards
- presents a measured programme, aligned to your overall transition plan and geared towards implementation and beyond
- links to your overall workforce plan
- develop new skills for trainers that move beyond traditional assessor qualifications

### External influences

There may also be external pressures relating to developing staff that should be understood and accommodated in a future apprenticeships programme. Changes to employer delivery could impact on staff working patterns and contracting. This may include working with unions and staff consultation groups.

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**Inputs from other sections to support these actions:**

**From topic: 1 (Vision, strategy & leadership)**

- Your vision and strategy for your future apprenticeship offer

**From topic: 2 (Business planning)**

- Targets for sectors, occupations, employers, apprentice recruitment and finance
- Top level timings for each standard for piloting, dual running and switchover

**From topic: 4 (Organisational planning)**

- Proposals and plans for how organisation structures and key roles will change for apprenticeship standards

**From topic: 6 (The transition project)**

- Consolidated transition plan with milestones and timeline
- Risk and issues management processes

**The outputs of your work in this area will include:**

- Workforce development plans and actions that aligns to your plans for the transition to standards and supports any changes in your organisation structure
- Enhanced understanding of the reforms and a skills base for transition

 **Looking for more detail on people and skills?** The *Future Apprenticeships* programme produced more detailed guidance on people and skills which can be found on the Foundation Online Learning platform (you will need to log in and enrol).

# 13 YOUR PEOPLE & THEIR SKILLS

## Actions

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### L Actions for Leaders

Provide the resource to allow staff to develop an internal strategy to develop the three main workforce skills issues within future apprenticeships:

- interpreting standards and end-point assessment plans to draft apprentice training plans
- working with employers in new and innovative ways
- managing the effects of financial planning and costs of delivery models stemming from the training plans

Undertake an analysis of the skills and staffing requirements needed to move to standards:

- create a workforce development plan that considers the needs for training and communication for at least:
  - interpreting the new standards and end-point assessment plans
  - creating curriculum plans for standards
  - devising and tailoring individual apprentice training plans to include financial, milestone and progress / achievement checkpoints

Put in place a timeline for development ready for the introduction of standards delivery

Put in place the activities to develop practitioners experience of creating training plans and curriculum plans

Research the Future Apprenticeship offer for support and staff development

Capture the range of skills within the apprenticeship and business development team to include the ability to cost programmes, manage tailored delivery milestones and to widen the offer to employers within the existing network and new business development

Create the strategic objectives for workforce development and communicate these internally and to some extent externally

Assess the implications for moving to standards in terms of workforce impact. This could include job descriptions and roles, contract structures and hours or patterns of work as well as internal organisation and accountabilities

### M Actions for Managers

Deliver the measures outlined in the support plan with particular emphasis on:

- staff capacity, capability and skills to implement apprenticeship standards
- managing risk in apprenticeship delivery in the areas of success, finance and planning
- the impact of external influences such as employers and business networks, the effect of the levy and the financial requirements for employers to pay in advance of training delivery

# 13 YOUR PEOPLE & THEIR SKILLS

## Actions

### P Actions for Practitioners

Achieve a deeper understanding of the new apprenticeship methodology including:

- systems and processes for delivery, including curriculum planning and employer training requirements
- marketing and employer development – new employers and modifying arrangements with existing employers with the new requirements
- customer service and communication – ensuring that the reforms are positively presented without anxiety or reluctance from the employer base
- sales performance and management – targeting employer success measures and identifying best practice
- trainee, apprentices and learner support – ensuring success in particular that of 16-18 learners
- improvements in teaching, learning, training, mentoring and coaching

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## Perspectives/case studies

*“Seek first to understand, then to be understood’. It’s important you sell the standard to your operational and delivery staff – if they are comfortable with the standard, it becomes easier to sell to employers. Our delivery staff created their own resources to sit alongside the learner resource packs, this helped them to understand the detail of the new standard and feel comfortable with the new curriculum and way of working. We have also kept out staff up to date with developments to the reforms through dedicated staff pages and internal newsletters.”*

### Hospitality Industry Training Hilary Mosedale

HIT delivers over 8,000 apprenticeships in the hospitality, social care and retail sectors. It now delivers several of the new apprenticeship standards, with detailed planning in place to start delivering other apprenticeships standards too.

*“We introduced a new role into the organisation (Programme Design Specialist), who talks to employers, conducts the programme mapping against existing training the employer might offer, and develops the curriculum offer / product (using a variety of delivery methods and flexibility) so that the price negotiation is fairer. We recruited from within the organisation and chose someone who had a good understanding of quality delivery and employer needs. It’s important they can communicate with various teams as there is lots of interlocking actions. We anticipate recruiting more into this role.”*

*“To deliver higher level programmes and deliver more in cohorts, we have needed to recruit Leadership and Management Tutors and have looked for occupationally competent staff, who are qualified teachers with higher order teaching skills.”*

### Qube Learning Mark Eaves-Seeley, Learning and Development Director

Qube Learning is a national provider delivering to over 3,000 apprentices across a range of occupations. Qube has been delivering apprenticeship standards to levy and non-levy employers since June 2017 in a range of sectors.

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## Perspectives/case studies (continued)

*“We reviewed our apprenticeship staff and expertise in the team. This led to a new ‘Curriculum Developer’ role being appointed, and more are likely to be recruited into similar roles as we start to prepare and deliver other apprenticeship standards. The Curriculum Developer role looks at what standards are in development, which are ready to deliver, how this maps to current frameworks we deliver and start to measure the logistics of moving from one to the other (including whether an EPAO is in place and whether they are suitable). The Curriculum Developer has been pivotal in pulling all this together. It has also been important to work closely with front-line staff to make sure they were fully aware of potential changes to their practice.”*

### Newcastle College Lynsey Whitehead, Director of Apprenticeships & Business Partnerships

Newcastle College are a large apprenticeship provider in the North East. The college deliver 90 different apprenticeships across a wide variety of industries, including several new standards

*“Employers will be looking for providers with a track record in the industry – have they worked in the sector? Do staff have industry experience? Do they understand the business and context in which employers are operating? Providers will need to consider their capability and expertise, be honest with themselves, and design their offer based on their strengths. Employers will also be looking at the quality of the training and added value? How will the provider innovate? Do they have the resources and are they able to scale up to cater for a higher volume of apprentices in future?”*

### Barclays Mike Thomson, Head of Early Careers

As an employer, Barclays work with a range of providers and have a lot of input into the training themselves. They have around 600 apprentices on-programme (likely to increase with the levy) in a wide range of roles from financial advising, IT and digital, corporate, investment banking and all operational areas. They were one of the first banks to take advantage of Degree Apprenticeships – they also chair a number of trailblazer groups.

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## Perspectives/case studies (continued)

*“Staff development has focused on getting away from thinking about achievement of a qualification, to staff seeing the standard as the focus. To help us move away from this we are changing the name of our assessing workforce to Skills Development Coaches.”*

### Acacia Training Amy Fowles, Curriculum Lead

Acacia Training are a large national training provider, with a strong presence in the Staffordshire and Midlands area. Acacia specialise in the Health and Social Care sector - over the past year, they have been making the transition from frameworks to standards.

*“As a levy-paying employer-provider, we have hosted regular information sessions for interested staff, so they understand the content of the apprenticeship, the kind of projects and work they’ll need to complete and how off-the-job training will work. They have then been able to feed this back and discuss with their line managers to see whether the apprenticeship is suitable for them and their role. The questions and answers from these sessions are used to improve future information sessions”*

### Leeds Trinity University Helen Wright, Apprenticeships Manager

Leeds Trinity deliver Higher and Degree Apprenticeships and are also a levy-payer. They are a provider for Chartered Management standards and plan to deliver the Academic Professional, delivering the training to their own staff.

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## Links

### Published standards and those in development

 These will tell you what is potentially available to read in context with your organisational business plan

### NAS 2020 Vision

 NAS video outlining the government's 2020 Vision for apprenticeships

### Guidance for developers of standards

 This will help you understand how standards and end-point assessment plans are created and the guiding principles

### Apprenticeship funding rules

 Information about funding for training and assessing apprentices in England

### Apprenticeships: developing skills for future prosperity

 Ofsted survey report into how well apprenticeships meet the needs of young people, their employers and the economy

### Education and Training Foundation – Apprenticeships

 The Foundation offers a range of support through resources, workshops, webinars and tailored packages of support

### Teach Too resources - dual professionalism toolkit

 A number of resources, designed to help engage, design and co-deliver apprenticeships with employers - including a toolkit to help you support your front-line staff as dual professionals

### Teach Too

 Case studies on employer provider collaboration in curriculum design and delivery

### Equality, Diversity and Inclusion in Apprenticeships – online learning course

 This is a two-hour online course for front-line staff – helping them to identify EDI barriers and solutions right the way through the new apprenticeship standards journey

### T Level Professional Development Offer

 The ETF have launched a broad range of support, to help providers prepare and start to deliver T Levels from September 2020

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## Tools

### 13.i Transition event for staff



Slides on the reforms and what we know about the current funding picture and proposals from 2017 – updated April 2019

### 13.ii Decoding the standards – agenda



What you might offer as workshop exercise for staff from curriculum / delivery areas and business development. This will help them become familiar with new standards and the implications for their future practice

### 13.iii Decoding the standards



To support outline thinking when considering curriculum planning for new standards

### 13.iv Unpicking the standard – curriculum exercise



Use when working through new standards to assess the viability and potential for delivery

### 13.v Decoding the standards – business development exercise



A useful checklist which can be used as part of a staff training workshop to identify what might be implications for communicating with employers in working with new standards

### 13.vi Trainer confidence scale



A confidence scale to help identify knowledge and skills gaps in your delivery teams

### 13.vii Business Development confidence scale



A confidence scale to help identify knowledge and skills gaps in your delivery teams

(Double click the paperclip icon to download the tool)

### In the next three years you'll need to ask...

- Have the new trainer-assessor and end-point assessor roles been well understood?
- Are your people now fully equipped for and committed to standards delivery?
- Have role changes had an impact on workforce dynamics, stability and recruitment?
- How are occupational and industrial changes impacting on your team's capability to deliver standards in specific occupations?

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## Overview

This section focuses on the policies, processes, systems and procedures implemented to manage effective apprenticeship programmes.

The guidance and policy surrounding apprenticeship standards is dynamic and open. As numbers of starts begin to grow it will become clear how your systems, policies and procedures will need to adapt

Some of the significant change that may impact on your apprenticeship systems and procedures include:

- training planning and contracting with employers
- Individual Learning Plan (ILP) / Individual Learning Record (ILR) recording and audit
- customer Relationship Management (CRM) systems and record keeping with respect to pricing and costing negotiations
- software developers developing updated products to work with future apprenticeships
- internal quality assurance (there are no specified on-programme milestones, but providers are still subject to inspection by external agencies)
- meeting gateway criteria (this does not require a formal certification or verification)
- certification and completion
- progression driven by role, not by level. An apprentice can only move to another standard if their job role changes accordingly. Standards are built around occupations and not necessarily levels

You may also need to plan a careful transition with new systems and processes running in parallel with new systems until standards are fully implemented, frameworks are all switched off and the new guidance and policy is fully embedded.

### Reviewing your policies and procedures

Providers will need to review the current suite of internal policies in the light of the reforms. The list is highly specific to individual circumstances but policies that may be affected by the reforms could include:

- quality assurance and improvement
- employer engagement
- curriculum planning and reporting
- recruitment and enrolment
- staff development
- leadership and governance
- equality and diversity

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### Impact on your systems

Any new goals and targets relating to standards (see topic 2 Business Planning) will need data to be captured to evidence progress, especially in relation to the progress apprentices are making with their standards. At some point in the future apprenticeship qualification success rates (QAR) calculated from current data exports will be replaced by measures more suited to measuring more flexible standards-based programmes. Apprenticeship standards will however be included in the QAR calculations for the 2016/17 academic year.

Your IT systems that support apprenticeships may need to be updated and amended in the light of the reforms. Key areas for re-development could include:

- learner management systems
- management of customised programmes content, and recording training plans
- employer-led payment profiles
- capturing evidence to optimise employer engagement
- linking to the new Apprenticeship Service
- monitoring achievement milestones
- capturing evidence relating to self-assessment and inspection

In the next three years it is certain that a number of technological products and services will be available to simplify the audit, recording and date management of future apprenticeships.

### New Providers – Setting up and accessing ESFA systems

New providers who were successful with their application for the Register of Apprenticeship Training Providers (RoATP) on either the main provider or employer provider route and who have not previously held a contract or funding agreement with the Education and Skills Funding Agency (ESFA) will need to register with a number of different systems before they can deliver in the apprenticeship system.

The ESFA will provide you with a Unique Provider Identification Number (UPIN), this will be needed when registering with some of the systems below. You will also be given details of your named ESFA contact.

Your first action is to identify a super user within your organisation who will need to [register on IDAMs](#). The super-user can invite and set up roles for your staff on the apprenticeship service, the Skills Funding Service (SFS) for your provider agreement, and for the data collection services.

The super-user will receive an email confirming the account has been set up.

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IDAMS shows the service or application in alphabetical order, and the corresponding roles below each one.

### 1 Apprenticeships Service for providers

**Apprenticeships Editor.** This role allows the user to respond to employer apprenticeship training requests and update apprentice details.

### 2 DCFT (Hub – Data Returns)

**Data Exchange Service – Provider Submissions User.** This role allows the user to submit the (Individual Learner Record) ILR return and view the validation reports.

**Data Exchange Service – Provider Information Officer.** This role allows the user to view the funding/financial reports.

### 3 SFS (Skills Funding Service)

**SFS – Contract authoriser.** This role allows a user the authority to sign ESFA apprenticeship agreements or contracts and receive email alerts in the Skills Funding Service (SFS).

**SFS – Contract manager.** This role allows a user to view ESFA apprenticeship agreements or contracts and receive the email alerts. This role doesn't have the authority to sign any documents in SFS.

**SFS – Contract User.** This role allows the user to view all areas of the SFS. This role doesn't have the authority to sign any documents or get email alerts in SFS.

You can then [sign into SFS](#) to review and sign your apprenticeship agreement after you receive notification it is ready to sign. All agreements are issued through SFS.

You will need to provide the [bank details](#) for the account which you want the apprenticeship funding to be paid into. Please follow the guidance in the [EFA and ESFA suppliers' bank details workbook](#).

You will need to [register on the Learning Records Service \(LRS\)](#) to generate and collect the unique learner number (ULN) for each new apprentice you will help manage for your employers. LRS service has a separate [service desk](#) for queries.

Levy paying employers can use the find [apprenticeship training tool](#) to find RoATP training providers that can deliver the apprenticeship provision they want. Please make sure the apprenticeship offer information entered on the apprenticeship tab of the [Course Directory Provider Portal](#) is complete and up to date. [Further information on how to complete that data is available on GOV.UK.](#)

You will need to register on the [Employer Data Service \(EDRS\)](#) using your unique provider identification number (UPIN). This will allow you to post adverts on the [find an apprenticeship service](#) through [recruit an apprentice](#). It will also allow you to return information in the individualised learner record (ILR). Please follow [the FAQs](#) to register with this service.

# 14 YOUR SYSTEMS & PROCEDURES



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**Inputs from other sections to support these actions:**

From topic: 1 (Vision, strategy & leadership) ▶

- Your vision and strategy for your future apprenticeship offer

From topic: 2 (Business planning) ▶

- Targets for sectors, occupations, employers, apprentice recruitment and finance

From topic: 4 (Organisational planning) ▶

- Proposals and plans for how organisation structures and key roles will change for apprenticeship standards

From topic: 5 (Partnership & collaboration) ▶

- New / adjusted model of sub-contracting delivery (as lead or sub-contractor)

From topic: 6 (The transition project) ▶

- Consolidated transition plan with milestones and timeline
- Risk and issues management processes

**Inputs from other sections to support these actions:**

From topics: 7 to 15 ▶

- Outputs from all operational areas affected by the introduction of standards

**The outputs of your work in this area will include:** ▶▶▶

- Systems redevelopment plan and implementation
- Review of policies and procedures

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## Actions

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### L Actions for Leaders

Undertake a review of systems and policies using the reforms as a guide to the needs (finance, budget and costs, employer management and curriculum planning)

Prepare a suite of appropriate policies to support and structure the future apprenticeship programme

Ensure that sufficient resource is identified to allow a full systems review to be undertaken and the outcomes inform the future apprenticeship development process. This could include mechanisms to record training plans and monitor performance

Consider new technologies in the delivery of apprenticeships. This could include the recording evidence, setting and assessing components of the mandated training or on-programme activities

### M Actions for Managers

Develop systems to set and monitor KPIs for future apprenticeship delivery. This should include reference to provider information management and performance data

Devise systems to allow accurate data entry and reporting for the Apprenticeship Service

Communicate the processes for updating the equivalent of the ILR and the training plan budget elements (matching employer incentives with performance milestones)

Update and review learner management systems, achievement and success recording strategies and performance processes that include learner management files and employer records. This should focus on implementing the flexibilities of the on-programme phase of delivery

### P Actions for Practitioners

Become familiar and contribute to the updated systems with reference to:

- quality improvement policies
- employer development
- staff development
- teaching and learning / training
- leadership and governance
- curriculum planning and reporting

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## Perspectives/case studies

*“Getting the contracts and processes right with the employer before training starts is really important and can take a while to establish. It’s important to avoid asking employers for the same details several times. If you set up a seamless process for the employer upfront, the more likely you are to secure employer commitment and establish a good relationship from the start.”*

The College has found the funding enquiries help desk at the Education and Skills Funding Agency (ESFA) to be very useful. The enquiries line helps providers to interpret the funding rules correctly.

### Newcastle College

#### Lynsey Whitehead, Director of Apprenticeships & Business Partnerships

Newcastle College are a large apprenticeship provider in the North East. The college deliver 90 different apprenticeships across a wide variety of industries, including several new standards.

*“If you are waiting to get all the fine details of your systems and processes in place, you probably would never start. My advice for organisations that are new to apprenticeship training would be to do the planning, but also get started as soon as you can, and work through the issues as you go.”*

### Staffordshire University

#### Jo Phillips, Apprenticeship Operations Manager

The University has been delivering apprenticeships for almost four years, starting with Higher Apprenticeships. They now deliver a number of the new standards, with significant volumes, including Degree Apprenticeships.

*“The changes in the funding requirements and contracting means that before we recruit an apprentice there are significantly more processes that need to be in place before any delivery can happen. For example, at enrolment we used to work with a half page checklist to remind us of what we need to collect and check. Now with delivering standards, the evidence pack, commitment statement, contracts in place with employer and EPAO, correct information for MIS teams in terms of ILR systems all need to be checked and keeping track of all these things becomes much more challenging so we are looking at more effective ways of doing things - trying to automate our processes. We will need monitoring systems that can tell us, through running off reports, that we have all of this in place to ensure we are compliant.”*

### Basingstoke College of Technology

#### Lorraine Heath, Deputy Principle (Business)

Basingstoke College of Technology (BCoT) is a FE College in Basingstoke, Hampshire. BCoT delivers apprenticeship standards covering a broad range of industry areas.

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### Published standards and those in development



These will tell you what is potentially available to read in context with your organisational business plan

### Guidance for developers of standards



This will help you understand how standards and end-point assessment plans are created and the guiding principles

### Measuring success and ILR requirements

#### New guidance for the current funding model



Apprenticeship technical funding guide

### Apprenticeships: developing skills for future prosperity



Ofsted survey report into how well apprenticeships meet the needs of young people, their employers and the economy

### Qualification achievement rates and minimum standards



Key information and guidance about qualification achievement rates (QAR) and minimum standards.

### ESFA financial assurance: monitoring the funding rules



The ESFA publish its guide on monitoring the rules and audit

### Apprenticeship levy – how it works (DFE guidance)



Guidance, published by the Department for Education (DFE) on how the levy works

### Apprenticeship funding



How apprenticeship funding for employers will work, including details of funding bands and the apprenticeship levy

### Working with the Education and Skills Funding Agency (ESFA) as a provider



An overview of the apprenticeship provider relationship with the ESFA, including bidding for funding, contracts, data returns, working with employers and recruitment

# 14 YOUR SYSTEMS & PROCEDURES

## Tools

A number of sector membership bodies have developed contract templates, accessible to members.

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### In the next three years you'll need to ask...

- Are your monitoring, learner and performance management fully in place and are they responding to the changes that standards have brought e.g. clear understanding of learner start, milestones and end-points in a more flexibly delivered curriculum?
- Are your financial systems for the new regime embedded and operating effectively?
- Do on-programme reporting and recording systems support on-programme, gateway and end-point assessment phases?

# 15 QUALITY ARRANGEMENTS



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## Overview

Apprenticeship standards create a more flexible structure for apprenticeship delivery. Those flexibilities create a more complex quality assurance landscape with fewer mandatory or specified milestones but with an ongoing requirement for effective progress mapping and meeting the requirements of the inspection process.

### Quality Assurance On-Programme

The end-point assessment plan identifies the internal quality assurance of apprenticeships throughout the end-point assessment, but not the training phase. During training, you will remain accountable for the delivery of training through your normal quality assurance procedures. You will remain subject to the same levels of external scrutiny, such as Ofsted, ESFA and any qualification awarding body. The Institute for Apprenticeships has produced a Quality Statement setting out expectations for apprenticeships. The IfA will rely on Ofsted/OSS/QAA to monitor quality but the statement gives a useful indicator of where overall quality indicators will be applied. Useful for providers when designing and assuring provision.

Employers may also take an active role in quality assurance to ensure that the gateway is met. The key success measure of the on-programme phase is to meet the assessment gateway, with all the necessary elements achieved and for the apprentices to be fully prepared to undertake the end-point assessment. This will include an employer statement or signature to recommend that the apprentice is ready to be assessed.

### HM Government. English Apprenticeship: Our 2020 Vision:

*“Every apprenticeship will be a high quality opportunity that delivers the skills, knowledge and behaviours that employers are looking for.”*

### Developing the vision for quality

Sound quality assurance arrangements are essential to apprenticeships. High expectations of apprentices, colleagues and employers, internally driven by leaders and managers who focus on delivering high-quality teaching and assessment are some of the key ingredients to success. These expectations should, be underpinned by detailed systems as well as supported by robust quality assurance arrangements. These arrangements form a fundamental foundation to help a provider understand how well they meet the needs of apprentices, funding, regulatory and statutory bodies.

Emerging quality-related issues relate to:

- internal quality assurance (on-programme) and the quality improvement plan (QIP)
- compliance audit
- subcontractor quality assurance
- self-assessment and improvement planning
- the role of Ofsted
- the role of Hefce (now OSS) / QAA

# 15 QUALITY ARRANGEMENTS



## Overview (continued)

- the increasing emphasis to employer groups on ensuring rigorous external quality assurance arrangements on EPA
- the role of the Institute for Apprentices and Technical Education and the offer to undertake external quality assurance of EPA

### High level quality issues and risks

Some of the issues and risks relating to the quality of standards include:

- is the internal delivery meeting the requirements of the standard and of the gateway?
- are apprentices achieving and progressing – how are these milestones agreed, captured and monitored?
- how are quality improvement milestones set, monitored and managed?
- has the quality assurance process met the requirements of the end-point assessment plan?
- how are you revising your quality KPI's to help you evaluate how good you are?

All those involved in the delivery of the standards, have responsibilities to make sure that the actions they take meet the requirements of the quality statement, uphold the reputation of the apprenticeship programme and do not bring the apprenticeship brand into disrepute.

### Observation of the learning journey

Observation remains a fundamental activity to seek assurance that the services being delivered meet the needs of the apprentice. It is useful to observe a variety of aspects including but not exclusive to:

- information and guidance (recruitment)
- induction
- initial assessment and diagnostics
- teaching and learning
- assessment
- review
- progression

**Observation of information and guidance** is a practical approach to understanding how well informed apprentices are at the recruitment stage of the programme to enable them to make informed choices about the programme they are about to undertake. It is also useful not to limit these IAG observations to just the **pre-learning** extend this assurance to any IAG activity which takes place throughout the length on programmes; **induction, in-learning and post-learning**.

**Observation of on-programme teaching and learning** remains a primary quality assurance activity. It is essential to have a clearly outlined sample strategy which takes account of opportunities in different settings, for example:

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## Overview (continued)

- both classroom as well as workplace training (Please note quality assurance of the training delivered by the employer is covered in a separate subtopic)
- one-to-one and group
- across practitioners from sectors and regions
- across courses from variety of training courses; and
- at different stages across the duration of the programme

**Observation of on-programme assessment** practices have typically been carried out as part of the Awarding Bodies Internal Quality Assurance (IQA) arrangements. This slightly changes with the new apprenticeship standards, as not all standards require a qualification to be delivered as part of the on-programme element. Where this is the case it remains good practice to quality assure assessment activity as this helps the provider understand how effective their practitioners are at ascertaining how well the apprentices are learning and when they are ready for their end-point assessment. Where a qualification is agreed, it is advisable for the provider to follow the awarding body IQA guidance.

### Sampling of apprentice work, records and discussions

There are times when it is not feasible or appropriate to observe. Therefore, providers should consider how best to make judgement on the impact their programme is having on the apprentice. This can still be achieved through sampling their work, auditing records for example review or individual learning plans or simply having a discussion with the apprentices to identify what they now know and do better as a result of their training.

Ofsted will grade apprenticeship provision and still use a broad range of indicators to select providers for inspection. Self-assessment reports are included in this but even without this external requirement, self-assessment remains critical to the quality assurance process. It is therefore essential for providers to identify the most appropriate process to help them identify improvements and develop provision. Things to consider are:

- what criteria does the provider want to self assess against?
- how frequently does the provider want to review the self-assessment? Ongoing, quarterly, annually?
- who does the provider want involved? It is advisable that this is not left to the quality lead and that assessment is cross departmental and inclusive
- what sources of evidence does the provider need and are these in place to provide the correct information needed to make a judgement? staff, learner and employer surveys, achievement data, destination data, quality assurance reports, observation findings, etc
- how does the provider want this collated? Word, excel, online tool etc
- how does the provider want to moderate the findings?
- what grade profile, if any, does the provider want to use to expresses how well we do things?

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### Inputs from other sections to support these actions

#### From topic: 1 (Vision, strategy & leadership)

- Your vision and strategy for your future apprenticeship offer

#### From topic: 2 (Business planning)

- Targets for sectors, occupations, employers, apprentice recruitment and finance

#### From topic: 6 (The transition project)

- Consolidated transition plan with milestones and timeline
- Risk and issues management processes

#### From topics: 7 to 15

- Outputs from all operational areas affected by the introduction of standards

### The outputs of your work in this area will include:

- An apprenticeship quality plan (perhaps as a sub-plan of the QIP)
- An apprenticeship programme risk assessment



# 15 QUALITY ARRANGEMENTS

## Actions

### L Actions for Leaders

It is recommended that leadership teams set the vision for quality

Set a wide range of quality metrics e.g. rates of apprenticeship progress, achievement, employer engagement and partnership development, achievement of the gateway within standards, feedback from employers and apprentices, progression, achievement of any added value qualifications

Consider how best to compare the quality metrics of different groups

Create a system to integrate new employer-led apprenticeship measures within the existing quality improvement strategies

Ultimately ask yourself; how do you know that your staff are doing a good job?

Self assess your current provision and set metrics to outline what 'outstanding and good' looks like

### M Actions for Managers

Set, monitor and drive the targets for quality improvement for the core areas of future apprenticeships

- internal capability and capacity
- employer engagement
- financial risk and management
- curriculum development

Create a system of internal management that uses quality as a development tool to support the analysis of delivery mechanism for future apprenticeships

Build tracking and achievement processes into the quality assurance plan to support refinements to the delivery processes

Consider variations to contracting arrangements to build in quality measures, targets and improvement dimensions

Draft and implement an improvement plan based on current self assessment judgements and new standards delivery aspirations

### P Actions for Practitioners

Understand the quality assurance metrics that relate to your job role and set out CPD plans to achieve them

Understand your current self assessment and how you contribute to the improvement plan

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## Perspectives/case studies

*“Take the opportunity of moving over to the new standards, to look at investing in new technology that can help you drive up quality. Bringing in new systems and investing in technology at a change point makes sense and helps to bring down risk. If you are robust already, then use the change in systems and processes to gold-plate that robustness. If your organisation is struggling financially, then make sure you review your quality arrangements, identify any gaps or areas of weakness, and think carefully about how you will address those.”*

### JTL

#### Mark Syrett, Southern Business Manager

JTL is a large national apprenticeship provider, delivering over 2,300 starts annually in the building and service industries each year. JTL has been working on the new apprenticeship standards for two years – nearly all their apprentices are now on the standards.

*“We look at IQA very differently now – in the main, we are not assessing qualification achievement, but instead assessing the learning against the standard. It enables us to do what we and the employer feel will benefit each individual apprentice and the business, rather than jump through assessment hoops of a qualification.*

*With an even more flexible approach to programmes, we realised that the feedback we collect is more qualitative than before. We are looking at how we capture the impact of both on and off-the-job support for our apprentices. We use reflective work and our e-portfolio system to collect feedback systematically. We have also implemented a range of new surveys for employers and apprentices that reflects and gives us feedback on our approach. Our aim is to achieve a high level of distinctions and credits but just as importantly the employer and their learners must feel they have achieved personal growth and developed their career potential.”*

### Grey Seal Recruitment and Training

#### Andrew Barnard, Quality Manager

Grey Seal started in 2002 and went on to establish a separate training arm. Grey Seal work with a wide range of employers (levy and non-levy), delivering standards in a range of industries including customer service, team leader and management.

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## Perspectives/case studies

*“Over the past several months we have revisited our Internal Quality Assurance strategy. During this review we considered the implications of delivering Standards without qualifications and how this changed the active role and responsibilities of our IQA’s, especially considering those Standards without embedded qualifications.*

*I believe that transitioning from Frameworks to Standards involves an extensive culture shift from compliance focused strategies of Awarding Organisations to a broader quality assurance strategy which focuses on learning, key milestones and how well apprentices are prepared to demonstrate their knowledge, skills and behaviours at end-point assessments. We are in the early stages of transition and can see a clear future in our IQA’s playing an integral part in helping Apprenticeship Delivery Coaches to develop their coaching skills.”*

*“Typical challenges for IQAs to consider through the transition are:*

- Sampling will be much more focused on quality assuring the levels, content and quality of Teaching and Learning, to build new understanding as opposed to sampling the existing demonstrated competency of learners*
- Sampling the appropriateness of the learning resources being used, and the receptiveness of the learner within the session. Checking that the teaching method utilised meets the learners needs to ensure the knowledge is being understood and embedded throughout the learner journey*

- Sampling the progression of the Apprenticeship Standard, ensuring key milestones are achieved as per the Standard to ensure the learner achieves Gateway checks successfully, to allow them to progress to EPA confidently”*

### Seetec

#### Peter Dignam, Head of Quality (Skills)

Seetec are a large national training provider and have been delivering apprenticeship standards for some time.

*“We will be using our IQAs to assess whether we are meeting gateway requirements on standards. Internally we have mapped our quality evidence to the standard to show what needs to be captured and where. The IQAs will meet with the learner and the employer and have a professional discussion, describing their role and how they have met the gateway of the standard. This can then be signed off with the employers and learner.”*

### Acacia Training

#### Amy Fowles, Curriculum Lead

Acacia Training are a large national training provider, with a strong presence in the Staffordshire and Midlands area. Acacia specialise in the Health and Social Care sector – over the past year, they have been making the transition from frameworks to standards.

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## Links

### Details of the role and responsibilities and the members of the Apprenticeship Sector Development Board (ASDB)

 The Apprenticeship Sector Development Board (ASDB) advises on expanding apprenticeships nationally, and will aim to increase the number of apprenticeship places that employers offer in both the public and private sector

### Institute for Apprenticeships and Technical Education

 The government introduced a new independent body to support employer-led reforms and regulate the quality of apprenticeships. This was subsequently given an expanded remit to include Technical Education

 IFATE Business Plan

### Gov.uk overview of provision



### NAS 2020 Vision

 NAS video outlining the government's 2020 Vision for Apprenticeships

### Published standards and those in development

 These will tell you what is potentially available to read in context with your organisational business plan

### Guidance for developers of standards

 This will help you understand how standards and end-point assessment plans are created and the guiding principles

### Apprenticeship funding rules

 Information about funding for training and assessing apprentices in England

 Apprenticeship technical funding guide

### Ofsted Further education and skills inspection handbook

 Guidance for inspecting further education and skills provision under the common inspection framework

### Apprenticeships: developing skills for future prosperity

 Ofsted survey report into how well apprenticeships meet the needs of young people, their employers and the economy

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### Regulation of new apprenticeship end-point assessments



Ofqual's approach to regulating end-point assessments, part of reformed apprenticeships that the government is introducing in England

### The Office for Students – quality arrangements



For a small section of apprenticeships there are two bodies responsible for quality assessment: Ofsted and the OfS. Ofsted works with Levels 4 and 5

### The Office for Students – regulatory framework



### Qualification achievement rates and minimum standards



Key information and guidance about qualification achievement rates (QAR) and minimum standards

### Apprenticeship Accountability Statement



This sets out relative roles and functions of bodies with a quality assurance role for apprenticeships

### IfA Quality Statement



Sets out how the institute will measure quality across the board. Downloadable as a pdf

### Excellence Gateway



The Education and Training Foundation's resources portal and provides online access to an unrivalled breadth of resources for everyone working in the wider learning and skills sector in England

### Teach Too resources - framework and mapping tool



A number of resources, designed to help engage, design and co-deliver apprenticeships with employers - including a framework and mapping tool to support planning and quality processes, aligned to Ofsted priorities

## In the next three years you'll need to ask...

- Have you taken account of greater levels of employer involvement in apprenticeship delivery likely to appear in the new Common Inspection Framework in 2019?
- How will success measures be influenced by end-point assessment?
- Has your approach to quality been adapted to reflect a more flexibly delivered on-programme phase?