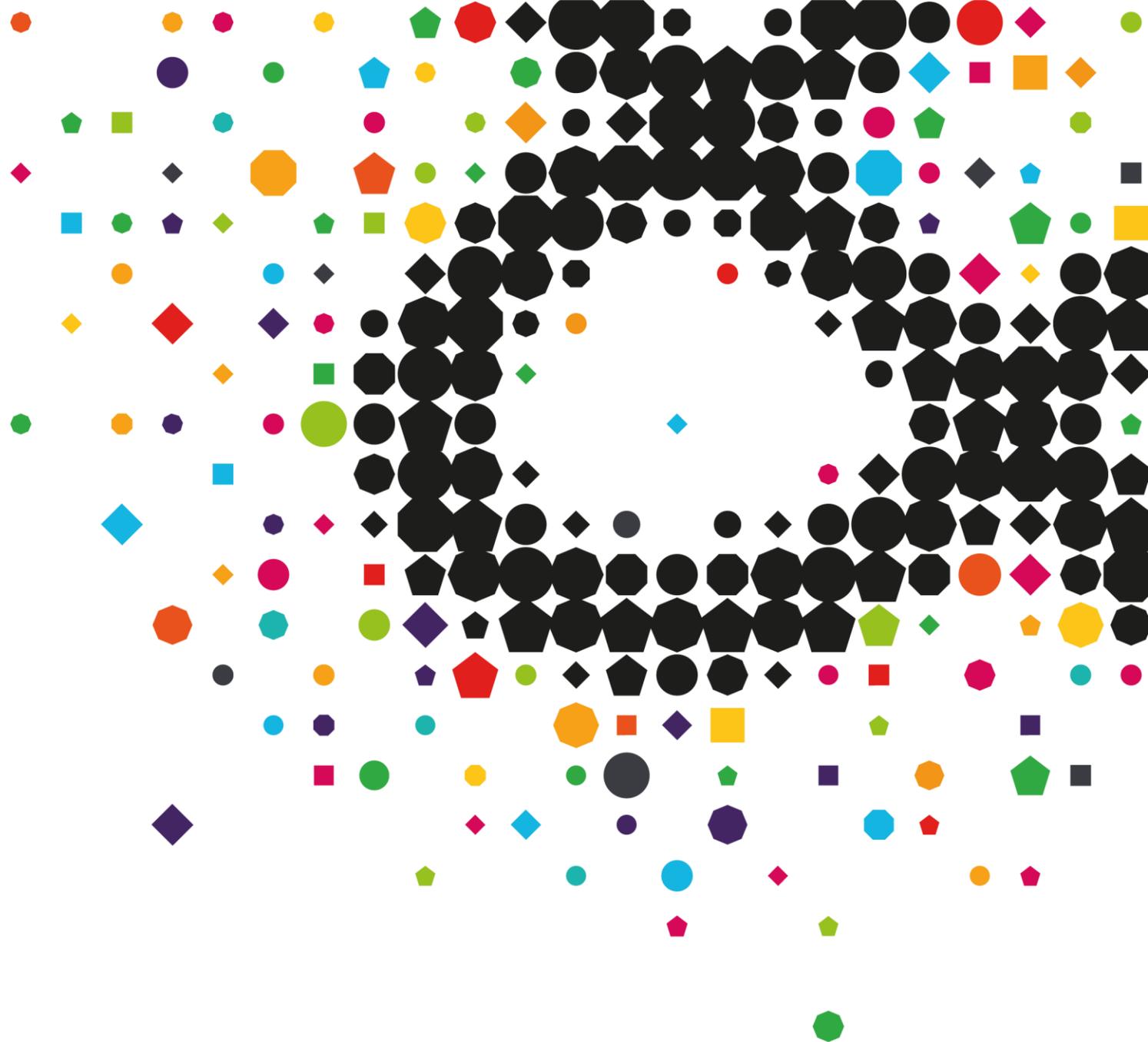


# How to manage your apprenticeship programme within a large organisation

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Bryony Kingsland

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# Our purpose

City & Guilds Group  
To help people,  
organisations and  
economies develop  
their skills for  
growth

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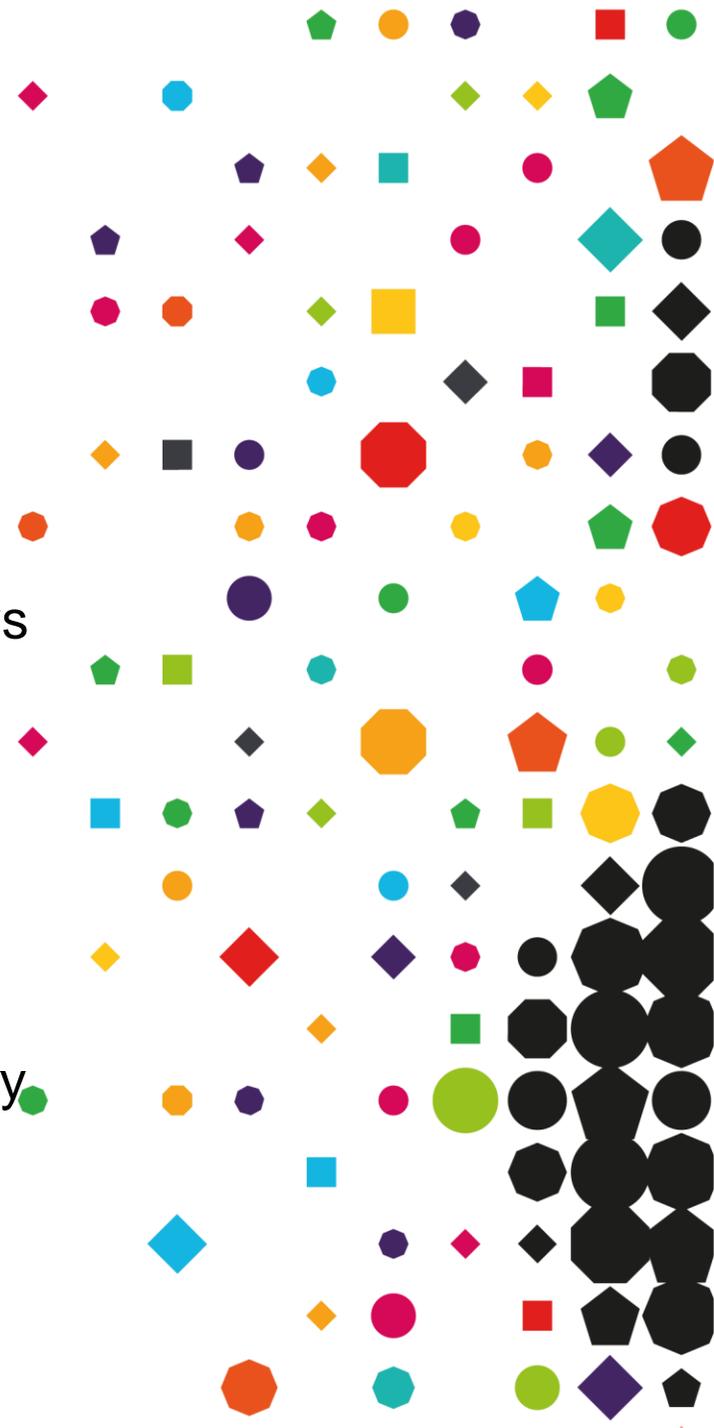
# Agenda

- Introduction
- Context to apprenticeships in a large organisation post levy
- Governance and structures
- Recruitment and attraction
- Recognition of prior learning
- Managing training providers
- Delivering in-house programmes (employer provider)
- Choosing your EPA-O
- Celebrating success
- Q &A

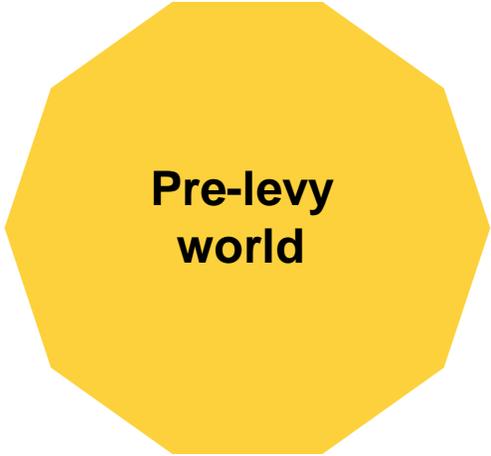


# Introduction

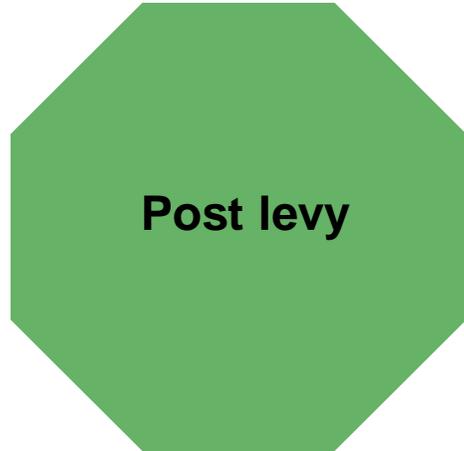
- The apprenticeship levy was introduced to businesses in April 2017, from Government, which made much of the fact that it was creating a truly employer-led system.
- Almost two years after its implementation, apprenticeship start figures continue to decline in overall terms and questions remain around the ways in which the funds collected by the Government are being spent.
- DfE confirmed that in 2017/18, it received an annual apprenticeships budget of £2.01bn from the Treasury. Of this, it appears that only £268m was spent by levy-paying employers on apprentices.
- This leaves a £400m underspend in the first year of the system alone.
- So what can employers do to ensure they are making the best of their levy and the apprenticeship offer.



# Context to apprenticeship within a large organisations



Apprenticeships were managed in discreet functions e.g. engineering, logistics & professional functions



- Centralised Apprenticeship teams
- Single payment system for providers
- Joined up approach in using levy for L&D and talent management



- More planned approach to using apprenticeship levy for new pipeline and to develop existing staff



- Managing the levy pot
- Unused funds

# Apprenticeship governance and structure



## Apprenticeship steering board

Corporate functions  
Project board

Operations project/Talent project board

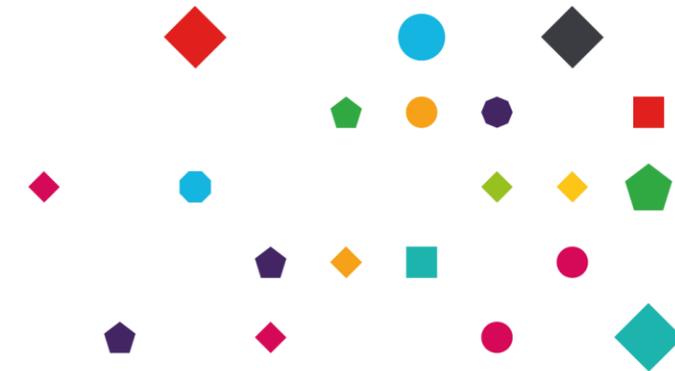
Commercial project board

Working groups for IT, HR, Finance, Project Management, Graduates, Strategy

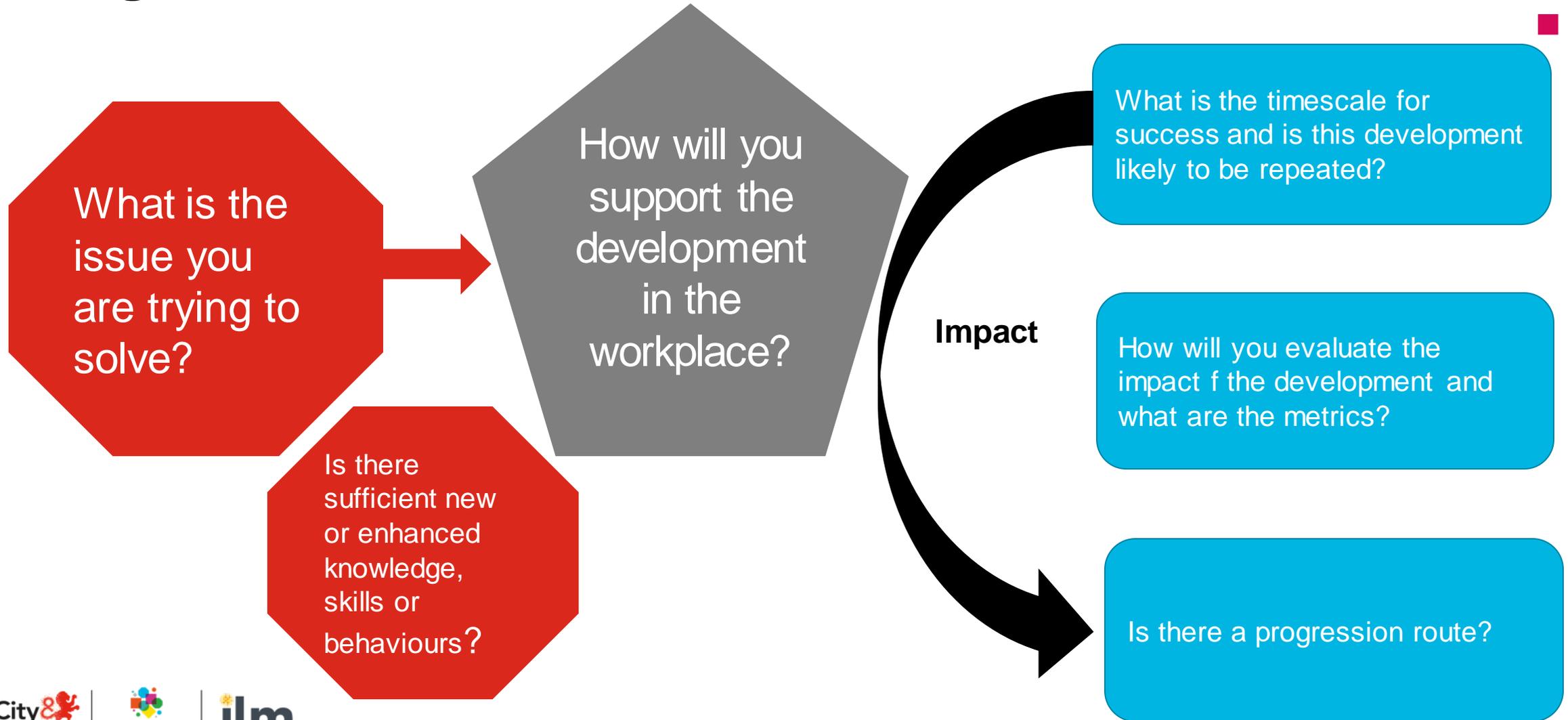
Working groups for front line operations, logistics, warehousing, supply chain

Apprenticeship working groups for Sales, Customer Service. Commercial, Leadership & Management

# Recruitment and attraction



# Things to consider – Current staff



# Recognising and assessing prior learning

- Apprenticeship funding (levy or co-investment) must not be used to pay for, or accredit any learners existing knowledge, skills and behaviours.
- Providers and employers must carry out a thorough initial assessment of the potential apprentices prior knowledge and skills and reduce duration and content of the apprenticeship accordingly. For the employer, this should also reduce the price negotiated as well.
- Where accounting for prior learning/knowledge or skills means the on-programme duration would be less than 12 months or fail to meet the 20% off-the-job requirements, the apprentice is ineligible to take the apprenticeship.
- Everything agreed must be included in the employer agreement with the provider and also in the commitment statement/apprenticeship agreement.





# What counts as prior learning



## Current and previous employment

Particularly important to check for an existing employee. Was any in-house training given? Would a qualification or other type of training be more appropriate than an apprenticeship?

## Previous apprenticeship

What level was the apprenticeship and what sector? How long ago was it? Check content against new apprenticeship – what is the same?

## Previous qualifications

What level was the previous qualification? What proportion of guided learning hours were committed to the relevant learning?

# Prior learning hints and tips

- Is the apprenticeship going to teach your employee new skills, new knowledge and new behaviours?
- Is the apprenticeship at the right level for the individual?
- Are you hoping the apprenticeship will help the employee be a better manager?
- Are you getting value for money from the provider in terms of price negotiation and duration of the programme.
- Where can I find the exemptions for English and maths in apprenticeships?
  - <https://www.gov.uk/government/publications/qualifications-getting-approval-for-funding>
  - <https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding>



# End-point assessment (EPA) changes for 2019/20

1. **The employer is responsible for choosing the EPAO and negotiating the cost of assessment.**
2. **From April 2020, the contract for EPA will be held directly between the EPAO and the employer and the employer will pay the EPAO directly from their apprenticeship account.**
3. **From 1 October 2019, the ESFA will no longer fund an apprenticeship if there is no EPAO registered or 'committed in principle' to provide end assessment.**
4. **When can employer/provider name an EPAO in the ILR** – providers and employer providers must include the name of the EPAO and the price agreed on the ILR record when it's set up for the individual learner – if feasible and available.
5. **What is considered a suitable amount of time for additional learning before retaking EPA?** – this is up to the provider to assess with the employer what the individual apprentice needs to ensure they pass on the second attempt.



# EPA evidence pack requirements

## What must be retained in the evidence pack in relation to EPA

The evidence pack must include records and evidence of completion within three months for audit purposes. Evidence of completion would include:

- confirmation employers have been informed, as part of their contract, of their obligations around arranging EPA;
- a signed statement by employer and provider that the apprentice meets the gateway requirements and is ready to undertake EPA;
- a signed statement by employer and provider that the apprentice is still employed until the EPA is completed;
- a copy of the contract between the provider and the EPAO for the apprentice's EPA
- evidence of payments made to the EPA organisation for conducting the end-point assessment.



# Managing providers



## Choosing the right provider & EPAO

Track record of delivering the apprenticeship standard?  
Are there minimum cohorts?  
What is the ratio of apprentices to tutors?  
Delivery methods and success rates.



## Can they deliver bespoke programme or off the shelf

Can they ensure the programme fit for purpose for your staff?  
Can you map into the standard any additional content i.e.. Induction materials, training days.



## Sign-ups & managing performance

Ensure your staff are eligible for the apprenticeship.  
Level 2 Functional Skills.  
How will they manage the sign up process if located geographically?



## MI and reporting

How will they report on learner performance?  
How will they communicate with line manager for 1-2-1s.  
Are SLA's in place.



# What happens when things go wrong with a provider?

**My apprentices haven't seen their tutor for six months**

**Study day attendance location is too far for my apprentices to get to**

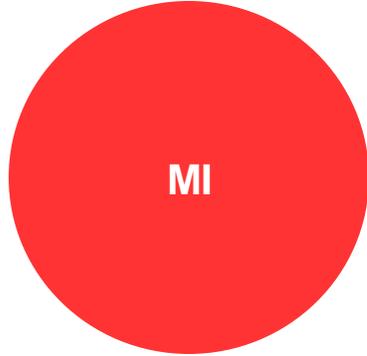
**My apprentices are not getting the support they need to prepare for the exam and assignments**

**I am not getting the MI in a timely fashion and cannot provide the information in time to my board.**

# Delivering in house apprenticeship – Resource implications



Quality manager



MI



Platforms &  
systems



Skills  
coaches



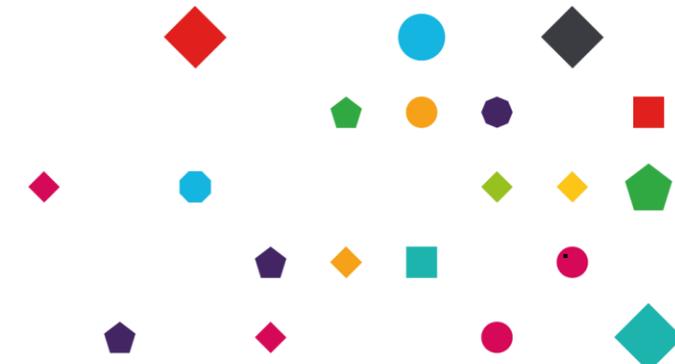
Complete  
employer  
ownership

Manages quality delivery, produce annual self-inspection report and quality improvement plan.

Monthly data returns required to be submitted to the ESFA. Validation checks and data collection systems.

- E-portfolio.
- On-programme content.
- Progress to gateway.
- EPA.
- Use of system to draw down apprenticeship funding.

Skills coaches to deliver the training upskilled to standards required by training provider/Ofsted standards.



# Celebrating success



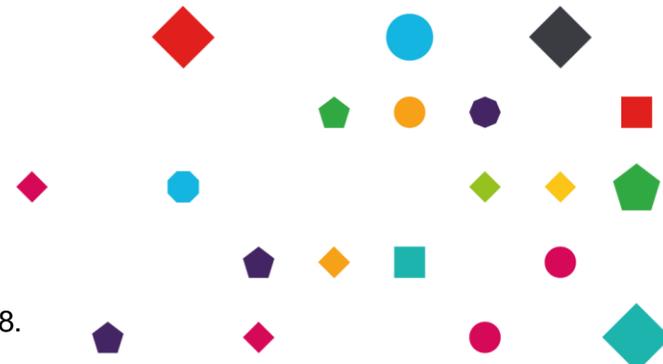
Identify apprentice ambassadors to be the face of your organisation; they can act as mentors and champions.

How many of your apprentices represent BAME or female apprentices in STEM job roles. Communicate your success in this area.

Enter 2020 national apprenticeship awards; as an employer of apprentices or apprentice of the year. Positive PR for your organisation.

Case studies of apprentices share on social media and throughout your internal channels.

Take part in our employer events.



# Any questions?



# City & Guilds and ILM support

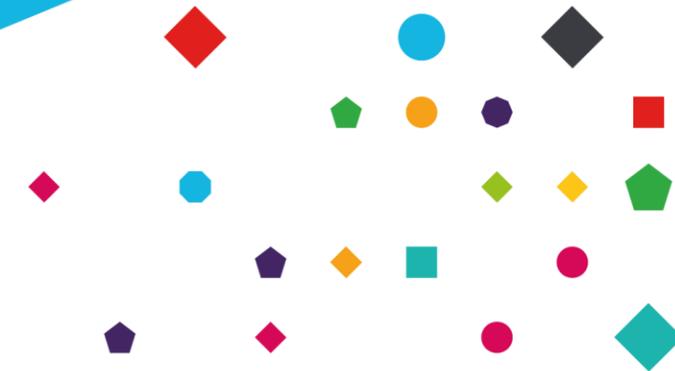
City & Guilds and ILM offer a number of CPD events to support providers and employers with successful apprenticeship delivery including:

- preparing your apprentice for EPA
- best practice in professional discussions and interviews for EPA
- best practice and audit readiness for prior learning and initial assessment.

Dates and details here <https://www.cityandguilds.com/what-we-offer/centres/cpd-training>

3 x autumn workshops supporting employers prepare for new Ofsted inspection <https://www.eventbrite.co.uk/o/city-amp-guilds-10977079418>

Please contact our team on – [Paula.Gibson@cityandguilds.com](mailto:Paula.Gibson@cityandguilds.com)



# Thank you

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