



APPRENTICESHIP POLICY

This document applies to all Council employees except:

- All school based employees

This document may not be applicable to employees who transferred into LCC under TUPE legislation and remain on the terms and conditions of their previous organisation.

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INTRODUCTION

A key objective for Lincolnshire County Council is to maximise the opportunities of the Apprenticeship Reforms, introduced in 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 charge 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. The Council accesses 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 incorporates both on and off the job training and can be used for achieving a variety of qualifications up to and including a 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.

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 on 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 give priority for appropriate apprenticeship posts, up to and including G3, to Care Leavers where they meet the minimum criteria
- To enhance the reputation of the Council as an employer
- To support line managers 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

Manager

- Work with, and be supported by, the training provider to ensure that appropriate work is planned to develop the required skills and knowledge
- Carry out an induction in line with the guidance on page 7
- 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 Lincolnshire County Council Policies
- Monitor attendance and manage in line with the Lincolnshire County Council Managing Attendance Policy
- Inform the Learning Provider and the Adult Learning team of any issues which may affect the completion of the apprenticeship qualification in the agreed timescale.

Apprentice

- Adhere to Lincolnshire County Council Policies and Procedures
- Complete the Apprenticeship Framework or Standard and meet deadlines for work 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).

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. The County Council will facilitate English and maths courses on a case by case basis and this can be facilitated by contacting Learningteam@lincolnshire.gov.uk. 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 access to the apprenticeship funding:

1. Manager determines if there is potential for an apprenticeship by exploring available apprenticeship standards / frameworks, via the link above.
2. Manager reviews training requirements i.e. length of qualification, components, qualification requirement and 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 and signed off by a senior manager in the service area.

4. Approved Apprenticeship Training Funding Request form submitted to the Adult Learning team, to check to see if funding is available
5. Where 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.
6. The Adult Learning Team will provide the Manager with a catalogue of delivery plans relevant to the training requesting
7. The Manager will be required to undertake a desktop evaluation of the delivery plans to select the most suitable training for their settings' needs.
8. 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 Manager to progress the training selected.
9. The Manager will negotiate with the training provider regarding training options, where appropriate.

APPRENTICE RECRUITMENT

External Recruitment

If the intention is to recruit to the post externally, once approval for apprenticeship training funding is confirmed, the recruitment for the role can then proceed. The first step will be to gain approval to recruit from the resourcing board following normal procedure. Once approval for the post has been granted, the manager will need to follow steps 6 to 9 outlined above.

Care Leavers

The Council has a responsibility, as the corporate parent, to give due consideration to Barnardo's care leavers. The care leavers should be given priority for appropriate posts up to and including G3, where the service area have identified the post as a potential apprenticeship.

Care leavers who meet the essential criteria for the role will be given prior consideration i.e. interviewed before any other candidates. The process to follow is detailed in the document Care Leavers Process (Appendix 6). If there are no appointable nominations for care leavers through Barnardo's, or the post is above a G3, the Council [Recruitment & Selection Policy](#) must be followed.

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, in addition to the normal advertising methods, e.g. LCC website. 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; the Appraisal Policy states that through the performance management framework employees will identify with their line manager their learning and development needs and aspirations in a development plan.

Although through appraisal is the most likely route, 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 and why the request should be considered
- What benefits will the training 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 retention?
- Does the request contribute to key aspects of the service area?
- Does the 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 apprenticeship training must be gained through the route described above. Once approved, the manager will work with the Adult Learning team to secure the apprenticeship training.

APPRENTICE PAY

Pay for newly recruited apprentices in Roles G2 and above.

Within the Council's Pay Policy, employees are paid on an incremental scale and will normally be appointed at the minimum point of the pay grade for that post.

The [Appointing One Point Below Policy](#) enables managers to appoint at a salary which is one scale point below the grade for the job in cases where new recruits do not meet all the requirements for the role, which can include:

- The required skills and knowledge
- Aptitude and conduct and
- The required qualification (including apprenticeship qualification)

In accordance with the Appointing One Point Below Policy, a manager may extend the period at which the lower grade applies in circumstances where the employee is

not progressing, e.g. towards the achievement of the apprenticeship. It is recommended that in most cases it may be appropriate to appoint an apprentice one point below the grade for the job and follow the normal process as detailed in the discretionary policy above.

Pay for existing employees – Staff Conversion

Where the apprenticeship is a staff conversion as detailed above, existing employees would remain on their current terms and conditions, just as they do when other training is undertaken. These employees would then be able to apply for promotional vacancies as they arise following the usual recruitment process.

Salary-linked career progression schemes

There are a variety of salary-linked career progression schemes operating across the Council for specific roles and these may apply to apprentices if the post they are recruited to falls within one of these schemes.

Recruitment, Retention and Market Force Supplements Policy

The Council has a Recruitment, Retention and Market Force Supplements Policy which allows managers to pay a non-consolidated supplement in addition to the starting point of the grade, where it can be demonstrated there is a business need for additional payment to attract or retain employees in some posts.

If a newly appointed employee or existing employees undertake apprenticeship training in a post that is subject to either a salary-linked career scheme or which attracts a Market force supplement payment, these would be applied as appropriate as for any other employee group.

APPRENTICE INDUCTION & APPRAISAL

In addition to the normal [County Council 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. Throughout their employment the apprentice will be expected to undertake appraisals in accordance with the [County Council's Appraisal Policy](#). Please refer to Appendix 4 Hints and Tips for Managers.

APPRENTICESHIP AGREEMENT

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 County Council 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 manager 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:
 - o Apprentice; attendance and study time (to include off-the-job training)
 - o 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 as outlined below:

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.

Off-the-job training 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 apprenticeship training by the apprentices concerned, 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 apprenticeship training programme is RAGB rated so that additional support can be provided where necessary, to ensure apprentices complete their programme in the expected timeframe. RAGB rating follows the format of; very poor progress (red), slightly behind expected progress (amber), expected progress (green), ahead of expected progress (blue).

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.