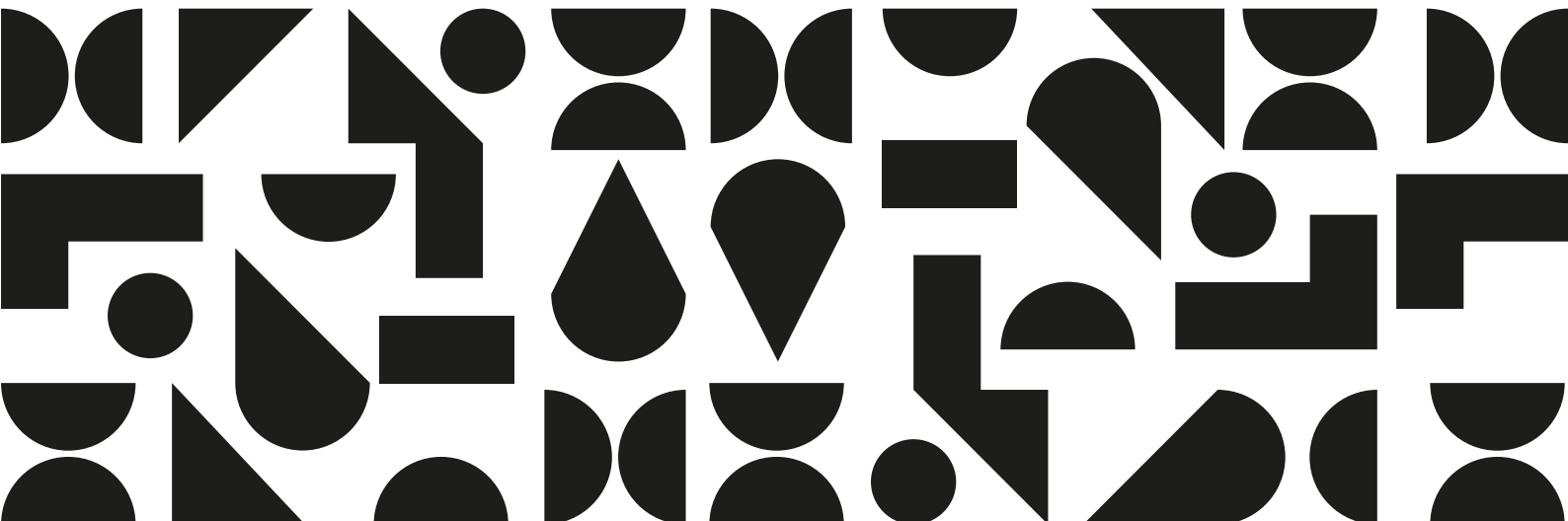
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Learning and Development Partnership

Ensuring Quality in Apprenticeships

(Reviewed September 2021)



Introduction

For Apprenticeships to offer great opportunities for people of all ages, they must be of the highest quality (**institute of apprenticeships and technical education (IATE) ,2022**)

High quality will mean that those undertaking apprenticeships have confidence that the skills they are learning will help them succeed, progress and thrive. And it means that employers will see the bottom-line return of a workforce with the right knowledge, skills and behaviours.

What is an apprenticeship?

An apprenticeship is a job with training to industry standards. It should be about entry to **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 potential, greater security and the capability to progress in the workplace.

Aiming for high-quality apprenticeships

Apprenticeships are built upon:

An agreed 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 inhouse or on behalf of the employer by a **registered 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 IATE, 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 work itself.
- A **motivating and supportive workplace** with coaching and mentoring support for the apprentice and continuous assessment of progress.
- **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 (2) 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.

Quality indicators

We will use this Quality Statement when considering the design and quality of our own apprenticeships.

We have identified a set of key indicators that will enable us to measure the extent to which Apprenticeships meet the skills needs of employers and apprentices and the quality and outcomes of training for apprentices.

Apprenticeships will meet the **skills needs of employers and apprentices** by reflecting the range of occupations and skill levels in our diverse economy.

We will measure this by:

- Cumulative entry to and achievement of apprenticeships by occupation, level and age group and compared to the mix in the labour market
- The number of employers recruiting and training apprentices by size and sector
- Standards development and implementation by level in relation to the occupational maps
- Proportion of apprenticeships beginning with a vacancy/new employee/new role

Apprenticeships will deliver **high quality training and outcomes for apprentices** in terms of quality and achievement.

We will measure this by:

- Retention up to sign-off for end point assessment
- Ratio of entry to success (including grades) in end-point assessment
- Destinations in employment in the apprenticeship occupation (with the training employer or with a different employer)
- Attainment of a higher level educationally and/or occupationally within 3 and 5 years of completion
- Ofsted overall and apprenticeship grades/HEFCE (OfS) judgements

We will calculate a baseline for these indicators, gather data regularly over a period and determine any action needed. Once the indicators have bedded down, we will then consider whether we should set any associated targets.

We intend to gather feedback from employers and apprentices using the existing employer and learner surveys operated by the DfE. We aim to develop both of these surveys to include feedback on meeting skills needs, occupations/standards, job roles, training programmes and end-point assessment. We will work also with the Apprenticeship Service to develop a new on-line approach to employer feedback.