

# APPRENTICESHIP POLICY

This document applies to all employees based in a Lincolnshire County Council Community School or Voluntary Controlled School.

Updated May 2018

# CONTENTS

- INTRODUCTION ..... 2
- OBJECTIVES ..... 2
- RESPONSIBILITIES..... 3
  - Headteacher..... 3
  - Apprentice ..... 3
- APPRENTICESHIP STANDARDS & PROGRAMME DESIGN ..... 3
  - English and Maths ..... 5
- ALLOCATION OF LEVY FUNDING ..... 5
- APPRENTICE RECRUITMENT ..... 6
  - External Recruitment..... 6
  - Staff Conversion..... 6
- APPRENTICE PAY..... 6
- APPRENTICE INDUCTION & APPRENTICESHIP AGREEMENT..... 7
- 20% OFF-THE-JOB TRAINING ..... 7
- REVIEW ..... 8
- APPRENTICESHIP QUALITY ASSURANCE ..... 9
- THE END OF THE APPRENTICESHIP TRAINING ..... 9

## **INTRODUCTION**

A key objective for Lincolnshire County Council is to maximise the opportunities of the Apprenticeship Reforms, introduced on 1 April 2017 and to meet service area and council workforce planning priorities.

The council, including community schools and voluntary controlled schools, is a levy paying organisation, and this will enable it to increase the number of apprenticeship places it offers. The council aims to ensure that apprentices are employed to meet the demands of the organisation, maximising levy funds. This in turn should improve its performance and ensure a committed and competent workforce. Employing apprentices will allow the council to fill the skills gaps that exist within its current workforce and develop specialist knowledge.

The apprenticeship levy is a levy on UK employers to fund the costs of apprenticeship training and assessment. The levy is set at 0.5% of an employer's pay bill; only employers with a pay bill of more than £3 million are liable to pay the levy. The levy is paid through PAYE on a monthly basis. Once the council has declared the levy to HMRC, the council will be able to access funding for apprenticeships through the digital apprenticeship service account.

Apprentices are an effective way of meeting resource needs and developing council employees to meet the future requirements of the workplace. Apprenticeships are paid employment which incorporate both on and off-the-job training and can be used for achieving a variety of qualifications up to and including a master's degree. Apprentices have the same employment rights as other employees.

This policy refers to apprentices and covers both apprentices employed on a temporary contract specifically for the period of training and existing LCC employees undertaking apprenticeship training (this scenario is known as a staff conversion).

There are rules governing what an apprenticeship is. The main ones are:

- the apprentice must be employed in a real job; they may be an existing employee or a new recruit
- the apprentice must work towards achieving an approved apprenticeship standard or apprenticeship framework
- the apprenticeship training must last at least 12 months
- the apprentice must spend at least 20% of their time in off-the-job training

## **OBJECTIVES**

These are:

- To implement the council's long-term goal to increase the number of apprentices employed in substantive roles, year on year
- To increase the number of people within the council undertaking apprenticeships
- To expand apprenticeships in hard to recruit and retain posts
- To enhance the reputation of the school as an employer
- To support the Head teacher in ensuring they have the information needed to cultivate apprentices through their apprenticeship programme
- To contribute to the Government's target of 3 million apprentices by 2020

## **RESPONSIBILITIES**

### **Headteacher**

- Work with, and be supported by, the training provider to ensure that appropriate work is planned to develop the required skills and knowledge
- Provide informal coaching, guidance and feedback which will help apprentices develop knowledge and skills to meet the requirements of the apprenticeship standard
- Consider having a colleague supporting the apprentice as a buddy or mentor, to provide additional support
- Meet with the training provider and the apprentice, at least once every three months, about their progress and any issues which may need to be worked on together
- Monitor the performance of the apprentice and manage them in line with School's Policies
- Monitor attendance and manage in line with the school's Managing Attendance Policy
- Inform the Learning Provider of any issues which may affect the completion of the apprenticeship qualification
- Carry out an induction in line with the guidance below

### **Apprentice**

- Will adhere to the school's Policies and Procedures
- Will complete the apprenticeship framework or standard and meet deadlines for work plan submissions, meeting regularly with the assessor

## **APPRENTICESHIP STANDARDS & PROGRAMME DESIGN**

Funds from the council's digital account can only be spent on training from a government approved training provider.

There are 2 different types of apprenticeship training you can choose from:

- Apprenticeship frameworks – a series of work-related vocational and professional qualifications, with workplace and classroom based training. Frameworks are being phased out between now and 2020 and are being replaced by employer-led apprenticeship standards
- Apprenticeship standards - each standard covers a specific job role and sets out the core skills, knowledge and behaviours an apprentice will need to be fully competent in their job role

The new apprenticeship standards have been designed by employers to meet the needs of different industry sectors and the economy more widely. The standards are written definitions of the learning requirements for apprenticeship programmes and have been developed to ensure that all apprenticeship programmes are delivered and measured consistently.

The new standards focus on how an apprentice should demonstrate mastery of an occupation, and meet professional registration requirements in sectors where this exists (for example, in engineering, science and accountancy).

To ensure every apprenticeship standard is of a high quality they must meet the criteria outlined below:

1. They are short and concise and define a job in a skilled occupation
2. They set out the knowledge, skills and behaviours as well as transferable skills needed in an occupation, so that, on completion, the apprentice is able to competently carry out the role in any size of employer across any relevant sectors
3. They have the support of employers including smaller businesses
4. They are sufficiently stretching so that they 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
5. They align to professional registration where it exists
6. They contain minimum English and maths requirements and any digital skills required
7. They include final end point assessment which:
  - i. Outlines how an apprentice will be assessed at the end of their apprenticeship to judge competency
  - ii. Identifies what will be assessed
  - iii. Provides an indication of who will carry out the assessment and who will make the final judgement of competency and grading which will need to be independent of the employer and training provider

Details of available apprenticeship standards and their accompanying assessment plans are available at:

<https://www.gov.uk/government/collections/apprenticeship-standards>

Details of available existing frameworks are available at:

<http://www.afo.sscalliance.org/frameworkslibrary/> - (use the quick search menu, and ensure only **current frameworks** list is ticked)

It is essential that the role apprentices are employed to carry out allow them the opportunity to develop the knowledge, skills and behaviours outlined in the apprenticeship standard / framework.

The minimum duration of each apprenticeship is based on the apprentice working 30 hours a week or more, including the off-the-job training they undertake. If the apprentice works fewer than 30 hours a week the provider must extend the minimum duration of the apprenticeship (pro rata) to take this into account. This will also apply to any temporary period of part-time working.

Where a part-time working pattern is needed, the extended duration of the apprenticeship must be agreed by the apprentice, the line manager and the provider.

Where part-time working is agreed, the provider must:

- record the agreed average number of hours each week
- evidence why this working pattern is needed
- extend the minimum duration using the following formula:
- $12 \times 30 / \text{average weekly hours} = \text{new minimum duration in months}$

## **English and Maths**

Apprenticeship standards, as outlined above, contain minimum English and maths requirements. Where apprentices do not meet these requirements at entry they will be required to undertake English and/or maths tuition and take the appropriate qualification/s as part of the Apprenticeship programme. Apprentices will be required to undertake English and/or maths tuition in addition to the 20% block of time allowed for off-the-job training.

## **ALLOCATION OF LEVY FUNDING**

The following process outlines the stages you must follow, as a manager, to gain permission to access the apprenticeship funding:

1. Head teacher / manager to determine if there is potential for an apprenticeship by checking apprenticeship standards / frameworks, via the link above.
2. Analysis of apprenticeship i.e. length of qualification, components, qualification requirement, ability to meet 20% off-the-job training.
3. Apprenticeship Training Funding Request form (Appendix 1) completed stipulating the need for the role, how it fits into the workforce priorities of the service area, whether it is a potential staff conversion or new recruit.
4. Submit Apprenticeship Training Funding Request form to Governing Body.
5. Governing Body to discuss the Apprenticeship Training Funding Request form and consider in light of the school workforce priorities.
6. Apprenticeship Training Funding Request form to be approved by the Governing Body and submitted to the Adult Learning team who will confirm if apprenticeship funding is available.
7. If there is an over-demand for apprenticeship training, priority is given only to priority groups. Priority groups are those identified as posts which are hard to recruit and retain on an annual basis by Corporate Management Board.
8. The Adult Learning team will provide the school's main point of contact with a catalogue of delivery plans relevant to the training requesting
9. The school will be required to undertake a desktop evaluation of the delivery plans to select the most suitable training for their settings' needs.
10. Completed desktop evaluation to be returned to the Adult Learning team. The Adult learning team will confirm selection, provide details of the training provider and arrange for the training provider to contact the school to progress the training selected.
11. The school will negotiate with the training providers regarding training options and may then proceed with recruitment.

## **APPRENTICE RECRUITMENT**

### **External Recruitment**

If the intention is to recruit to the post externally, once approval for an apprentice is granted from the apprentice board, recruitment can proceed in accordance with the school's recruitment policy.

When the post is advertised, the Adult Learning team will ensure the advert is uploaded onto the apprenticeship service website, where all apprenticeships are advertised. The post should be advertised for at least 2 weeks on this site. Please refer to Appendix 3 for guidance on adverts.

### **Staff Conversion**

A member of staff may request training which fits with the apprenticeship standards or frameworks. A request for such training is likely to be identified through the appraisal process; however a manager or employee can identify a potential apprenticeship opportunity at any time. Consideration must be given to ensuring equality of opportunity across employees.

It would be reasonable to ask for an employee requesting training to submit an expression of interest. This may include:

- Their reasons and objectives for undertaking the training
- How the training links with their appraisal objectives
- If the training does not link with their appraisal objectives, what their reasons are for requesting the training
- What benefits the training will bring to the team function, service area, and wider organisation.
- How they will feed the knowledge into the rest of the organisation
- How they will put the learning into practice

Some considerations for managers when assessing training requests may include:

- Does the request contribute to ensuring development of the employee's effectiveness, confidence and competence in role?
- Does the request add potential benefit for the future?
- Does the request have the potential to improve the retention?
- Does the request contribute to key aspects of the service area?
- Does learning opportunity lend itself to disseminating the learning across the service/workforce?
- Are there risks in not supporting the request for the organisation?
- Are you giving equality of opportunity to all employees?
- Is the person identified to attend the learning the most appropriate person?
- What are the learning outcomes of the proposed training?

Approval for an apprenticeship must be gained through the route described above.

## **APPRENTICE PAY**

Pay will be in accordance with the national minimum wage for apprentices. The current rates can be found via:

Apprenticeship pay:

<https://www.gov.uk/national-minimum-wage-rates>

## **APPRENTICE INDUCTION & APPRENTICESHIP AGREEMENT**

In addition to the normal school induction an apprentice will require an induction to the learning programme so they are clear on what is required to achieve the apprenticeship. The induction will take place with the apprentice and a representative from the Training Provider. Please refer to Appendix 4 – Hints and Tips for Managers.

The apprentice will be required to complete and agree an Apprenticeship Agreement, which will be provided by the training provider, which includes a commitment statement as outlined below:

The commitment statement sets out:

- The planned content and schedule for eligible training (and must also include end-point assessment if they are undertaking a standard)
- What is expected and offered by the school and the apprentice to achieve the apprenticeship.
- The apprenticeship programme information, typically no longer than two to three pages, and should include the following as a minimum:
  - Details of the apprenticeship being followed, including start and end-dates for the apprenticeship training and (where applicable) end-point assessment and key milestones for mandatory or other qualification achievements.
  - Details on which elements are eligible for funding from the digital account or government-employer co-investment and necessary to meet any end-point assessment, those which are extra and not eligible for co-investment but will be fully funded by the employer-provider, and those fully funded by the ESFA, including maths and English (*this section to be completed by the Learning Service*)
  - The list of all organisations delivering the training including English and maths and the apprentice assessment organisation (where applicable)
  - Roles and responsibilities for the school and the apprentice and arrangements for how both parties will work together; this must include contact details and the expected commitment from each party to ensure the smooth running and day-to-day delivery of the apprenticeship, including, for example:
    - Apprentice; attendance and study time (to include off-the-job training)
    - Employer-provider; commitment to wages and time off to study in the working day, support and guidance available and how to access this
  - The process for resolving any queries or complaints regarding the apprenticeship, including its quality and the escalation process to the Education and Skills Funding Agency (funding body) through the apprenticeship helpline.

## **20% OFF-THE-JOB TRAINING**

It is a requirement that all apprentices must spend at least 20% of their time in off-the-job training. Off-the-job training is defined as learning which is undertaken outside of the normal day to day working environment and leads towards the achievement of the apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties.

The apprentice will be required to complete timesheets (Appendix 2 is an example of our in-house timesheet) on a monthly basis that evidence attendance and study time, and activities undertaken as part of the off the job training.

The off-the-job training must be directly relevant to the apprenticeship framework or standard and could include the following:

Off-the-job training must:

- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods:
  - The teaching of theory (for example: lectures, role playing, simulation exercises, online learning or manufacturer training)
  - Practical training: shadowing; mentoring; industry visits and attendance at competitions
  - Learning support and time spent writing assessments/ assignments
  - Be formally recorded, either in a diary or workbook, and be verified by a timesheet.

It does not include:

- English and maths (up to level 2 / new GCSE 9-4 / old GCSE A\*-C), where the assessment plan states that the individual must either have achieved this level or gain it during their apprenticeship
- Progress reviews or on-programme assessments needed for an apprenticeship framework or standard
- Training which takes place outside the apprentice's normal working hours (this cannot count towards the 20% off-the-job training)

This element of the Apprenticeship needs to be determined at induction and detailed in the Apprenticeship Agreement. It is up to the employer and provider to decide at what point during the apprenticeship the training is best delivered (for example, a proportion of every day, one day a week throughout, one week out of every five, a proportion at the beginning, middle or end). This will depend on what is best for the organisation and the apprentice and on the technical or theoretical requirements of the apprenticeship standard.

Further advice and guidance is available in the Department for Education publication, [Apprenticeship off-the-job training: policy background and examples](#).

## **REVIEW**

Regular review of the individual apprenticeships by the apprentices, their line managers and their training provider give the opportunity to reflect on the progress being made, the quality of the learning taking place and any challenges encountered. Reviews are also carried out by the Learning Service as part of their Quality Assurance activities.

## **APPRENTICESHIP QUALITY ASSURANCE**

Quality Assurance of the apprenticeship training is provided by the County Council's Adult Learning team and is subject to Ofsted Inspection in accordance with their risk-based and proportionate approach to inspection. The Adult Learning team quality monitor the performance of the Learning Provider on a monthly basis, meeting with the apprentices and line managers as required. The progress of each apprentice is RAG rated on the basis of good progress (green), expected progress (amber) and poor progress (red) so that additional support can be provided, where necessary, to ensure apprentices complete their programme in the expected timeframe.

Regular reviews from apprentices, their line managers and the training provider contribute to the quality assurance programme.

## **THE END OF THE APPRENTICESHIP TRAINING**

Apprentices employed in fixed term posts will be provided with information, advice and guidance, to endeavour to help them find suitable employment at the end of their contract.