A REALLY SIMPLE GUIDE TO APPRENTICESHIPS

EBOOK GUIDE. EQUIP THE RECOVERY.

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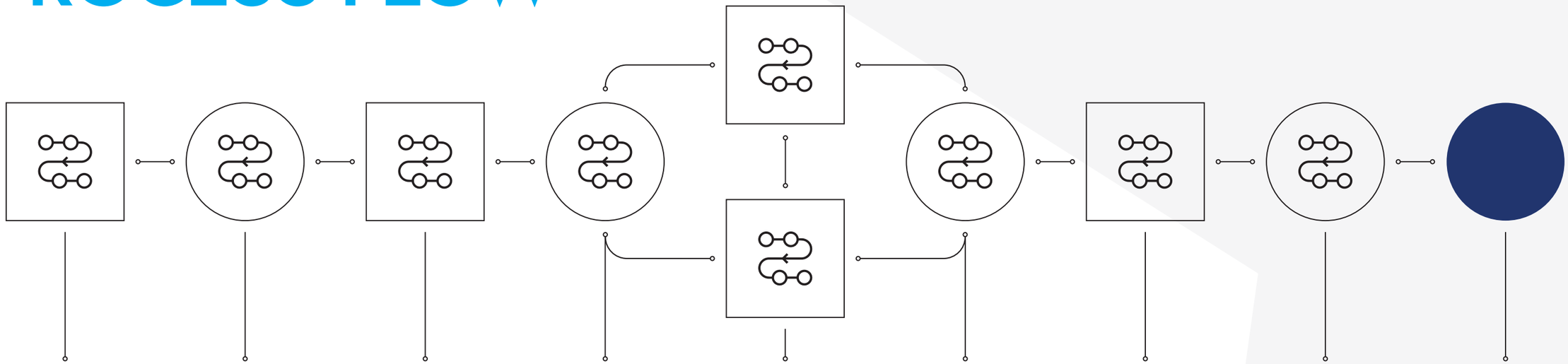
Ofsted Outstanding Provider

PROCESS FLOW



BUSINESS NEED

What do you need as a business - where are the skills gap. Apprenticeships are an exciting option for both apprentice and employer.

You can employ apprentices at different levels, from school leavers and university graduates, to people who want to further their careers or change career direction completely.

You can hire someone new or upskill an existing employee.

REQUIREMENT SCOPE

Skills gap analysis. What do you need that person to come in and do. Succession planning? Skills mapping. Where do you want them to be in a timeline to fulfill your business need.

PROGRAMME SCOPE

Matching the right apprenticeship standard to the job function. Tailoring the provision to match to the employer needs. ie: level 3 or 4 depending etc etc.

LEARNER MATCHING

A dedicated recruitment team to match the learner to the business need. ie; hands on approach / technical and methodical. Insights to company culture...outgoing etc etc - right person for right company.

DELIVERY MODEL

Learning details planned for scope of time in centre, part time, full time, block release, has the company got internal support function of a mentor. What support for off the job training will they provide. Add roles and responsibilities from commitment statement of gov website

LEARNING JOURNEY

Working closely with the provider to monitor progress, career guidance, learner support. Monitoring outputs against skills, knowledge and behaviours against the standards.

GATEWAY

When all the learning has finished. they now have to embark on their showcase to get to the end point assessment. This is then signed off by the trainer and employer to move onto the endpoint assessment.

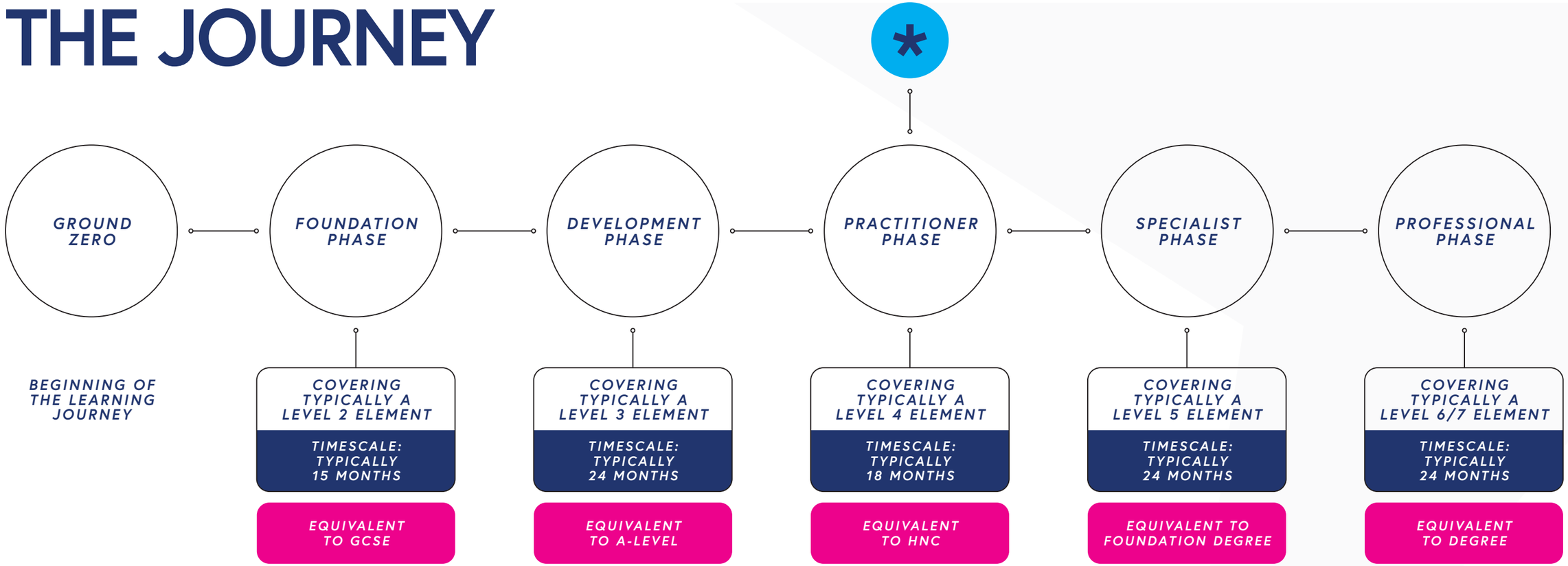
ENDPOINT ASSESSMENT

Learner shows and highlights what they've achieved throughout the programme, to display competence in their job role, documents their showcase and major achievements which is mapped to the skills, knowledge and behaviours of the standard

ACHIEVEMENT PROGRESSION

Have you considered the next steps for your apprentices following the successful completion of their apprenticeship; whether in form of a promotion, an increased salary or the ability to specialise further

THE JOURNEY



* Depending on experience and the exact employer needs - a learner can enter at any phase or complete all.
For example, there was a need for a CAD designer and a learner is already qualified to level 3, they are able to start at the Practitioner Phase.

WHAT IS AN APPRENTICESHIP

An apprenticeship is a real job where you learn, train to industry standards, gain experience and get paid.

It should be about entry onto a career path through employment in the chosen job role from day 1, involve a substantial programme of on and off-the-job training and the apprentice's skills should be tested by an independent, end point assessment.

Apprenticeships are employer-led as in employers set the standards, create the demand for apprentices to meet their skills needs, partly fund the apprenticeship and are responsible for employing and training the apprentice.

But the needs of the apprentice are equally important, and the focus should be on helping the individual achieve competence (knowledge & experience) in a skilled occupation, which is transferable and secures long-term earnings potential.

EQUIP THE RECOVERY

PAIN POINT

THE APPRENTICE HAD ALL THE SKILLS, BUT DIDN'T REALLY GET OUR BUSINESS...

In-Comm's recruitment and matchmaking process is in-depth and looks at the bigger picture and the culture of the business, ensuring we match the person behind the initial experience.

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APPRENTICESHIP TIMELINES

It can take between one and six years to complete an apprenticeship depending on which pathway is chosen to meet the job role, what level it is and the individual's previous experience. Funding comes from contributions made by the Education & Skills Funding Agency (ESFA) and your employer.

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PAIN POINT

I DON'T KNOW WHERE TO START WHEN IT COMES TO FUNDING?

In-Comm Training's expert advisers will sort all this out for you, using our knowledge of the system and funding opportunities to get you the maximum amount of support possible.

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WHAT IS A STANDARD?

Apprenticeship standards show what an apprentice will be doing and the skills required of them, determined by specific individual job roles.

A standard contains a list of the skills, knowledge and behaviours an apprentice will need to have learned by the end of their apprenticeship.

Standards are job-focused and not qualification-led. The learning happens throughout the apprenticeship, with the apprentice assessed throughout the Foundation stage, Development stage, Gateway and End Point Assessment at the end where they need to prove that they can carry out all aspects of the role.

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WHAT IS A STANDARD?

1

A TEST OF COMPETENCY

The KSBs must be met by the apprentice, evidenced and assessed in order to pass their course. If they fail just one part of the KSB, they will fail the entire EPA. The old frameworks just required apprentices to provide evidence they had met each of the KSBs. However, this didn't prove the learner actually understood the topic or had learned the skill required.

It is the role of the Independent End-Point Assessor (IPEA) to test an apprentice's competence against the KSBs rather than against the duties that they have developed for the job. It is important to identify the KSBs required to undertake each duty, and map each KSB to at least one duty.

2

KNOWLEDGE

Knowledge refers to the technical detail and 'know-how' that an apprentice needs to both attain and understand in order to carry out their duties. Some of these will be specific to the occupation, but some may be broader such as first aid training.

3

SKILLS

This is where the apprentice's knowledge is applied in a practical manner. Skills will have been learned through both experience, and on-the-job training from a senior member of staff.

One thing to be aware of is that skills shouldn't be a repetition of the tasks or duties the apprentice carries out. What we mean here is that a duty may be 'laying bricks', but the skills will include mixing cement.

4

BEHAVIOURS

Behaviours are mainly referring to the mindset that the apprentice has. Do they think in a way that is required for the duties they are expected to carry out? These don't just have to be instinctive, they can be learnt too.

The great thing about behaviours is that they are transferable, so they may be similar across apprenticeship standards. Knowledge or skills tend to be more specific to a particular apprenticeship. Examples of behaviours include: teamwork, problem solving, and having a professional attitude.

5

FINDING THE SPECIFIC KSBS

Only organisations that are on the register of End-Point Assessment Organisations (EPAO) are allowed to carry out EPAs. The training provider will be involved in arranging the End-Point Assessment, but the assessment itself must be independent.

We would advise contacting the EPAO early on in the apprenticeship so you can check what the assessment actually involves. This will give your apprentice the time to gather evidence that supports they have achieved the relevant KSBs.

PAIN POINT

WE HAVEN'T REALLY GOT TIME TO SUPPORT AN APPRENTICESHIP

In-Comm will make life as simple as possible, working with you on the type of Apprenticeship you need and where to access funding to tailoring the training. We'll even help you manage your Digital Apprenticeship Account.

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WHAT IS A STANDARD?

JOB ROLE

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

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WHAT IS A STANDARD?

TRAINING PROGRAMME

- A challenging and stretching training and learning programme developed and delivered with the active involvement of the employer, which uses a range of effective on and off-the-job training methods and real-life work experience
- Training schedules vary from provider to provider with some delivering minimum to gain the outputs and others delivering additional added value units and courses to develop a better employee for the future – employers must research
- 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 – (need to include this is an integrated approach of classroom, workshop and self-study), will help to develop not only the knowledge and skills required, but also additional transferable skills including dealing with situations, managing problems and understanding equipment. Real world application of the knowledge and skills being taught.

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WHAT IS A STANDARD?

END POINT ASSESSMENT & CERTIFICATION

Each apprenticeship includes an end-point assessment plan, which outlines how the apprentice should be tested against appropriate criteria.

An apprentice may need to complete:

- A practical assessment
- an interview
- a project
- written and/or multiple-choice tests
- deliver a presentation

The apprentice will only get their apprenticeship certificate after they have passed all the elements of their EPA, including any required standards in English and maths.

An employer should aim to appoint an impartial End Point Assessment Organisation at the start of the apprenticeship, agreeing a price and putting in place a contract on behalf of the apprentice within 3-months of the training starting.

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PAIN POINT

DO I HAVE TO FIND MY OWN APPRENTICE?

No. In-Comm Training is continually working with local schools to help pupils understand the benefits of an apprenticeship, meaning we have a pool of talent to match to your business.

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USING AN APPRENTICESHIP TO UPSKILL STAFF

Not many companies realise it, but you can use apprenticeships to upskill and retrain your existing workforce.

This could help fill key skill gaps in your business, boost employee motivation by investing in their development and improve employee retention.

An experienced employee may be keen to get a formal qualification in their specialist area or perhaps someone has the aptitude and drive to learn something new or take on a different role.

Apprenticeship range from level 2 to level 7, which is the equivalent of a masters degree.

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FUNDING

For employers with a payroll below £3 million, the government will pay 95% of the cost of the apprenticeship training and assessment for apprentices of any age.

You will need to apply to the Education and Skills Funding Agency through something called a Digital Apprenticeship Account to reserve your funding.

Employers with a payroll above £3 million will be able to use their Apprentice Levy contributions towards the cost of the apprenticeship using their Digital Apprenticeship Account.

The Government has also increased the incentive payment to take on an apprentice, with employers now able to get £3000 if they take them on between now and 30th September.

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PAIN POINT

WE CAN'T REALLY AFFORD TO LOSE THEM FOR AN ENTIRE YEAR

Different employers have different needs to developing their talent pool, some like apprentices to have been nurtured through the transition from school/college/university/other employment into work – enter their business with a base level of skills, knowledge and behaviours to add value immediately and others like to integrate into the business from the start whilst developing them into their culture and systems and processes.

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ROLES & RESPONSIBILITIES OF THE EMPLOYER

During their apprenticeship, your apprentice will receive two different types of training. 'Off-the-job' training is delivered by a training provider during your apprentice's normal working hours.

This training will teach your apprentice the knowledge, skills and behaviours set out in the apprenticeship standard so they can achieve occupational competence.

'On-the-job' training will be delivered by you, as the employer. You'll need to give your apprentice training and supervision to help them perform the job you've hired them for.

Apprentices must spend at least 20% of their working hours completing off-the-job training.

It can be flexible and doesn't have to mean 1 day out of the workplace every week.

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APPRENTICE DEVELOPMENT MODELS

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CASE STUDY

'APPRENTICE POWER' HELPS BRANDAUER SECURE £500,000 'NOSE CLIP' RESHORING OPPORTUNITY

The engineering expertise of four In-Comm Training supported apprentices has played a key role in the launch of a new modular tooling approach that is enabling the rapid development of new nose clip designs for use in face coverings all over the world.

Brandauer has employed the young engineers in the roll-out of its Quick Clip Tool modular tooling concept, which was one of the first in the country to win funding from Innovate UK's Covid-19 Business-Led-Innovation in Response to Global Disruption fund.

The company used the £75,000 to develop a quick changeover capability to a progression tool, giving it the option to manufacture the clips in multiple profiles, widths, thicknesses and lengths.

It has given the Birmingham-based manufacturer the opportunity to win over £500,000 of reshoring business from Asia over the next five years and extends its production capacity to 100 million nose clips per year. This meets a 50% increase in demand from existing customers, as well as selling its own products direct to the marketplace.

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