What is an Apprenticeship

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Dynamic Training
INCLUSIVE PROVIDER
DISABILITY · GENDER EQUALITY · MULTICULTURAL · AGE · LGBTQIA+

APPRENTICESHIPS

What Is An Apprenticeship Standard?
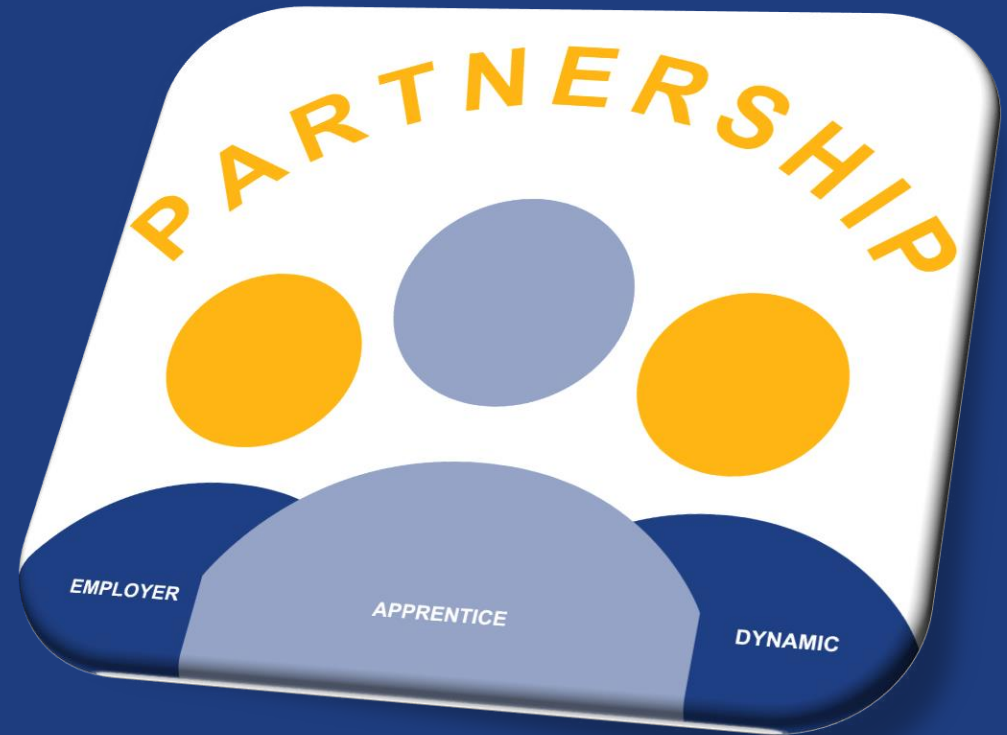
An apprenticeship is a work-based learning programme

Developed by employers from industry

An apprenticeship consists of:

- **Knowledge** of the areas involved in the staff's role at the appropriate level

- **Skills** the learner is expected to demonstrate competently

- **Behaviours** expected for the job role

- Upskilling in maths and English and achievement of functional skills (if not exempt)

- Achievement of a certificate, Diploma or other qualification / exams subject to the needs of the apprenticeship standard

An apprenticeship is built upon an agreed partnership between

- An Employer with the intention and capability of supporting the apprentice.

- An apprentice who is motivated to learn and work hard to complete their apprenticeship

- Training and support delivered on behalf of the employer by a registered training provider

What are Apprenticeship Standards?

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Apprenticeships

Level 7 — Higher
Equivalent to Foundation Degree or above. Bachelor's or Master's Degree. Aimed at experienced staff looking to develop into mastery

Level 2 — Intermediate
Equivalent to GCSE's Aimed at new entrants

Level 6 — Higher/Degree
Equivalent to Foundation Degree or above. Bachelor's or Master's Degree. Aimed at experienced staff looking to develop into mastery

Level 3 — Advanced
Equivalent to A Levels Aimed at experienced staff looking to develop and progress

Level 5 — Higher/Degree
Equivalent to Foundation Degree and above Aimed at experienced staff looking to develop into mastery

Level 4 — Higher
Equivalent to Foundation Degree and above Aimed at experienced staff looking to develop into mastery

Functional Skills & Developing English & Maths

- Functional skills in maths and English is a mandatory component of all apprenticeship programmes

- Apprentices cannot achieve their apprenticeship without achievement of Functional Skills

- Apprentices are exempt from completing Functional Skills if they have GCSE A*-C/9-4 or equivalent and proof of this

- level of Functional Skills will not be able to progress onto the programme

- Development of maths and English is a core component of all apprenticeship programmes irrespective of exemptions for those that need / want upskilling.

A Typical Apprenticeship Journey

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Application	On Programme	Assessment Gateway	EPA (example)	Completion
Information	Off the job training	Preparation for assessment	Observation in practice	Achievement
Application & eligibility check	Standard/Diploma /Other	On programme 100% achievement evidence	Multiple choice exam	Certification
Assessments & induction	English & maths	Confirmed to be ready for EPA	Reflective journal and interview	Progression
Support & programme plan created and agreed				

End Point Assessment

- End Point Assessment (EPA) happens at the end of the programme

- Apprentices need to pass this to achieve their apprenticeship

- EPA involves independent assessment at the end of the programme which could includes:
  - Multiple Choice Knowledge Test
  - Project presentation
  - Portfolio-based interview
  - Apprentice Showcase
  - Practical observation

From this apprentices can achieve: Fail, Pass Merit or Distinction

Dedicated Learning Time: an example

Activity	Average Duration
Teaching and Learning Reviews	2 hours– in person or online • The Apprentice will meet their Coach every 4-6 weeks • Line manager/workplace mentor is expected to be present to support the Apprentice as part of this.
10 to 12-Week Progress Reviews	90 mins every 10 to 12 weeks • This is a three-way discussion involving the Coach, Line Manager/Workplace Mentor, and Apprentice - share understanding of progress against the full apprenticeship
Online Workshops via MS Teams / Zoom	Approximately once per month, subject to programme • Full day workshops to teach the knowledge and skills against the required standard • Workshop dates are planned in advance for whole programme.
Independent learning / time for study: In work learning	Minimum half a day per week required 1-2 hours per week

Off the Job Learning

To be eligible:

At least 20% of the apprentice's normal working hours must be spent on off-the-job training

For apprentices working 30 hours or more per week this is an average of 6 hours of off-the-job training per week over the planned duration

Apprentices will need to complete evidence of 'off the job' by logging this on their OneFile e-portfolio

Off the job learning is reviewed with Learner, Line Manger and Tutor at every progress visit.

Off the job – what counts?

Off the job is anything in the workplace that is new learning and moves an apprentice towards the successful completion of an apprenticeship standard.

- ✓ Mentoring
- ✓ Inhouse training
- ✓ Reflective journal
- ✓ Conferences
- ✓ Visiting other departments

- ✓ Roleplay
- ✓ Written assignments
- ✓ Research
- ✓ Coaching sessions

- ✓ Team training
- ✓ Classroom or taught sessions
- ✓ Simulation exercises
- ✓ Departmental rotation

- ✓ One to ones
- ✓ Shadowing colleagues
- ✓ Independent research
- ✓ E-portfolio

- ✓ Workshops

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What's everyone's responsibilities?

The Apprentice

- Complete work meeting the targets set

- Attend any training sessions made available to them

- Communicate clearly and regularly with their Skills Development Coach/ Tutor

- Commence Functional Skills from the beginning of their programme

- Complete off-the-Job activity every month

Line Manager / Mentor

- Support development of the learner, giving opportunity to practice new skills attained in the workplace

- Allow the learner to attend all agreed Tutor sessions

- Support with off-the-job learning identification and time

- Support the apprentice to undertake all tasks

- Attend progress reviews

The Training Provider

- Create an individual learning plan

- Identify any recognition of prior learning

- Provide quality training, support and assessment

- Provide regular feedback and development opportunities

- Adapt delivery and assessment to meet the individual needs of learners

Any questions ?

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Thank you.