



# ALPSE

# South East Provider Event

22<sup>nd</sup> November 2017

Kindly sponsored By:





# Welcome and Introductions

**Jo Bridger**  
**ALPSE Chair**





# ESFA



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# Apprenticeships Benefits Realisation Strategy

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## What is it? How did we create it? What does it do?

- Published 30<sup>th</sup> March 2017 on gov.uk
- Sets out the **objectives** for the Programme and our approach to benefits realisation
- Culmination of 6 months work, significant **consultation** with all those operating in the apprenticeships market (employers, providers, apprentices, quality and awarding bodies etc)
- Approach ensures that development groups, business areas and specific work-streams are working towards the **realisation of benefits** to meet agreed objectives
- Maps the **success factors** for the programme – the journey towards achieving the objectives with measurable activities and market responses to demonstrate whether or not we are on track to meet our goals

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## Strategic objectives

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### Four strategic objectives:

**To meet the skills needs of employers** - and the country, by delivering high quality, relevant programmes that result in apprentices becoming fully competent in their occupation

**To create progression for apprentices** - by creating high quality programmes that result in apprentices becoming fully competent with transferrable skills in an occupation that offers progression

**To widen participation and social mobility in apprenticeships** – to ensure that more people from a diverse range of backgrounds have access to the benefits of apprenticeships at all levels

**To create more quality apprenticeships** - through our campaign work and by creating a sustainable funding system and a high quality apprenticeships offer

# Measure of Success

Benefit	Baseline	Measure
<b>To widen participation and social mobility in apprenticeships</b> – to ensure that more people from a diverse range of backgrounds have access to the benefits of apprenticeships at all levels.		
An increase in the proportion of starts by BAME apprentices	10.0% average across the last Parliament	20% increase by 2020: 11.9%
An increase in the proportion of starts by LDD apprentices	9.9% in 15/16	20% increase by 2020: 11.9%
An increase in the proportion of higher value apprenticeship starts for disadvantaged apprentices	25% in 15/16	Maintain volume and increase the proportion of higher value apprenticeships
<b>To create more quality apprenticeships</b> - through our campaign work and by creating a sustainable funding system and a high quality apprenticeships offer.		
Increasing the number of apprenticeship starts	509,400 in 15/16	3 million starts from May 2015
Increasing the number of public sector apprentices	Not collected	Public sector bodies in scope will be expected to employ an average of at least 2.3% of their staff as new apprentices over the period 2017-2021

## Measure of Success

Benefit	Baseline	Measure
<b>To meet the skills needs of employers</b> - and the country, by delivering high quality, relevant programmes that result in apprentices becoming fully competent in their occupation		
Improvements in the value of apprenticeships, as determined by the Skills Index	Tbc	Tbc
An increasing proportion of employers who report that offering and training apprentices has helped to develop skills that are relevant to the needs of their business	Tbc	tbc
Using the progression measures detailed below as proxy measures for employer satisfaction with the quality of their apprentices and apprenticeship training	n/a	n/a
<b>To create progression for apprentices</b> - by creating high quality programmes that result in apprentices becoming fully competent with transferrable skills in an occupation that offers progression.		
Improvements to earnings outcomes, looking at average earnings over a period of 4 years	Tbc	tbc
An increase in the proportion of learners who have progressed to a sustained destination in employment after completion	Tbc	Tbc
An increase in the proportion of learners who have progressed to a sustained destination in learning at a higher level after completion	Tbc	Tbc
An increase in the proportion of apprentices who agree their career prospects have improved	83% in 2015	88% in 2020

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# Other Important Measures

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## **Achievement Rate**

- The Programme will closely monitor and report the overall achievement rate to better understand the impact of reform on the new, reformed apprenticeship landscape.
- Over time we are keen for the achievement rate to rise, but if that raise is a reflection of a reduction of quality, this will not be helpful indicator of the success of reform.
- The Programme will also monitor the achievement rate for BAME, LDD and disadvantaged learners.

## **Retention Rate**

- Retention is not an objective of the Programme, but we recognise it is an important measure for employers
- We will monitor and report this rate annually as we know it is of great interest to employer stakeholders. For context we will also publish reasons why recent apprentices are no longer working for the same organisation.

## **Changing Attitudes to Apprenticeships**

- The Programme will regularly monitor the impact of its communications and the changing attitudes towards apprenticeships, using this information to effectively manage and deliver its communications strategy.

## **Gender Disparity**

- There are disparities in gender representation in some sectors that deliver the highest returns eg construction and engineering - We will monitor the rate of female participation across all sectors, to understand the impact reforms are having on gender disparity

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## Apprenticeships: Widening Participation

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- All individuals from every background should have access to Apprenticeships
- There are many business and social benefits to including everyone in Apprenticeships, regardless of their background.

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## Widening Participation

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- 20% BAME increase by 2020
- Improve the mix and balance of apprenticeships in disadvantaged areas
- Ease of access for individuals with Learning Difficulties or a disability
- Support promotion of STEM apprenticeships to females
- Improve awareness of apprenticeships for care leavers

Apprenticeships Diversity Champions  
Network

Regional Diversity Hubs  
*London, Manchester, Bristol, Birmingham,  
Leicester*

# Refreshed AAN



## Mature network

Membership that is 600 strong(40 national members and 550 plus across 9 regions)

Growing to over 1000 with launch of Apprentice network at Skills show

Business to business and Apprentice to potential apprentice advocacy

Commitment of 0.5 day per calendar month

*For More information/to join email Julie.Foster@education.gov.uk*

National Membership (40)	David Meller (Meller Designs)
North East	George Ritchie Px Ltd
North West	Elaine Billington United utilities
Yorkshire and Humber	Frank Clayton NG bailey
West Midlands	Jenny Conlon KMF
East Midlands	David Hughes Uniper Technologies
South East	John Druce Arqiva
London	Neil Weller Troup Bywaters & Anders
East of England	Matt O'Conner John O'Conner Maintenance
South West	Nigel Fenn South West Water

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## Wider Technical Education Reforms

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- **T-Levels** – a new gold standard in technical qualifications
- Apprenticeships and T-Levels will form the basis of our new **world class technical education system**
- Technical Education Routes:
  - *Clear pathway to future occupation/career;*
  - *Choice: work-based or college-based depending on how you like to learn;*
  - *Breadth or depth of technical training depending on where you want to get to;*
  - *Designed by employers to give people the skills employers need.*



# Traineeships



1) Overview



2) What can I expect from a traineeship?



3) Benefits to employers



4) What next?



# 1) Overview - Traineeships

## Target Group

- 16-24 year olds
- Qualified below level 3
- Minimal experience in work but focussed on the prospect
- Ready for employment within 6 months



## Purpose

To give young people the **skills and experience** needed to progress to apprenticeships or sustainable employment



# 1) Overview - Traineeships

A flexible education and training programme for 16–24 year olds, lasting a maximum of 6 months.

Three main components:

1. Work experience placement  
*with an employer*
2. Work preparation training
3. English & maths training  
*with a provider*



## 2) What can I expect from a Traineeship?

### Provider

- Draws funding from Education and Skills Funding Agency.
- Responsible for quality and reporting
- Responsible for finding appropriate trainees (though employers can have a say over who they have on placement)

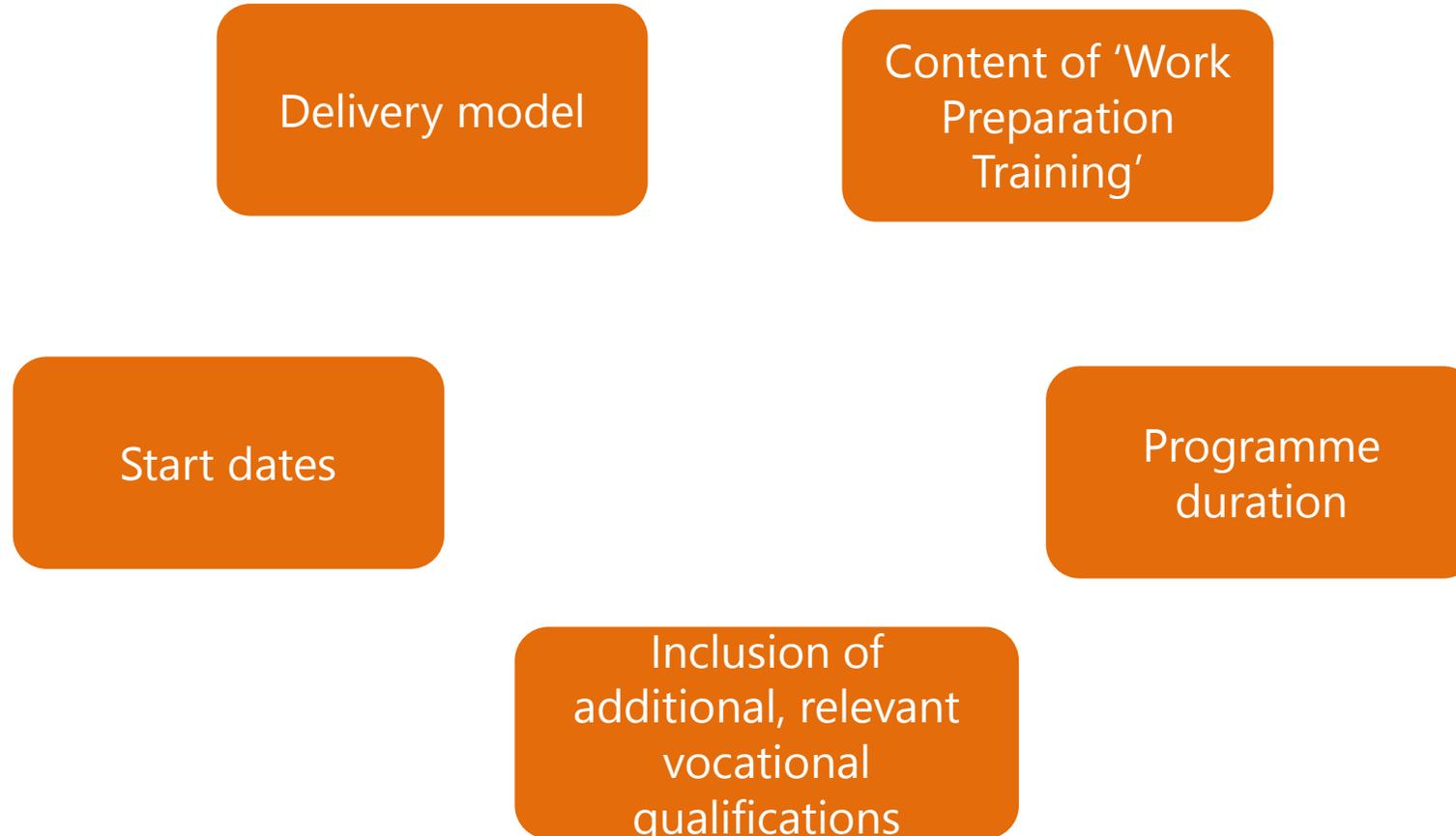


### Employer

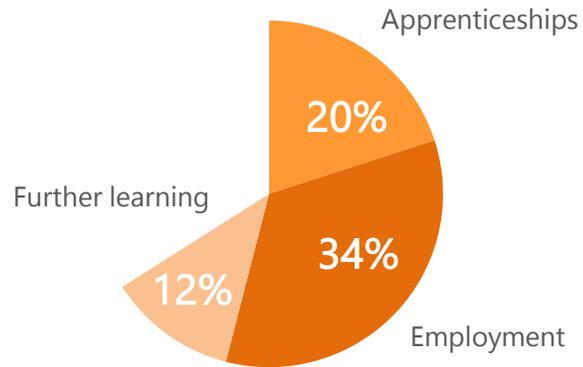
- Agree details of work placement
- Works with a provider to ensure design of programme meets your needs
- No costs
- No obligation to offer apprenticeship or job but must offer exit interview and written feed back to trainee.



## 2) Flexibilities



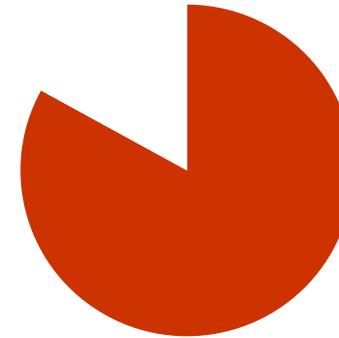
## 2) Outcomes



**66%** of trainees progressed into defined successful outcomes:



**82%** of trainees were **satisfied** with traineeships.

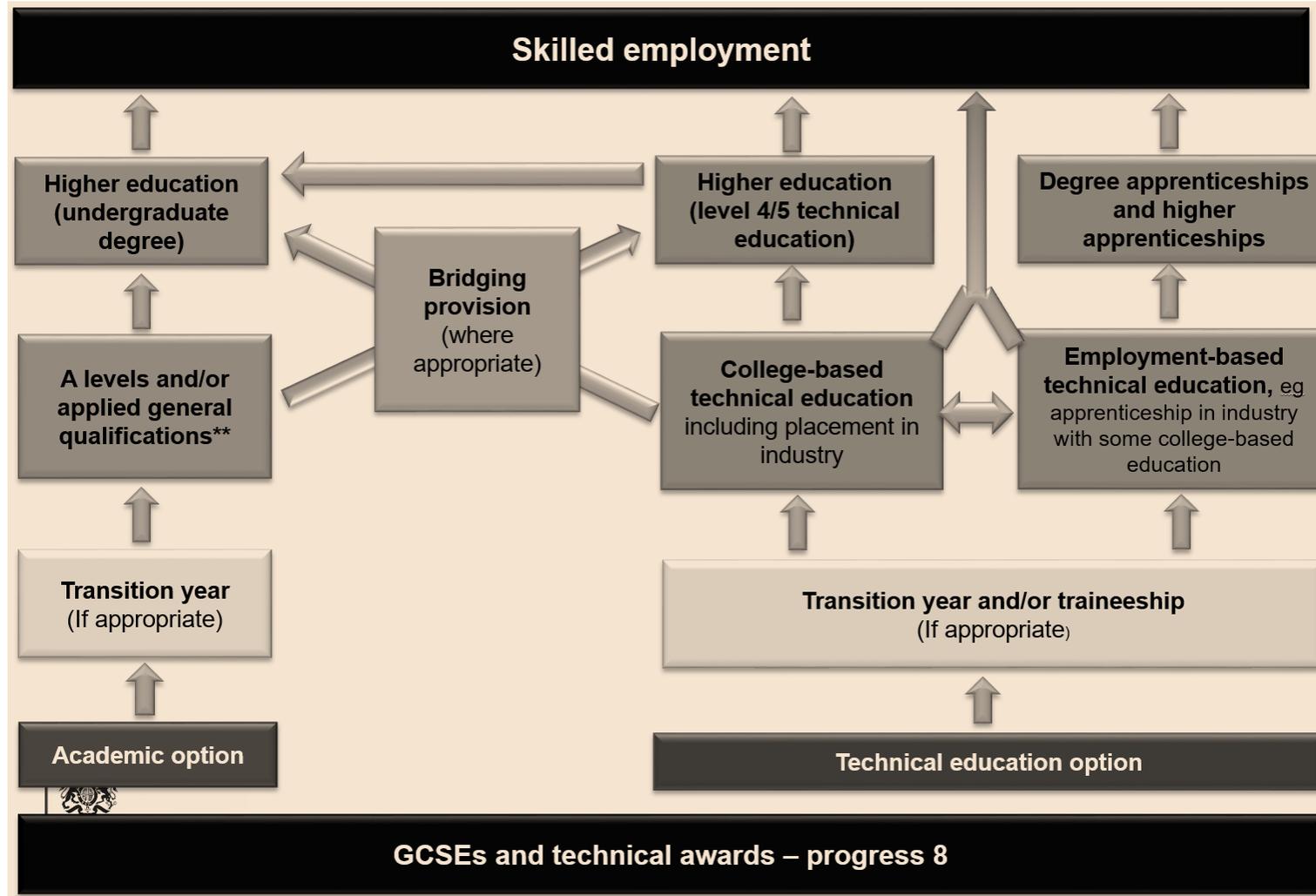


**83%** of trainees perceived the programme to have helped them improve their chances in future job applications.

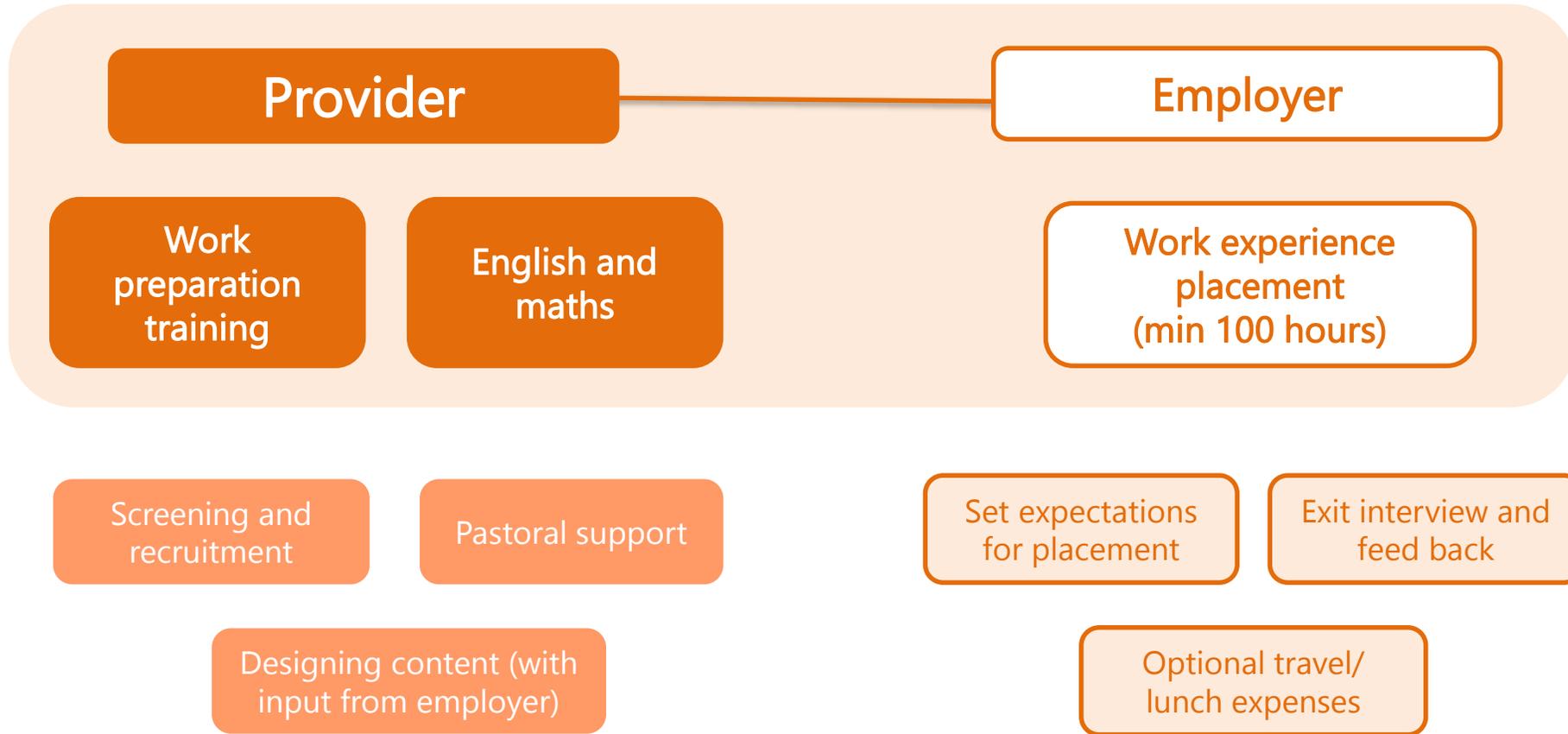
\*Traineeships: Second Year Evaluation (based on sample rather than administrative data)



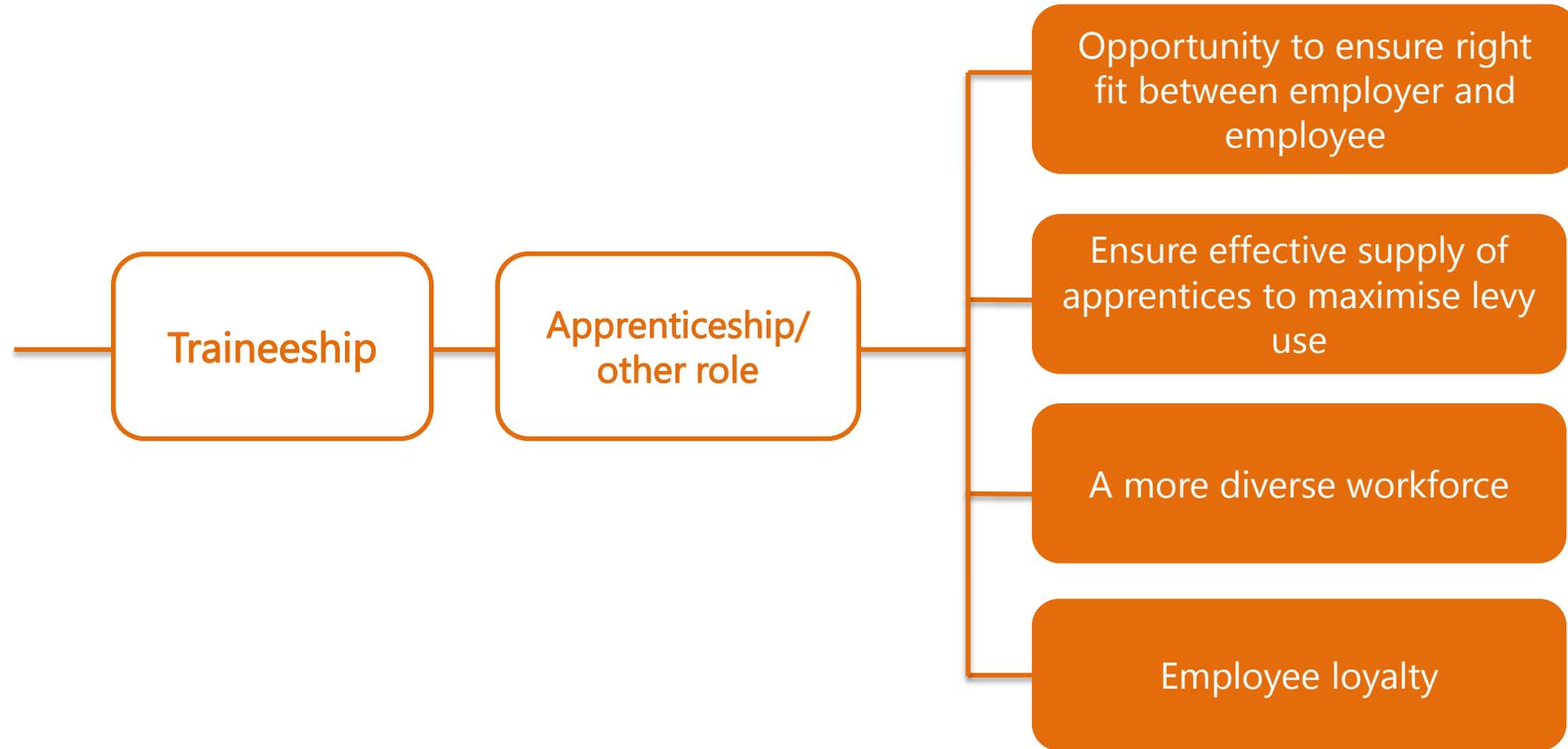
## 2) Continued focus...



### 3) Benefits to Employers - Provider Support



### 3) Benefits to Employers - Recruitment Pipeline



## 4) What next?

- Find out more: <https://www.gov.uk/employ-trainees>
- Interested in setting up a programme?

Contact the National Apprenticeship Service:

<https://contact.findapprenticeship.service.gov.uk/>

08000 150 600 (option 1)



Bethany Gladwood, DfE  
Policy Adviser – Traineeships



Department  
for Education

  
**Traineeships**



# Chris Jones

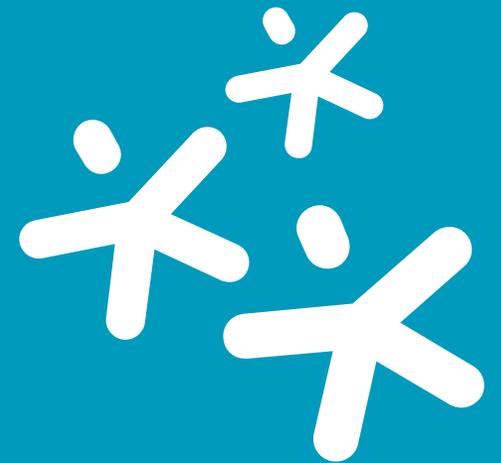
## OFSTED



# Apprenticeship reforms

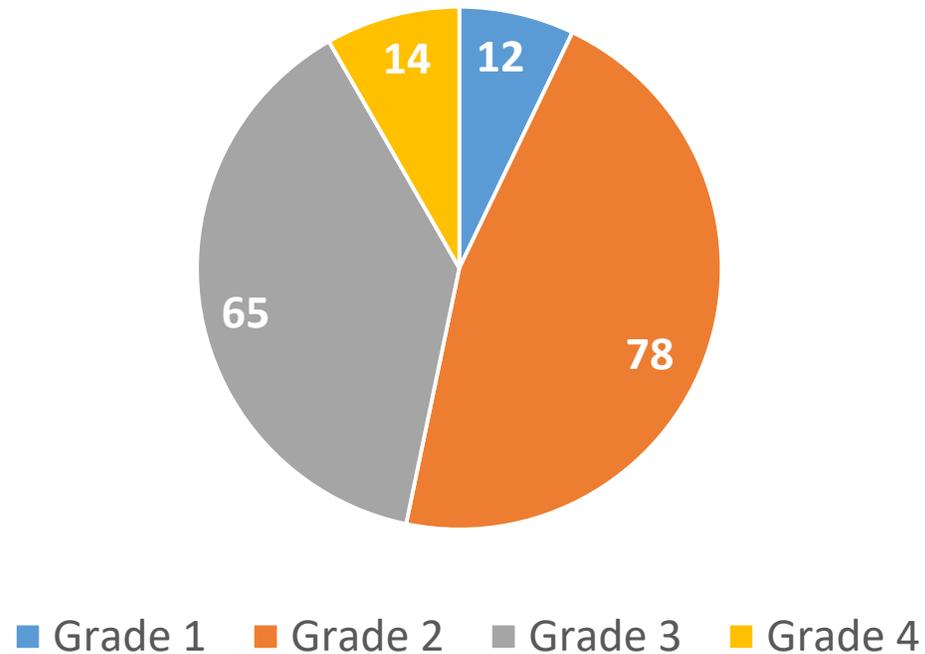
Chris Jones HMI

Specialist Adviser for Apprenticeships



# National picture

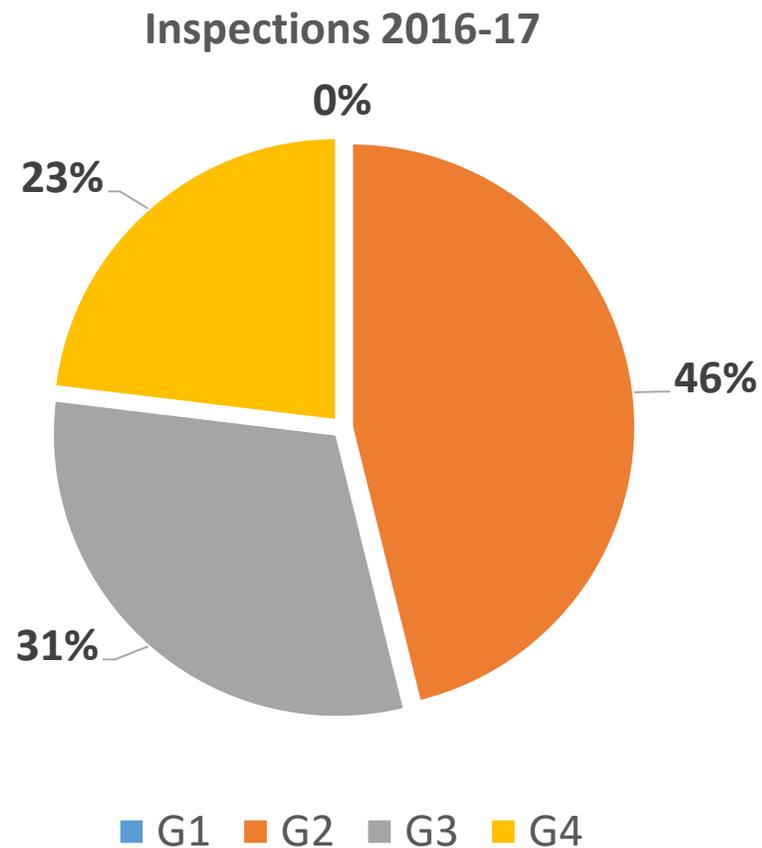
Apprenticeship Inspection Outcomes:  
2016/17



- There were 170 inspections in 2016-17
- Selection by risk and time

2016 - 17	No. Inspections
Independent learning provider	68
General further education college	54
Sixth form college	2
Independent specialist college	3
Higher education institution	2
Not for profit organisation	10
Local authority provider	14
Employer provider	17

# South East



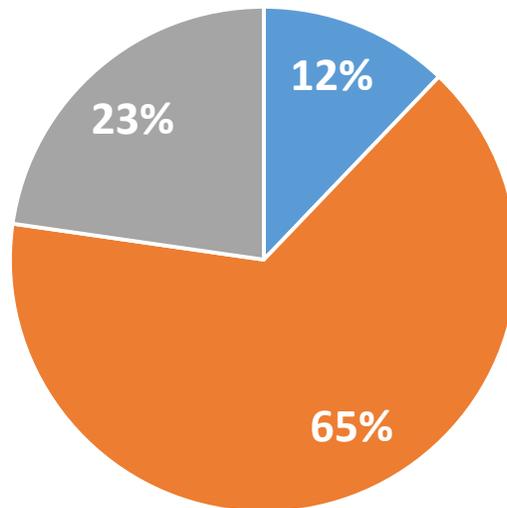
- There were 22 inspections in 2016-17 where we graded apprenticeships

2016 - 17	No. Inspections
Independent learning provider	8
General further education college	11
Specialist further education college	1
Local authority provider	1
Employer provider	1

# South East

- 66 providers inspected and graded

All inspections



■ G1 ■ G2 ■ G3 ■ G4

All Inspections	No. Inspections
Independent learning provider	26
General further education college	22
Specialist further education college	3
Local authority provider	4
Employer provider	8
Not for profit organisation	3

# What are apprenticeships for?

Apprenticeships offer a **ladder of opportunity** for people of **all ages**, they boost business and make a **profound difference** to the **economic stability** and **productivity** of this country.

IfA June 2017

# The Ofsted Strategy 2017 - 2022

- Just as important is Ofsted's role in system-wide improvement, both through helping to **create the conditions that enable social mobility** and allow **young people** to reach their potential and also in reducing regulatory burdens across the system.
  - Does the system enable people who have not reached level 2 by the end of schooling to enter the labour market?
  - Do young people benefit from apprenticeships?

# What does the data tell us?

- 58.5% of young people at the age of 16 got a grade 4 or better GCSE in English and mathematics
- 589,000 pupils in year 11 in July 2017
- 244,000 did not reach the standard in English and mathematics

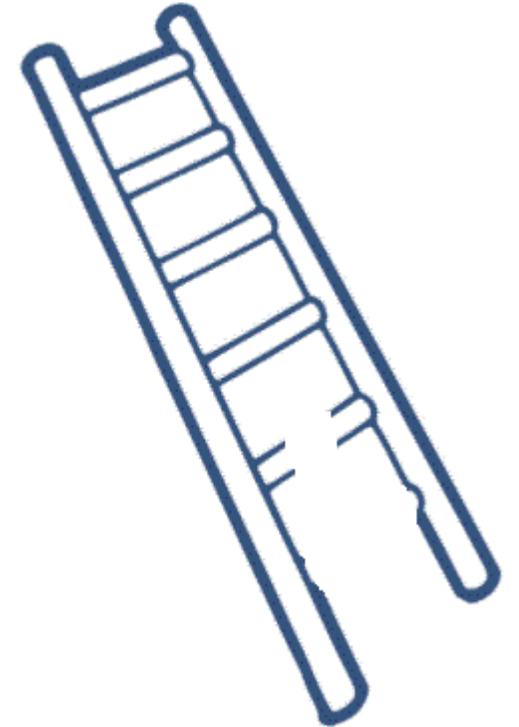
(source SFR57/2017)

# How do apprenticeships fit in then?

2016/17

- 259,430 people started a level 2 apprenticeship
- 195,780 people started a level 3 apprenticeship
- 11,610 people started a level 4 apprenticeship
  
- Level 2 DOWN by 11%
- Level 3 UP by 2.5%
- Level 4 UP by 22%
  
- Under 19s DOWN by 8%
- 19 – 24 DOWN by 8%

(source DFE Apps Data Oct 17)



# The shift to higher apprenticeships

- Clear government policy from 2010 to increase the quality and standards of apprenticeships
- Approvals

## Starts 2016/17

Level	No of Frameworks	%	No of Standards	%
2	252	89%	39	65%
3	281		73	
4	44	11%	31	35%
5	20		7	
6	3		17	
7	0		5	

Level	% growth
4	22%
5	36%
6	119%
7	67%

# What it means for inspection (1)

- Does the **curriculum** get young people into the careers they aspire to: regardless of their background or previous attainment?
- Intensive scrutiny of the **progress** that all apprentices make from their starting points
- Is there a **career pathway** in each sector from level 2 to the highest levels available?

## What it means for inspection (2)

- Apprenticeships **meet** fully the **principles and requirements** of an apprenticeship
- Work with **employers** to plan training, assessment and milestones – key focus on what employers contribute and what they get out of apprenticeships
- Trained by **experts**
- Focus on **skills and behaviours**
- **Completion** rates and **destinations**

## What it means for inspection (3)

- We are working with three providers over the next few weeks to pilot new models of inspection
- We are focusing on how we inspect standards when there is no historic data and national data sets may be small
- The pilot inspections will help us to identify how inspections might change when a new inspection framework is introduced in September 2019

# Ofsted on the web and on social media

[www.gov.uk/ofsted](http://www.gov.uk/ofsted)

<http://reports.ofsted.gov.uk>

 [www.linkedin.com/company/ofsted](http://www.linkedin.com/company/ofsted)

 [www.youtube.com/ofstednews](http://www.youtube.com/ofstednews)

 [www.slideshare.net/ofstednews](http://www.slideshare.net/ofstednews)

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# Paul Steeples

# Institute for Apprenticeships



# QUALITY STATEMENT AND STRATEGY

Paul Steeples

November 2017



## **QUALITY STATEMENT**

### **WHAT IS AN APPRENTICESHIP**

- An apprenticeship is a job with training to industry standards. It should be in a **recognised occupation**, involve a substantial programme of **on and off-the-job training** and the apprentice's occupational competence should be tested by an **independent, end point assessment**. Apprenticeships are **employer-led**: employers set the standards, create the demand for apprentices to meet their skills needs, fund the apprenticeship and are responsible for employing and training the apprentice. But the **needs of the apprentice** are equally important: to achieve competence in a skilled occupation, which is transferable and secures long term earnings power, greater security and the capability to progress in the workplace.
- Not all training is an apprenticeship. Work experience alone, shorter duration training for a job, attending a course, or assessing and certificating an employee who is already working in the occupation, are all positive forms of learning and accreditation at work but they are not apprenticeships.

## **THE APPRENTICESHIP PARTNERSHIP**

- An **employer** with the intention and capability of employing the apprentice to completion of their training and end-point assessment and securing their longer term future
- An **apprentice** who is motivated to learn and work diligently to complete their apprenticeship
- Training and support delivered either wholly in house or on behalf of the employer by a **training provider, college or university**
- An **initial assessment** of the apprentice's prior learning and the job role, against the standard
- **An Apprenticeship Agreement and Commitment Statement** between the employer, the apprentice and the provider, which sets out the training programme and covers the points in this statement

## **THE OCCUPATION AND STANDARD**

- **Entry to a recognised occupation** which can be transferred to other relevant employers and is sufficiently skilled to require employment and training of at least a year's duration with 20% of the time in off the job training
- A written **standard** approved by the Institute, which fully defines the occupation in terms of the responsibilities and tasks involved and the skills, knowledge and behaviours required to achieve competence

## THE JOB

- Employment in a **job** with legal and contractually acceptable terms and conditions
- The job role, together with the off the job training, provides opportunities to cover the **full occupational profile** and learning all of the skills, knowledge and behaviours required

## **THE TRAINING PROGRAMME**

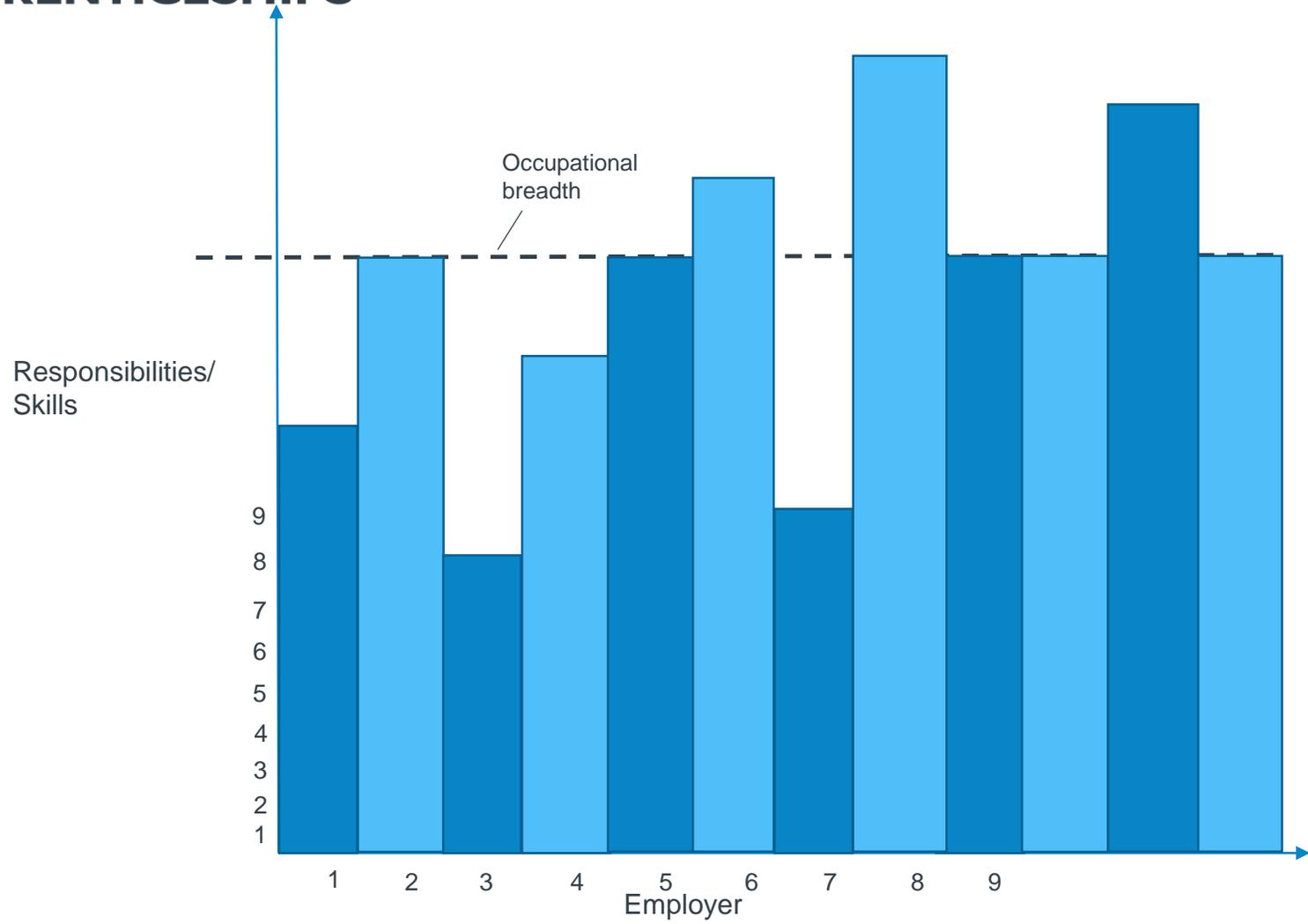
- A challenging and stretching training and learning programme developed and delivered with the active involvement of the employer(s), which uses a range of **effective on and off the job training methods** as well as experience of work
- A **motivating and supportive workplace** with coaching and mentoring support for the apprentice
- **An extended period of on and off the job training** (at least twelve months duration with a minimum of 20% of the time in off the job training) which develops not only the knowledge and skills required but also the additional transferable skills which allow an apprentice to deal with new employers, situations, problems and equipment

## **END-POINT ASSESSMENT AND CERTIFICATION**

- Achievement prior to entry to end-point assessment, of the appropriate level of **English and maths**, any digital skills required and other specified components of the Apprenticeship, signed off by the employer
- **National standards** built into a **demanding independent assessment** at the end of the apprenticeship, carried out by a registered apprenticeship assessment organisation, which meets the Institute's requirements for quality, set out in its guidance on external quality assurance.
- **Certification** by the Institute on completion of the whole apprenticeship. Recruiting employers and apprentices use this trusted record of employability as a licence for the occupation and to access related professional status

## JOBS AND OCCUPATIONS

<b>Job</b>	<b>Occupation</b>
<b>Specific to one employer</b>	Employed by a range of employers
<b>Skills and knowledge vary by employer</b>	A degree of commonality exists across employers
<b>Training can only happen with the employer</b>	Training can include a publicly available component (eg day release courses, qualifications and apprenticeships) made widely available
<b>Training is a self interested process for the employer</b>	Training is for all potential employers
<b>Status and identity relates to the employer and to pay level</b>	Confers status and identity on the person across the labour market and society
<b>Job security is determined by the employer</b>	Provides wider security based on skills and knowledge
<b>Pay is employer-specific</b>	There is a tendency towards a rate for the occupation
<b>Employee is dependent on the employer for work</b>	Less dependence and self-employment is an option for many occupations
<b>The job title is often only understood within the employer</b>	The occupation title is known widely and often used in everyday language
<b>An asset for the employer</b>	An asset for all employers and the economy
<b>“Do” a job</b>	“Practice” an occupation
<b>Possesses specific skills to do a job</b>	Autonomous skills and knowledge



## **CRITERIA FOR OCCUPATIONS**

- Cover a **recognised standalone occupation** for which there is a genuine demand in the job market and full occupational competence can be achieved within the apprenticeship
- The occupation to be covered is **unique and does not significantly overlap** with occupations covered by any approved standards or standards in development.
- The occupation will require **rigorous and substantial training of at least a year** (or longer if the apprenticeship is undertaken on a part time basis) prior to the end-point assessment to achieve full competence, with **off-the-job training accounting for at least 20%** of the apprenticeship.
- The occupation **has sufficient breadth and depth** to allow the successful apprentice to develop **transferable skills** that will enable them to perform this role in a business of any size in any relevant sector.
- Demonstrate how the standard will fit with the **Apprenticeship and Technical Education Routes** system - identifying which of the 15 routes your standard aligns to. Once the relevant occupational map is available the standard should identify which occupation the apprenticeship aligns to

# CRITERIA FOR STANDARDS

- **Be short, concise and clear.**
- **Full competence in an occupation** – it sets out the full competence needed in an occupation, so that, on completion, the apprentice is able to carry out the role in any size of employer across any relevant sector.
- **Contains a clear occupational profile** setting out the responsibilities of the occupation and linked to the skills, knowledge and behaviours which will be applied in the workplace
- **Employer Support** – the standard has the support of employers including smaller businesses. This means that a wide range of employers have been involved in development of the standard, recognise it as fit for purpose and have signed up to it.
- **Stretch** - the standard contains sufficient breadth and depth and is pitched at such a level that a new entrant to the occupation will find it stretching and that it will require at least a year of training (before the end-point assessment) with off-the-job training accounting for at least 20% of the apprenticeship.
- **Professional Recognition** - align with professional registration where it exists. Where professional registration exists for the occupation, the apprenticeship standard provides the individual with the knowledge, skills and experience they need to be eligible to apply for this. [
- **Contain minimum English and maths requirements and any digital skills required.** The standard needs to include details of the English and maths requirements, either at the minimum level set by government for all apprentices, or above the minimum level if required by the Trailblazer; and having regard to the Government's commitment to implement measures to improve access for to apprenticeships for people with learning difficulties and disabilities, including any minimum requirements relating to English and maths that the government might set. Current minimum Government English and maths requirements are:
  - For level 2 apprenticeships, achieve level 1 English and maths and take the test for level 2 prior to taking their end-point assessment.
  - For level 3 to 7 apprenticeships, achieve level 2 English and maths prior to taking their end-point assessment.
- **Only include mandatory qualifications under certain circumstances.** As the EPA will provide definitive evidence of whether the apprentice has acquired full competence, qualifications should not generally need to be included within an apprenticeship standard. Qualifications can be included if they are: a) a regulatory/mandatory requirement in the occupational area to which the standard relates; b) required for professional registration; or c) is used as a hard sift when applying for jobs in the occupation related to the standard.

## **THE OCCUPATIONAL PROFILE WITHIN STANDARDS IS USED FOR:**

- Defining the breadth and depth of the occupation for approval
- Checking overlap between standards
- Ensuring that the occupation is broader than narrower job roles
- Deriving the skills, knowledge and behaviours
- Developing the assessment methods needed
- Defining the content for assessment development (with the SKB)
- Focussing on important performance criteria in assessment (eg speed, accuracy, method, following procedures)
- Analysing job roles for occupational coverage/suitability as apprenticeship roles
- Assessing prior learning
- Designing and setting out the training programme for the occupation not just the job
- Deciding what is required in terms of on and off the job training

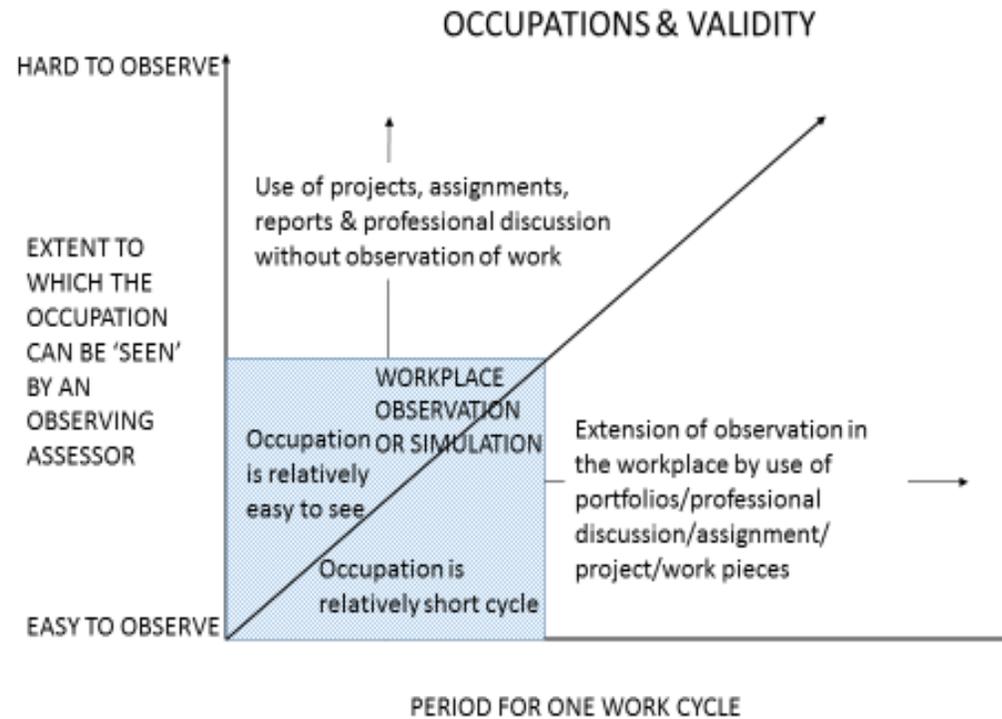
## **POOR OCCUPATIONAL PROFILES WILL LEAD TO:**

- Narrow and low skill standards
- Rejection of standards because of overlap where there is little real overlap (SKBs overlap much more than OPs)
- Job training in employer-specific non-transferable roles
- Over-generic standards which can be attached to many many job roles
- Skills, knowledge and behaviours not connected to the occupational description but written as desirable traits, values, how to's, performance criteria
- Longer and more costly development of assessment instruments with AAOs having to “start again” and define the occupation
- Continued use of qualifications which accredit occupational competence and which duplicate EPA
- Training designed around the old qualifications or the employers narrow job requirements
- No assessment of prior learning and/or reductions in price to reflect it
- Poor and ineffective off the job programmes (OTJ should cover all the required skills not included in any given job role)
- Failure at EPA

## CRITERIA FOR ASSESSMENT

- **Deliver valid and accurate judgements** - the methods of assessment must be fit for purpose and appropriate to the content. The assessment methods and tools will need to ensure that the decisions reached on every apprentice are an accurate and valid reflection of their occupational competence.
- **Include a detailed, holistic assessment** - the EPA must be synoptic, which means that it must holistically assess the higher order knowledge, skills and behaviours from across the standard in an integrated way at the end of the programme
- **Use a range of assessment methods**- assessments will need to ensure that apprentices can demonstrate their ability across the standard. This will require mixed methods of assessment.
- **Include a grade** - all apprenticeships should be graded (unless an exemption has been granted), and should have at least one level above a pass for each assessment method and for the apprenticeship as a whole.
- **Produce consistent and reliable judgements** - assessment strategy and tools must ensure that employers can have confidence that apprentices assessed in different parts of the country, at different times, by different assessors have been judged in the same way and have therefore reached the same standard of occupational competence.
- **Ensure independent assessment** - it is vital that all apprentices are assessed in a fair and objective manner. This means assessments will either be delivered by an independent third party, or will be delivered in such a way that no individual or organisation who has been involved in delivery can make the sole decision on competence.
- **Show that affordability has been considered** - the approach should consider how cost effectiveness in assessments will be delivered while still meeting the quality objectives. Trailblazers should ensure that the EPA is financially reasonable and not off-putting to other employers. EPA should therefore cost no more than 20% of the funding band maximum for the apprenticeship.
- **Explain how the assessment is manageable and feasible** - trailblazers need to set out how the assessment process will be deliverable on the scale required for the number of apprentices.
- **Include professional body recognition (where applicable)** - where a professional body or bodies have recognised the standard, our expectation is that they will also recognise the assessment process, as completion of the apprenticeship should ensure the apprentice is ready to secure professional accreditation.

## VALIDITY OF ASSESSMENT METHODS



## QUALITY STATEMENT CONSULTATION REPOSE: 348 RESPONSES

QUESTION	RESPONSE
8. Definition of apprenticeship	78% support
9. Needs of apprentice equally important	95% support
10. Initial assessment requirement	90% support
11. Commitment Statement to contain prior learning, job role and training programme	89% support
12. Transferable occupations rather than narrow needs of one employer	94% support
13. Other suggestions for occupational definition	Professional body/Occupational maps/titles/purpose/model training programmes
14. How ensure job roles can deliver apprenticeship	Commitment statement/assessment organisation check
15. Should a workplace mentor be required?	81% support

## RESPONSE, CONTINUED

<b>16. Employer groups create model training programmes</b>	<b>58% support, 60% employers</b>
<b>17. Valid assessment methods</b>	Continuous assessment as well /independence/assessor supply/guidance and support
<b>19. Use statement in own organisation</b>	83% support
<b>20. Apprenticeship make-up broadly reflect economy</b>	74% support
<b>22. Indicators</b>	61% support
<b>23. Other indicators</b>	Progression/Police off-job rather than indicator/apprentice/employer feedback/Retention/Ofsted more frequent
<b>25. Other feedback</b>	Trip adviser approach/assessment orgs exit interview

## **NEXT STEPS**

- Publish quality statement
- Use of statement as basis for our work
- Policy criteria
- Develop indicators
- Quality strategy under development