

Thursday, 22 July 2021
10.00 am – 11.30 am



‘The Apprentice Learning Journey – Good Practice in Planning and Delivery’

Chair: Sarah Mountjoy, Membership Co-Ordinator, AELP

Facilitator:

Maureen Deary, FE & Skills and Independent Schools Inspector
Strategic Adviser in Quality, Leadership, Management and Governance

Guest speakers:

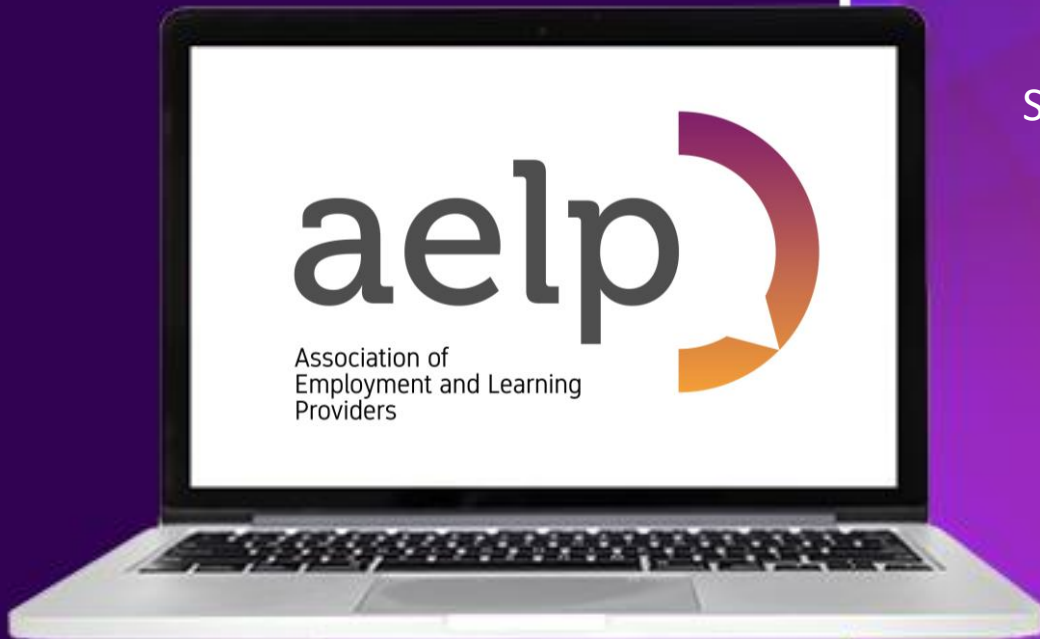
Victoria Sylvester, CEO

Acacia Training and MBH Executive Board Member

Craig Potter, Managing Director

Davies Learning Solutions

aelp.org.uk | [@AELPUK](https://twitter.com/AELPUK)



Maureen Deary

Apprenticeship Provision 2021/22

Exploring the apprenticeship learning journey, key components and stages



The September 2021 EIF Apprenticeship Provision Requirements

Inspectors will consider how well leaders and managers ensure that the apprenticeship curriculum meets the principles and requirements of an apprenticeship

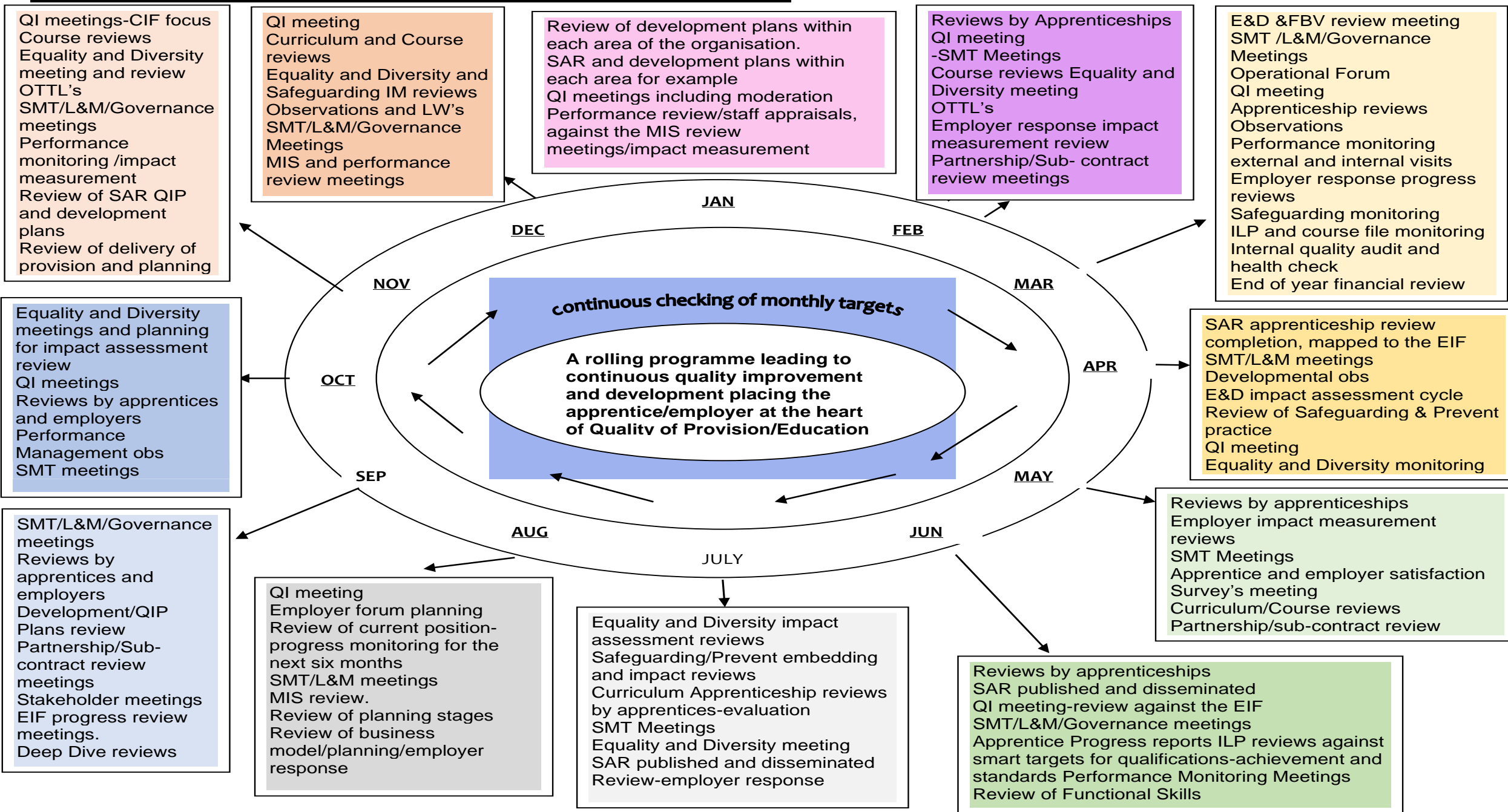
Evidence will include the extent to which the provider's staff engage with employers to:

- complete the apprenticeship commitment statement
- plan the initial assessment, training, assessments, review points and
- milestones throughout
- agree any additional qualifications to be included
- monitor and support apprentices, including those with SEND and those who have high needs, to progress quickly, gain new knowledge, skills and behaviours and achieve to their full potential

The September 2021 EIF Apprenticeship Provision Requirements

- Inspectors will judge how well trainers, assessors, coaches and mentors communicate up-to-date vocational and technical subject knowledge that reflects expected industry practice and meets employers' needs.
- Inspectors will determine whether apprentices acquire that knowledge effectively so that they demonstrate the required skills and behaviours that enable them to complete their apprenticeships, contribute to their workplace and fulfil their career aims by progressing to their intended job roles or other sustained employment, promotion or, where appropriate, moving to a higher level of apprenticeship or qualification.
- Inspectors will also consider whether arrangements for safeguarding young people and vulnerable learners are appropriate and effective.

Example Quality Arrangements and Framework Cycle 2021



Meeting the Apprenticeship Requirements-Getting it Right

High Priorities

- Your 2021/22 Strategic Quality Improvement Plan
- Underpinning action-project plans for each strand of action to support apprenticeship provision and good practice
- Your 2020/21 Self-Assessment Report for Apprenticeship Provision
- Your Safeguarding and Prevent Policy with relevant supporting government legislative documentation
- Your Covid-19 continued response, risk assessment and road map documents and use

Meeting the Apprenticeship Requirements-Getting it Right

High Priorities

- The Apprenticeship Commitment Statement and supporting structure and content
- The Provider Strategic Curriculum Plan 2021/22:
 - Rationale=**Intent**
 - **Implementation**-the planning and doing
 - **Impact**=effect, analysis and reporting to inform the future 2022/23 rationale
- Curriculum Sequencing-strategy, pedagogy and theory of teaching, learning and assessment
- The apprentices' baseline starting point-assessment-information and analysis to inform planning

Meeting the Apprenticeship Requirements-Getting it Right

The Apprenticeship Commitment Statement and Content

It is not about the employer just signing up for compliance processes:

- The commitment is to support the apprentice through their apprenticeship learning and skills journey
- The balance of on and off-the-job training 80% v 20%
- Employer responsibilities for rich and varied on-the-job sector specific technical training to help an apprentice to perform in their job role to a higher level
- Industry/professional add-on qualifications provided by the employer
- Employer support/contributions/programmes for health, wellbeing and welfare
- Expected attendance at progress reviews and the formal quarterly reviews with active contributions to the comments and feedback about an apprentices' behaviours, attitudes, knowledge and skills development
- Safeguarding, Prevent, health and safety in the workplace
- Covid continuing arrangements for personal protection, health and safety

The Government Apprenticeship Training Commitment Statement template:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/824331/Apprenticeship_commitment_statement_template.xlsx
- The commitment statement must include:
- the planned content and schedule for training
- what is expected and offered by the employer, the training organisation and the apprentice
- how to resolve queries or complaints



The Apprenticeship Commitment Statement

Meeting the Apprenticeship Requirements-Getting it Right

High Priorities

- The Strategic Curriculum Plan for apprenticeship provision
- Your **rationale-intent** informed by your apprentice's previous success and achievement
- Strategic planning for the apprentices learning journey informed by employer direct input
- The employers workforce needs based on informed discussions, organisational/training needs analysis, LEP, regional and local employment need and realistic career progression pathways leading to positive destinations for apprentices
- Realistic career opportunities in this continuing pandemic and its impact and effect on the global and UK wide economy
- Using labour market information and socio-economic demographics to inform the rationale for curriculum planning and choice of apprenticeship standards

Meeting the Apprenticeship Requirements-Getting it Right

High Priorities

Focus taken from the EIF (P221) for the:

Sequencing of knowledge, learning and application to workplace skills includes:

- The curriculum embodies the decisions the provider has made about the knowledge, skills and behaviours its apprentices need to acquire to fulfil their aspirations for knowledge, learning, and skills development that meets their employment goals and helps them to become independent learners and workers through planned build up of knowledge, learning and skills over time
- The pedagogical strategies and methods teachers teach and assess to support learners to build their knowledge and to apply that knowledge as skills
- The outcomes that learners achieve as a result of the education they have received, including meeting the qualification aims and requirements, personal and career goals and successfully passing through the EPAO gateway to achieve their apprenticeship

Meeting the Apprenticeship Requirements - Getting it Right

High Priorities

The EIF Quality of Education and Intent-the Rationale (P223)

The evaluation focuses on factors that contribute to learners receiving education and training that enables them to achieve highly. These factors are listed below.

- Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage.
- It is clear what the curriculum is preparing learners for. It is also clear what learners will need to be able to know and do at the end of their learning or training programmes.

Meeting the Apprenticeship Requirements-Getting it Right

High Priorities

- Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need.
- The curriculum offers learners the knowledge and skills that reflect the needs of the local and regional context.
- The curriculum intent takes into account the needs of learners, employers and the local, regional and national economy, as necessary. Curriculum planning takes account of delays and gaps that arise as a result of the pandemic.

Meeting the Apprenticeship Requirements - Getting it Right

High Priorities

- The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions.
- This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs.

The latter is an interesting requirements for those of us in workplace learning at the moment based on the ESFA new funding rules for drawing down and claiming ALS, with much debate currently taking place in our sector re: influence and impact.

Meeting the Apprenticeship Requirements-Getting it Right

High Priorities

- Consider how we support apprentices who may have SEND needs or 16-18 year olds with an Educational Health Care Plan (EHCP) and how we plan for their curriculum so that they are able to make good progress in learning knowledge acquisition and skills development that allows them to progress into career destination and next steps

Transition arrangements for 16-18 young apprentices who come to you for their apprenticeship from school or college:

- Wrap around personal support
- Safeguarding and Prevent, learning and application contextualised to the locality of where they live and work
- Consideration of potential experience of past/current sexual harassment and abuse, exposure to potential harm in the workplace
- Employer environment in relation to C-19, risk, safeguarding and Prevent, health and safety

The Apprenticeship Learning Journey-Getting it Right

Stage 1:

- ☐ Business Planning to inform marketing and recruitment
- ☐ Employer relationships and briefings about the apprenticeship requirements and commitment statement from a very early stage of discussions with employers
- ☐ Marketing with the right information about the apprenticeship components and level of qualification, learning, knowledge acquisition and skills development
- ☐ Recruitment conversations with potential apprentices-what is an apprentice bringing with them in terms of prior learning and skills acquisition
- ☐ Early careers advice and guidance conversation and career progression opportunities

The Apprenticeship Learning Journey-Getting it Right

- ☐ Can you build a very early positive and professional relationship with the potential apprentice so that they feel confident to confide in you any additional learning needs/SEND and self refer/identify?
- ☐ Discussions focusing on realistic career opportunities versus their aspirations, particularly with the changed landscape in jobs available during and when the pandemic is over or diminished.
- ☐ Using your practitioner team to gather local intelligence about demographics and local employment opportunities and engagement in community activities whilst undertaking an apprenticeship
- ☐ Apprentices undertaking an assignment/project during their induction or first piece of work to research career opportunities in their locality

The Apprenticeship Learning Journey-Getting it Right

Stage 2

The employer:

- ☐ The Employer Commitment Statement
- ☐ Service Level Agreement, including the detail of planning and delivery, the apprenticeship curriculum plan content for that standard
- ☐ Employer adherence to the apprenticeship training entitlement- getting the balance right between on and off-the-job training 80% v 20% and legal requirement v the apprenticeship learning journey components for employer led support and apprentice industry/sector/professional skills development

Consider the strategies that you use in employer client relations/business development, marketing and recruitment to ensure that the above takes place in a robust and effective manner, recording all details to inform the individualised apprenticeship learning journey and stages

The Apprenticeship Learning Journey-Getting it Right

Stage 3

Measuring and using the apprentices baseline starting point

- ☐ Not just using initial and diagnostic assessment tools
- ☐ Testing right or wrong taking into account the latest ESFA funding rules for ALS 2021

I firmly believe that for good practice in supporting our apprentices as best we can is to continue testing in order to be able to effectively plan individualised appropriate learning, knowledge and skills development and help an apprentice achieve their goals

- ☐ Using test results and outcomes to inform planning of the journey
- ☐ Coupled with a skills gap analysis that identifies specific gaps in knowledge and also prior learning, knowledge and skills that are transferrable to the apprenticeship

The Apprenticeship Learning Journey-Getting it Right

Stage 4-The Induction Programme

- ☐ Components for learning
- ☐ This is not the apprenticeship engagement/sign-up to the apprenticeship and compliance process completion
- ☐ Detail relating to each component of the apprenticeship standard
- ☐ Discussions focusing on the apprentice's perception of engaging in an apprenticeship
- ☐ Possible further sector skills gap analysis
- ☐ Learning about working in an employer's business
- ☐ Realistic career opportunities
- ☐ The importance of realistic careers opportunities

The Apprenticeship Learning Journey-Getting it Right

Stage 4-The Induction Programme

- ☐ The importance of English, maths and digital skills development contextualised within the sector in which the apprentice works, not just the criteria to pass functional skills
- ☐ Preparation stages for EPAO gateway and methods of help and support
- ☐ Yours and the employers plus the sector expectations for apprentices
- ☐ Your high ambitions for your apprentices
- ☐ Values yours your employers contextualised into the local community in which an apprentice lives and works
- ☐ Social justice and social mobility

The Apprenticeship Learning Journey-Getting it Right

Definitions of Social Justice

The **five** main **principles of social justice** include access to resources, **equity**, participation, diversity, and human rights.

Oxford Reference

“The objective of creating a fair and equal society in which each individual matters, their rights are recognized and protected, and decisions are made in ways that are fair and honest.”

Wikipedia

“**Social justice** is fairness as it manifests in society. That includes fairness in healthcare, employment, housing, and more. ... Now, **social justice** applies to all aspects of society, including race and gender, and it is closely tied to human rights.”

- Embedding these into the induction programme linking to fundamental British values yours, the employer and local community and citizenship

The Apprenticeship Learning Journey-Getting it Right

Stage 5-Planning and Sequencing of Learning

EIF Quality of Education (P223)

- ☐ Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need.
- ☐ The curriculum intent takes into account the needs of learners, employers, and the local, regional and national economy, as necessary. Curriculum planning takes account of delays and gaps that arise as a result of the pandemic.

Therefore consider the adaptations that you have made since March 2020 to your curriculum planning, delivery. How you continue to plan to work with and support your apprentices and employers during this continuing pandemic and the risk of another impending Autumn/Winter government national/regional/local lock-down?

The Apprenticeship Learning Journey-Getting it Right

Stage 6

Assessment for and with learning

- ☐ Effective assessment methods used during sessions
- ☐ Providing evaluative judgemental feedback to apprentices on how well they have done against targets/assignment briefs/workflow targets, personal timebound goals/employer appraisal KPI's on and off-the-job requirements, apprenticeship standards criteria and time set to meet these
- ☐ Written v verbal feedback and richness to help long term consolidation of memory and help in knowledge development underpinning skills acquisition
- ☐ Checks on effectiveness of sequencing of learning and skills in the workplace and off-the-job training sessions
- ☐ EPAO early preparation from induction onwards, not left until the final stages of an apprenticeship

The Apprenticeship Learning Journey-Getting it Right

Stage 7

Progress and Quarterly Reviews

- ☐ The key is the tripartite arrangement between the apprentice, practitioner and employer line manager
- ☐ Employer line manager is a legal compliance requirement at progress and quarterly reviews and is viewed as good practice
- ☐ Employer does not just make one or two generic comments about well done etc, but makes a valuable evaluative contribution to the feedback to help the apprentice understand how well they are progressing in their job role
- ☐ Feedback from apprentices and employers on your performance, effectiveness of delivery, assessment, guidance and support during the apprenticeship

The Apprenticeship Learning Journey-Getting it Right

High Priorities

- ❑ Attendance, punctuality and adherence to work ethics and expected codes of conduct by the apprentice
- ❑ Employers and yours high aspirations for the apprentice discussed during reviews and whether these are met

“Apprentice attendance is not a pre-requisite to learning, neither is engagement”

- Checks on the impact of sequencing of the curriculum need to be made to be assured that the curriculum is working , sequenced effectively and meets the apprentices’, apprenticeship and employer needs

The Apprenticeship Learning Journey-Getting it Right

Key Components:

- Behaviours and attitudes to work, the apprenticeship, learning and skills acquisition and application to the job role
- Personal Development
- Safeguarding and Prevent contextualised
- Contextualised and specific English, maths and digital skills development
- Careers, advice and guidance realistic, contextualised into the locality of the apprentice
- Equality, diversity and FBV, again contextualised

The Apprenticeship Learning Journey-Getting it Right

Stage 8

- The final stage discussions, checks on next steps
- Destination and progression route conversations
- Capturing information and data
- Case studies completion to reflect success
- Capturing final apprentice and employer feedback to inform your decision making, strategic priorities, your SAR and QIP processes
- All inform your future curriculum planning and rationale to underpin your choice of provision and apprenticeship standards offer for 2021/22 and beyond

Vikki Sylvester

CEO of Acacia Training Ltd, Executive Director of MBH Corporation,
Chair of Governors of All Saints First school & Vice Chair for Staffordshire
Skills Partnership



Leadership and Management in Apprenticeships

- Strategic Planning – **Intent-the Rationale** – Establishing your “why”
- Key considerations:
 - Impact on the learner/learner outcomes
 - Progression & employment opportunities
 - Sector impact & need
 - Geographical impact/need – locally/nationally
 - Entry level of apprentices
 - Learner outreach – hard to reach groups
 - Employer outreach
 - Business continuity planning
 - Equality, Diversity and Inclusion
 - Safeguarding/prevent/digital safety/sexual harassment
 - Financial sustainability
 - Compliance – legal, contractual and regulatory.

Culture and Values – How well is this embedded in your organisation?

“leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. **This is realised through strong, shared values, policies and practice.**”

Some examples, of questions you could ask yourselves here:

- How well do our teams and individuals know our intent and how involved are they in shaping it?
- How clear and understood are our policies and procedures, for example safeguarding?
- How accessible and inclusive is our education and training?
- What does diversity look like in our organisation and apprentices?
- Is our education delivery “high quality?”
- What does the wellbeing of our staff and apprentices look like?

The key things here to ask after every question as an organisation are:

- 1) How do we KNOW?
- 2) What can we do to IMPROVE?

Effective planning, curriculum design & delivery – Apprenticeships

- Operational Planning – **Implementation** – Delivery of high quality apprenticeships
- Key considerations:
 - Capability & Capacity
 - Delivery method & assessment requirements
 - IAG, initial assessment & enrolment – right level? Substantive new skills?
 - Important that apprentices understand how apprenticeships work, expected commitment from them and the employer
 - Equipment & resources for apprentices
 - Safeguarding, prevent & digital safety
 - Embedding of Maths, English and ICT
 - apprentices with additional or high needs
 - Tutor CPD
 - Additional value in your programme

Effective planning, curriculum design & delivery – Apprenticeships

- Progression Planning – **Impact** – How do you know you've had an impact?
- Key considerations:
 - Communicating progression opportunities
 - Quality IAG and careers advice
 - Partnerships - signposting and next steps
 - Employer links
 - Success rates and distance travelled
 - Sector, local and national impact
 - Feedback from stakeholders
 - Data
 - External moderation

The key things here to ask again are:

- 1) How do we KNOW? Evidence!
- 2) What can we do to IMPROVE?

Leadership and Management – Apprenticeships

- Some key advice from my experience:
 - **Don't be driven by the funding band**, be driven by a value strategic offer and intent
 - Make sure you have a robust initial assessment process to effectively plan appropriate learning and support. Consider if there is a pre-apprenticeship programme required.
 - Establish progression opportunities from the outset
 - This is an opportunity for an apprentices and an employer to make an investment in the apprentices future – respect this value so they get a return on their investment & you get their commitment
 - Don't view maths/English/safeguarding/prevent/BV as “additional” these should be embedded in your programmes & strategy. Anything “additional” won't be found in the EIF!

Craig Potter

Chief Operating Officer, Davies Learning Solutions



Employer engagement in Apprenticeships

- Rationale & proposition
- National, regional and local priorities
 - Education policy priorities
 - Sector priorities
 - Employer & apprentice priorities – steering & task force groups
- Understanding your employers learning and development strategies and drivers
 - Are Apprenticeship programmes a key pillar, if not, how can they be?
 - What are the key business drivers – talent attraction, retention, etc.
 - Apprenticeships used to be an unused word in the Insurance sector
- Dovetailing Apprenticeship programmes to employer needs and other L&D pillars
- Build value proposition beyond Apprenticeship Standard
 - Product management strategies
- Commercial top up's

Employer engagement in Apprenticeships

- Tailored curriculum planning for each employer
- Support the L&D team with the wider organisational buy-in and internal sales campaigns
- Early interaction with operational line managers to assess awareness/commitment levels
- Allow time for contracting
- Effective and seamless onboarding process
 - First experience for the apprentice
 - Robust compliance checks including commitment statements, assessment of prior learning/skills
- Dedicated Client Relationship Management team with a close working relationship with Coaches
- Weekly/fortnightly/monthly meetings with employers
 - Assessment of overall programme progress/success
 - Individual apprentice progress
 - Support/challenge to the L&D team who in turn support/challenge operational managers
 - Early intervention
- Maximise progression – engage and plan early
- Celebrate success

To Summarise-back to Maureen

- Use the September 2021 EIF to underpin and help structure the apprenticeship learning journey
- Active and effective involve the employer all of the way
- Regularly capture information and feedback from apprentices and employers and use this to inform reflection and future planning
- Check that your intent-rationale, curriculum sequencing and assessment methods used are effectively working with the desired impact
- Make sure that you are up-to-date and use all government changes to legislation that affect our FE & Skills sector to support our apprentices and employers

Advisory Support

If you require further advice and support, please contact:

- AELP – webinars@aelp.org.uk / membership@aelp.org.uk

You can contact Maureen Deary through aelp or at:

- 07715 609414
- mail@maureendeary.co.uk

Future Webinars

- 28 July [Using Apprenticeships to build Career Pathways and Talent Programmes](#)
- 30 July** [**Member Exclusive: AELP Policy Member Update Webinar**](#)
- 3 Aug [Good Strategy, Bad Strategy](#)
- 4 Aug** [**ESFA Apprenticeship Funding Rules FY21-22**](#)
- 10 Aug [Understanding what 'Quality of Education' means to inspectors – intent, implementation and impact](#)
- 11 Aug [**Member Exclusive: AELP Hot Policy Topics**](#)
- 13 Aug [Subcontracting Update](#)
- 17 Aug [Staying safe online – keeping learners and your staff safe online](#)
- 18 Aug [Building Mental Toughness in your Apprentices, Team and Organisation](#)
- 24 Aug [Writing & implementing an effective health & safety policy for education sector providers](#)
- 25 Aug [Good Practice in your 2020/21 Self-Assessment Report and Quality Improvement Plan completion for 2021/22](#)
- 26 Aug [An introduction to the essentials of Risk Management](#)
- 3 Sep [Improving Bid Success](#)
- 8 Sep [Safeguarding and preventing radicalisation](#)

**COMING UP
IN JULY
2021**

29 | 09.30 am – 12.30 pm

Getting the most from your quality improvement processes **Online »**

**COMING UP
IN AUGUST
2021**

04 & 05 | 09.30 am – 12.30 pm on both days

How to Deliver an Inspiring Virtual Training Session **Online »**

10 & 11 | 09.30 am – 12.30 pm on both days

Register of Apprenticeship Training Providers – Refresh 2021 **Online »**

**COMING UP
IN SEPTEMBER
2021**

04 & 05 | 09.30 am – 12.30 pm on both days

Train the Trainer – Functional Skills Maths **Online »**