



Education & Skills
Funding Agency



Institute for Apprenticeships
& Technical Education



Apprenticeships

The provider guide to delivering high-quality apprenticeships

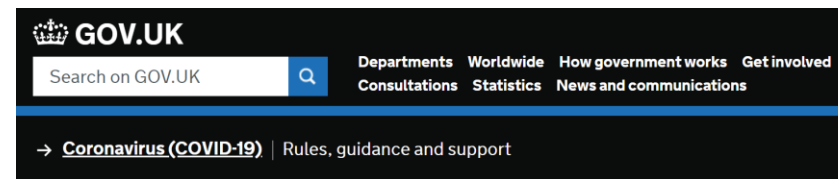
Welcome to today's session.

You have been automatically placed on mute.

This session will begin shortly, and a recording will be shared soon after.

Welcome

Introduction	Charlotte Araya Moreland, ESFA
The 3/4-way Partnership	Louis Curtis, IfATE Apprentice Panel
End Point Assessment	Karen Bennett, ESFA
Ofsted Inspection	Jos Parsons, Ofsted
Workforce Development Programme	Eve Oakley and Paul Russell, ESFA
Q&A	Rob Cole, ESFA



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Guidance

Provider guide to delivering high-quality apprenticeships

A guide for training providers that currently offer apprenticeship training, and for those that are considering offering apprenticeship training in the future.

From: [Education and Skills Funding Agency](#)
Published 1 April 2021

Applies to: **England**

Brexit

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Documents

 [Prepare to offer apprenticeships](#)
HTML

Louis Curtis, IfATE Apprentice Panel

The 3/4 way partnership

Best practice guidance

What is the 3/4 Way Partnership?

To make an apprenticeship successful everyone needs to be fully involved. There needs to be good relationship between the apprentice, the employer, the training provider and the end-point assessment organisation (EPAO).

What are the common themes?

In the apprentice panel survey 2020, apprentices raised the following concerns about poor quality apprenticeships:

- › The apprentice is the only link between their employer and training provider.
- › Lack of synergy between on and off the job training
- › Poor awareness of the apprentice's progress and feedback

The Commitment Statement

What is it?

A commitment statement defines with clear expectations and responsibilities how everyone will work together to achieve full occupational competence for the apprentice.

What apprentices have said about how this process should look?

- Follow up any actions
- Check commitment statement
- Feedback from employer on apprentice's progress and performance
- Feedback from the training provider on apprentice's progress and assignments and overview of what is coming up
- Celebrate achievements
- Discussion of what's going well and what could be better
- Learning objectives for the coming month, and agreement about how these will be supported by both training provider and the employer
- Opportunity to ask any questions and highlight any concerns
- Ask the apprentice if they feel supported
- Agree arrangements for EPA practice and preparation
- Agree clear actions

10 ways to improve the partnership

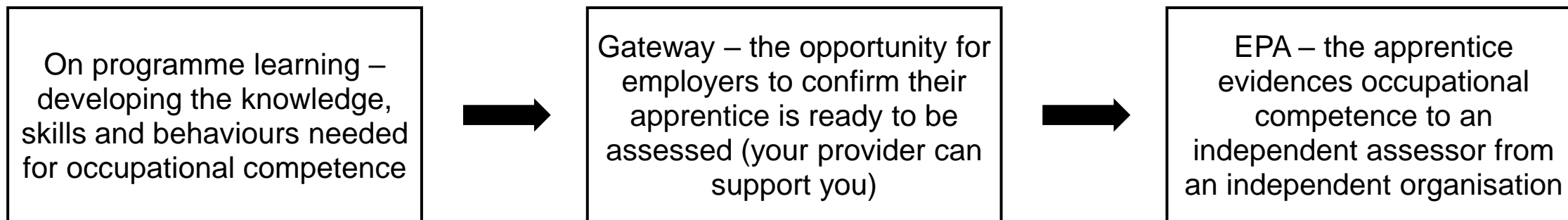
1. The employer should meet with the training provider before the apprentice starts to ensure that there is awareness of the workplace and training is tailored to the specific needs of the employer
2. A commitment statement that goes beyond the formal requirements and is personalised towards the apprentice
3. A clear log of the apprentice's progress and their off-the-job training. This should be recorded and accessible to everyone
4. The training provider and employer should be proactive in scheduling regular meetings and the end-point assessment organisation should be brought into discussions early on
5. If possible, the training provider or employer should arrange talks or mentoring with former apprentices or people within industry who the apprentice to inspire them
6. Apprentices should feel empowered to speak up if their commitments are not being met
7. If possible, the training provider should offer experience, talks or tours with other organisations to broaden the learning experience of the apprentice
8. Review commitment statement and the apprenticeship standard monthly
9. Encourage apprentices to search their apprenticeship standard on Institute's webpage
10. Communicate to the apprentice any opportunities, communities or support available from the training provider or the employer

Karen Bennett, ESFA

End Point Assessment

What is End Point Assessment?

- › Every apprentice must pass a set of assessments at the end of the apprenticeship, collectively called their EPA



- › independent assessment of the knowledge, skills and behaviours which have been learnt and demonstrated throughout the apprenticeship
- › generally carried out by EPA Organisation (EPAO), not the training provider – some exceptions
- › achievement of standard can be conditional on several requirements, which may include mandatory qualifications, or maths or English, in addition to successfully completing the EPA.

Providing high quality EPA

- › All stakeholders to be clear of the roles and responsibilities with regards to their roles with EPA and how best to work together to deliver high quality EPA and for a high-quality EPA experiences for all apprentices.
- › All stakeholders to begin to consider EPA requirements and EPAO right at the start of the apprenticeships.
- › Both the provider guide to delivering high quality apprenticeships and the EPAO guides both provide clearly defined roadmap of EPA throughout the whole of the apprenticeship journey. The guides will also clearly define the roles and responsibilities of EPA for each stakeholder.

Making EPA part of the apprenticeship journey

Starting to deliver

- › Explain how the apprentice will work towards assessment and full occupational competence throughout their apprenticeship and that passing the assessment is required for them to complete their apprenticeship and get a certificate. Discuss any reasonable adjustment requirements with employer.
- › As a provider, you should offer to assist the employer with the selection of an EPAO from the register of EPAOs. Provider should have a contract in place with the EPAO

Ongoing delivery

- › Update the End Point Assessment EPAO and employer of each apprentice's progress and how soon they are likely to be ready to take their End Point Assessment EPA.
- › Prepare apprentices for their final assessments by: familiarising them with their assessment format and grading criteria, holding mock assessments. using apprentice mock results to determine when to hold a three way "gateway" discussion to agree whether the apprentice is ready to move to EPA/requires more support.

Completion of apprenticeship

- › Make sure all Individual Learner Record (ILR) data is correct for apprentices to avoid any errors in respect of certification. Check that the EPAO has arranged for all apprentices who have completed their final assessments to have certificates sent from the ESFA recognising their achievement.

Jos Parsons, Ofsted

Ofsted inspection for apprenticeship training providers

Purpose of inspection

- The purpose of inspection is to provide an external, independent quality assessment of a provider's education/training provision against a national comparable quality framework.
- We assess the quality of the provider's education and training in order to:
 - › ensure that learners and apprentices learn, develop and progress as they should
 - › provide useful information for users of the provider's services: students, current and prospective; employers, any interested parties
 - › help providers improve
 - › assess the effectiveness of leaders, managers and governors
 - › provide accountability for use of public money
 - › provide quality assessments of providers and their provision for those who need to make funding decisions in relation to providers.

What does inspection involve?

- A professional conversation between the inspectors, senior managers and staff.
- Visiting and observing training/teaching of apprentices on- and off-the-job.
- Talking with apprentices about their programme, experiences and progress to get a rounded picture of the quality of the training.
- Talking with employers about their experiences and satisfaction with the quality of the training.
- Reviewing apprentices' work.
- Evaluating how effectively the required knowledge, skills and behaviours are being developed.
- Producing a published report that highlights the strengths and areas for improvement identified during inspection. <http://reports.ofsted.gov.uk>

Monitoring visits

- If you are a new provider of apprenticeship training since April 2017 you will normally receive a monitoring visit from Ofsted within 24 months of starting to deliver this provision.
- You will then receive a full inspection within 24 months of the monitoring visit. If you receive one or more insufficient progress judgements this will usually be within 6 to 12 months. Ofsted may carry out a full inspection of any such provider without carrying out a monitoring visit where appropriate.
- There will be two working days' notice of the visit.
- Ofsted will use the following progress judgements:
 - insufficient progress; reasonable progress; significant progress.
- They will be made against the following progress themes: leadership and management, quality of training/ education, safeguarding.
- Monitoring visits will result in a published report.

Ofsted has a risk-based and proportionate approach to inspection

The timing of the next inspection, and the type of inspection you will receive (full or short) will be determined by the overall effectiveness grade of the last inspection and informed by annual risk assessment.

- If we find the provider to be outstanding they will usually receive a short inspection within 6 years.
- If we find the provider is good, they will usually receive a short inspection within five years.
 - A short inspection involves fewer inspectors and less time on site. These are a risk proportionate approach to determine if the overall effectiveness of a provider remains good.
 - A short inspection may extend to a full inspection in the event that the inspection team is unable to determine if a provider remains good at the end of a short inspection.
- If we find the provider to require improvement we will normally come back to inspect again within 12 to 30 months and also carry out a monitoring visit in the interim.
- If we find the provider to be inadequate we will not normally re-inspect the provider since this will usually mean that the provider will not usually continue to provide funded training/ remain on the ESFA's Register of Apprenticeship Training Providers. Those actions are a matter for Education and Skills Funding Agency and their intervention process and not Ofsted.
- Risk intelligence or information may lead to an earlier inspection.

The education inspection framework (EIF)

- Ofsted's education inspection framework, introduced in September 2019, can be seen here: <https://www.gov.uk/government/publications/education-inspection-framework>
- Ofsted grades the overall effectiveness of the education/training provided: outstanding (1), good (2), requires improvement (3) or inadequate (4).
- On full inspections we also grade: quality of education/training, behaviour and attitudes, personal development, and leadership and management.
- Leadership and management includes a judgement on whether safeguarding arrangements are effective or not.
- We also grade and report on types of provision on full inspections: apprenticeships, adult learning programmes, education programmes for young people, provision for high needs learners.
- The *Further education and skills inspection handbook* is your main source for information about Ofsted inspection. Please read it!

<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif>

How inspectors evaluate apprenticeships

- This slide sets out the criteria inspectors use to evaluate the quality of your apprenticeship training. Inspectors will consider how well leaders and managers ensure that the apprenticeship curriculum meets the principles and requirements of an apprenticeship.
- Evidence will include the extent to which the provider's staff engage with employers to:
 - complete the apprenticeship commitment statement;
 - plan the initial assessment, training, assessments, review points and milestones throughout;
 - agree any additional qualifications to be included, if any;
 - monitor and support apprentices, including those with SEND and those who have high needs, to progress quickly, gain new knowledge, skills and behaviours and achieve to their full potential.
- Inspectors will judge how well trainers, assessors, coaches and mentors communicate up-to-date vocational and technical subject knowledge that reflects expected industry practice and meets employers' needs.
- Inspectors will determine whether apprentices acquire that knowledge effectively so that they demonstrate the required skills and behaviours that enable them to complete their apprenticeships, contribute to their workplace and fulfil their career aims through progress to their intended job roles or other sustained employment, promotion or, where appropriate, a move to a higher level of apprenticeship or qualification.
- Inspectors will also consider whether arrangements for safeguarding young people and vulnerable learners are appropriate and effective.

Key judgements on a full inspection

Inspectors will evaluate:

- **The quality of education/ training:** Intent: curriculum design, coverage and appropriateness; Implementation: curriculum delivery, training and assessment; Impact: attainment, progress, knowledge and skills development, destinations.
- **Behaviour and attitudes:** Apprentices attitudes to learning and work, employability, attendance and punctuality, respect.
- **Personal development:** Preparation for next stage, enrichment, careers guidance, citizenship, equality and diversity, fundamental British values, healthy living.
- **Leadership and management:** Vision and ambition, learning environment, staff development, staff workload and wellbeing, student experience, governance/oversight, safeguarding

Safeguarding and Prevent: some recommended basic reading

- Safeguarding: read Ofsted's 'Inspecting safeguarding' especially Annex 4:
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>
- The Prevent duty: see government guidance:
<https://www.gov.uk/government/publications/prevent-duty-guidance> and
<https://www.gov.uk/government/publications/work-based-learners-and-the-prevent-statutory-duty>
- ETF training: <http://www.preventforfeandtraining.org.uk/>

A typical inspection timetable

Typical inspection timetable		Timeline
Notification	2 working days before the inspection starts	Day -2
On-site inspection	Inspection currently lasts for 3 or 4 continuous days on-site (unless it is a short inspection because you were 'good' last time, or a monitoring visit, when it will last 2 days)	Days 1-2/4
Report factual accuracy check	The lead inspector will draft a report which will be quality assured and then sent to you to check for factual accuracy	By day 19 but often before that
Report publication	This usually happens within 6 weeks of the end of the inspection	Day 38 but often before that

The roles and responsibilities of the nominee

Each provider will need to select an inspection nominee who should:

- have a detailed understanding of the organisation
- be sufficiently senior to ensure the cooperation of staff at all levels before, during and after the inspection
- have authority to carry out the role with autonomy.

The nominee's responsibilities include:

- providing information for the lead inspector to support inspection planning
- briefing the provider's staff about arrangements
- informing apprentices and employers about the inspection
- attending team meetings
- coordinating feedback arrangements during and at the end of the inspection
- liaising with the lead inspector, ensuring that documents are available and that staff and apprentices can attend meetings.

We are keeping our inspection process under review

- We are interested to hear your queries. If you have any specific questions please email us at fes@ofsted.gov.uk. That way we can ensure that we can respond in the knowledge of your particular circumstances and provide you with accurate information.
- If you think we have incorrect or out-of-date contact information for you, please let us know through fes@ofsted.gov.uk . Then we can ensure we contact the right people.
- Might you be interested in becoming an Ofsted inspector? You can make an expression of interest to be an Ofsted Inspector here: <https://ofstedinspector-eoi.ofsted.gov.uk/>

Eve Oakley and Paul Russell, ESFA

Apprenticeships Workforce Development Programme

Apprenticeships Workforce Development Programme

“This training offers an authoritative foundation in apprenticeship delivery as we ask for even better quality from our training providers. It will also give even more confidence to employers as they invest in the apprenticeship levy and help to ensure that every apprentice benefits from high-quality management and teaching.” (Gillian Keegan MP)

Courses Launched Jan-Feb 2021:

- Assessor to Teacher: Course 1 – Understanding How We Learn; Course 2 – Deciding How to Teach
- Effective Technical Teaching: Course 3 – Enhancing Pedagogy and Professional Practice; Course 4 - Preparing for End Point Assessment Success
- Technical Curriculum Design: Course 5 - Effective Curriculum Design in Practice; Course 6 – Principles and Models of Curriculum Design
- Apprenticeship Leadership : Course 7 – Developing Your Team; Course 8 – Effective Use of Resources; Course 9 – Strategic Leadership of Apprenticeships (Live online programme delivered by AELP in partnership with AoC)

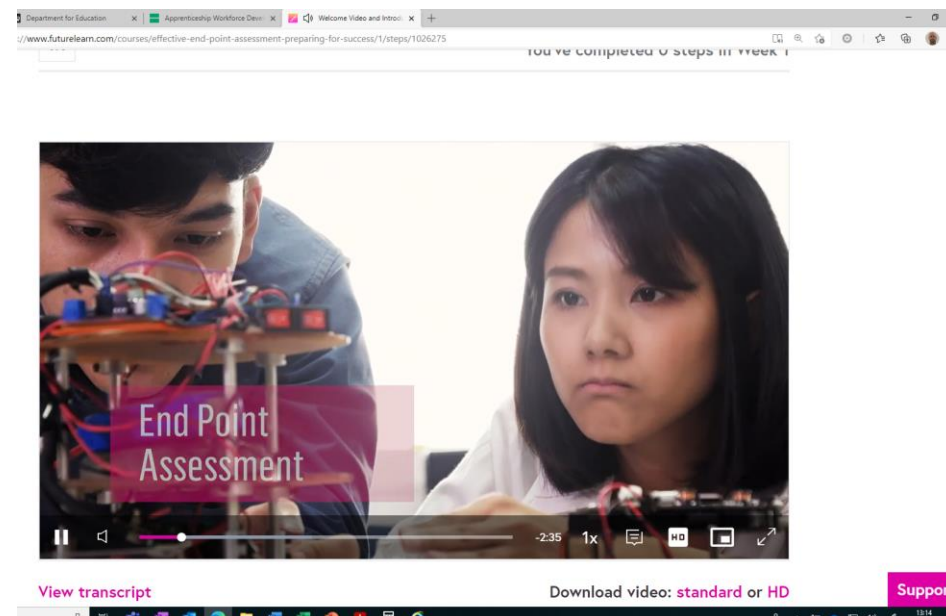
Access these courses at <https://pdp.etfoundation.co.uk/>

Apprenticeships Workforce Development Programme

Interim Evaluation

- 96% satisfaction rate
- Well-chosen topics
- Provider confidence that apprentice experience and achievement will improve

Course	Comment
Understanding How We Learn	Interesting content this week - ideas I knew about and I am interested in and trying to use; others new to me that I would like to use. I think this week has certainly offered quite an insight into my teaching style and approach and has highlighted some key areas of strength but other areas that need to be developed, improved or even avoided.
Enhancing Pedagogy	This has been a very useful first week. Even though I have gone through the Lv5 DET it's nice to have this focussed on apprenticeships.
Developing your Team	Good initial overview - and I've sent 2-3 emails off the back of this to confirm elements of our provision and action some new ideas accordingly.



eve.oakley@education.gov.uk

Questions & answers

Rob Cole, ESFA

Thank you for attending this webinar

Please fill in our short feedback survey