

Helping businesses to grow with apprentices

<<INSERT NAME>>

<<INSERT DELIVERY DATE>> 2018

www.learningandwork.org.uk

@LearnWorkUK

Workshop aim

Apprenticeships help employers to grow their own talent, reduce staff turnover and give their business the skills it needs to succeed.

You can support them to see how apprenticeships can work for their business.

- Equip you with the knowledge and resources to effectively engage with employers regarding apprenticeship opportunities, financial implications, business benefits and how to.

Economic trends – action needed

- UK productivity lags behind other developed economies...
- ... and employers are investing less in training
- Meanwhile... relative social mobility has stagnated or declined over recent decades
- The UK has low levels of intergenerational social mobility compared to some other developed countries

Apprenticeships contribute to addressing these challenges, which is why the government is committed to significantly increasing the **quantity & quality of apprenticeships** in England & **achieving 3 million starts** by 2020.

Workshop contents

- Understanding apprenticeship reform and what has changed
- What makes up an apprenticeship programme?
- How apprenticeships are funded
 - Levy
 - Non-levy
- Making the case for apprenticeships
- Top things an employer needs to know about apprenticeships
- Recruit an Apprentice
- The local dimension
- Further information / links and resources

Understanding the reforms

The reform drivers

Nov 2012 – The Richard Review set out ambitious plans to make apprenticeships more employer responsive

The Government response – The Future of Apprenticeships in England: Implementation Plan promised rigor and responsiveness.

English apprenticeships – our 2020 vision – outlines the government's plan for:

- increasing the quality and quantity of apprenticeships
- achieving 3 million apprenticeships by 2020
- what is expected of all main stakeholders, employers, education and training providers and government working together.

Bigger and better

Individual apprenticeships provide good returns, but there is an **insufficient number of apprenticeship opportunities** to meet demand from individuals, and **skills gaps remain in the economy.**

We need to continue to **drive up the quality of apprenticeship training** and ensure that anyone completing an apprenticeship is fully competent in their occupation

Whilst the vast majority of apprenticeships provide high quality training, feedback from employers shows that this is not always the case.

Ambitious government reforms

- Employers at the heart of designing
- Mandatory levy
- New Institute for Apprenticeships
- Equal legal protection to degrees
- Target for public sector bodies
- Secondary Class 1 NICs abolished for apprentices under the age of 25

What makes up an apprenticeship programme?

What is an apprenticeship?

- a genuine job with an accompanying assessment and skills development programme.
- a way for individuals to earn while they learn.
- a wide mix of learning in the workplace, formal off-the-job training and the opportunity to practise new skills in a real work environment.
- Available at a range of levels across occupations and sectors.

Apprenticeships benefit employers and individuals and help to improve economic productivity.

- Apprenticeships provide a typical return of £26–£28 for every £1 of government investment in apprenticeships at levels 2 and 3

The employers role

Employers need to have:

- an apprenticeship agreement in place with their apprentice for the duration of the apprenticeship
- a commitment statement signed by the apprentice, their employer and the provider
- a written agreement with providers, for employers who pay the apprenticeship levy and use the apprenticeship service, they will need to have a contract for services with their main provider

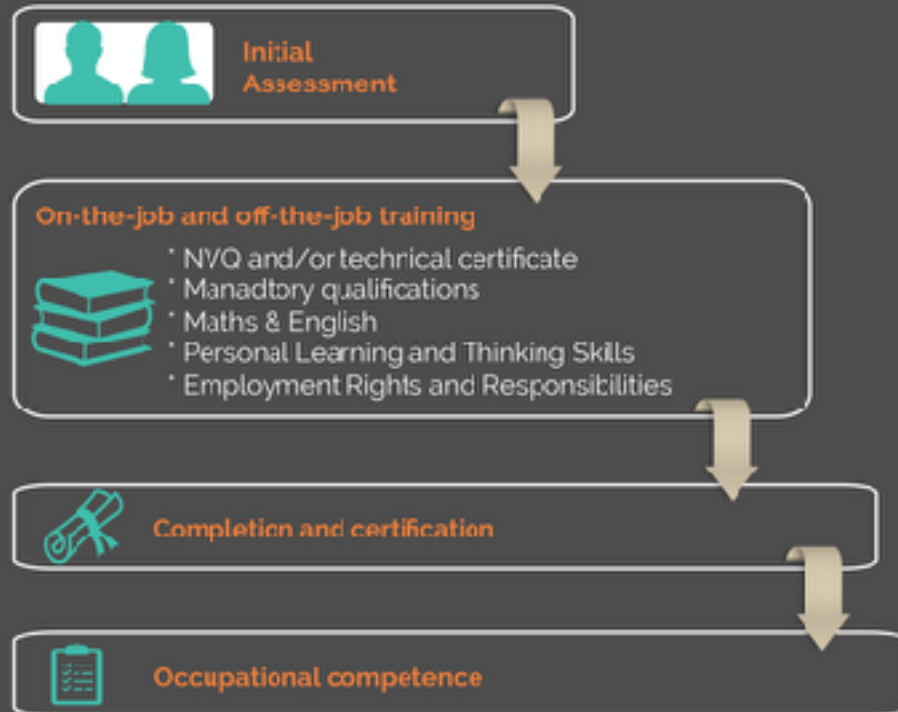
The employers role

- an apprenticeship in place for at least one year
- the apprentice on the correct wage for their age, for the time they are in work, in off-the-job training and doing further study
- updates on progression, average weekly hours and changes to working patterns must be logged and checked with the training provider.

The training provider role

- Deliver training to the apprentice - develop their skills, knowledge and behaviours
- Where required, support the apprentice with the learning and development required to achieve Maths and/or English at a level 2
- Deliver formative and summative assessments of the apprentice in the workplace
- Prepare the apprentice for their end-point assessment through the delivery of mock activities and tasks
- Contract with the End-point Assessment Organisation as identified by the employer and facilitate all arrangements
- Support the employer to comply with the funding rules and requirements as set by government

Frameworks (multi-occupational) SASE (Specification of Apprenticeship Standards for England)



Standards (one per occupation)

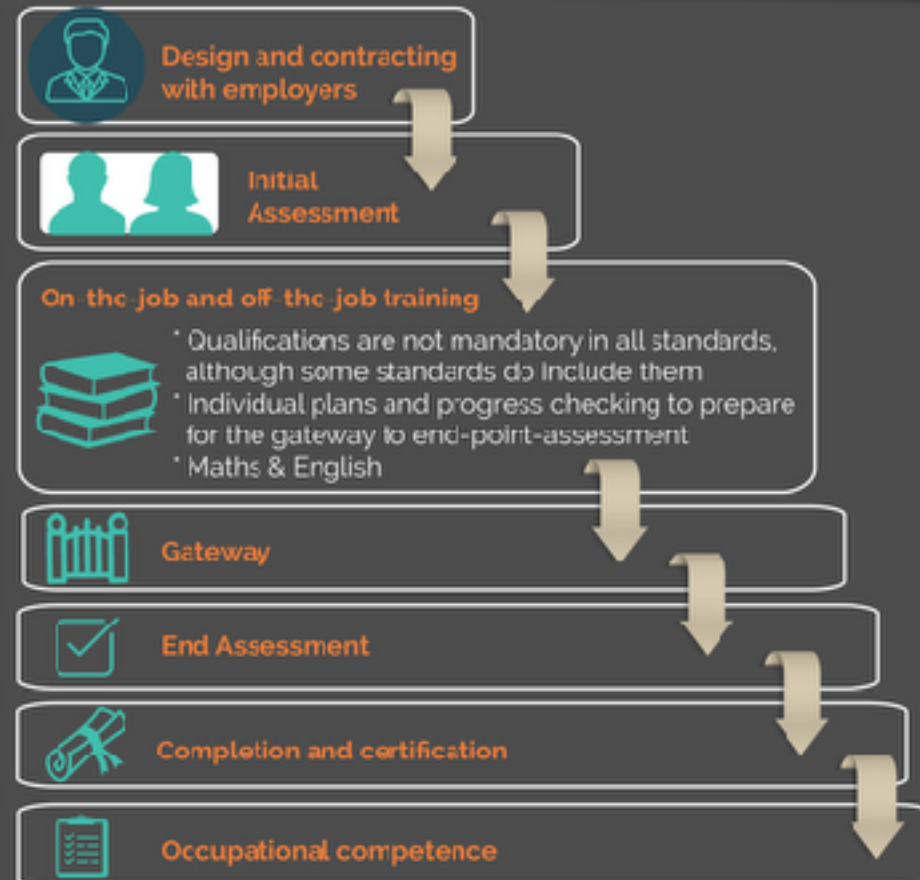
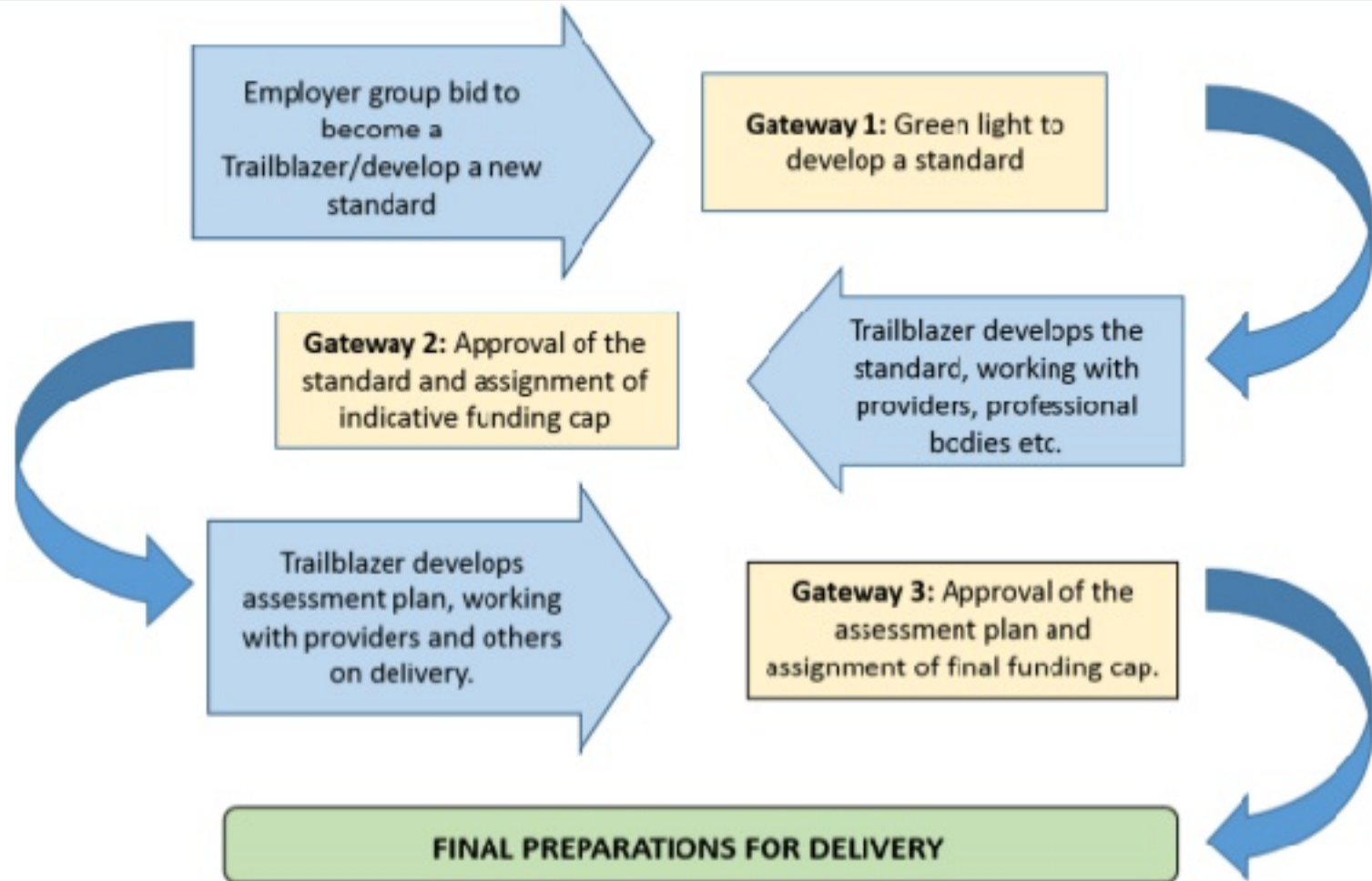


Image Credits: Woman by Pixel Perfect; User by Gregor Cisarov; Checklist by Foundicons; Manager by Dinosoftlabs; Book Stack of three; Diploma Roll; Gate; Tick Box by Freepik; www.freepik.com

Designed by employers for employers



What does a standard look like?

Apprenticeship Standard for Adult Care Worker

Occupation: Adult Care Worker

Role/Profile: *(The successful candidate should be able to do all the end-points/competencies)*
 To work in care is to make a difference to someone's life what they are faced with physical, practical, social, emotional or intellectual challenges. Adult Care Workers need to have the right values and behaviours, developing competence and skills to provide high quality compassionate care and support. They are the frontline staff who help adults with care and support needs to achieve their personal goals and live as independently and safely as possible, enabling them to learn, control and influence their lives whilst in a care or person-centred care jobs. Roles are varied and determined by and aligned to the type of service being provided and the person supported. Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres, a persons own home or occasional healthcare settings. This standard covers both Adult Care Workers and Personal Assistants. Personal Assistants on the same job as an Adult Care Worker and work directly for the individual usually within their own home. Working with people, living persons about supporting and enabling them to live a more independent and fulfilling life is rewarding and worthwhile job that provides excellent career opportunities.

These are the personal attributes and behaviours expected of an Adult Care Worker carrying out their roles

- **Care** - is caring consistently and ensuring about individuals to make a positive difference to their lives
- **Compassion** - is delivering care and support with kindness, consideration, dignity and respect
- **Courage** - is doing the right thing for people and speaking up if the individual they support is at risk
- **Communication** - good communication is central to successful caring relationships and effective team working
- **Competence** - is applying knowledge and skills to provide high quality care and support
- **Commitment** - to improving the experience of people who need care and support ensuring it is person-centred

Duration: 12-18 months | **Level:** 2

An Adult Care Worker must know and understand:

A. The job they have to do, their main tasks and responsibilities

1. the tasks and responsibilities of the job role in relation to the context of the service in which they are working. This includes supporting with activities, monitoring health, assisting with eating, mobility and personal care
2. Professional boundaries and limits of their training and expertise
3. Interdisciplinary teamwork and understand practice for their role
4. What the duty of care is in practice
5. how to contribute towards the development and creation of a care plan understood by the individual's preferences
6. how to identify, report to and escalate changes to physical, social, and emotional needs of individuals
7. how to access, follow and interpret regulations and organisational policies and procedures

B. The importance of having the right values and behaviours.

1. how to support and enable individuals to achieve their personal aims and goals
2. What dignity means when to work with individuals and others
3. The importance of respecting diversity and treating everyone equally

C. The importance of communication

1. The barriers to communication
2. The impact of non-verbal communication
3. The importance of active listening
4. How the way they communicate can affect others
5. About different forms of communication (e.g. signing, communication boards etc)
6. How to find out the best way to communicate with the individual they are supporting
7. How to make sure confidential information is kept safe

D. How to support individuals to remain safe from harm (safeguarding)

1. What abuse is and what to do when they have concerns someone's being abused
2. The signs and symptoms for safeguarding and protection from abuse
3. What to do when someone makes a complaint
4. How to recognise unsafe practices in the workplace
5. The importance and process of whistleblowing
6. How to address any dilemmas they may face between a person's rights and their safety

E. How to promote health and wellbeing for the individuals they support and encourage others

1. The health and safety responsibilities of self, employer and workers
2. How to keep safe in the work environment
3. What to do when there is an accident/emergency illness
4. What to do with hazardous substances
5. How to prevent fire safety
6. How to reduce the spread of infection
7. What a risk assessment is and how it can be used to promote person-centred care safety

F. How to work professionally, including their own professional development

1. What a professional relationship is with the person being supported and colleagues
2. How to work together with other people and organisations to be best interests of the person being supported

© Crown copyright. All rights reserved. See the information on the back cover of this book for details under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike license.

13. How to be actively involved in their personal development plan
14. How to use personal support skills in writing, numbers and information technology
15. What links to diversity, equality and exhibit a positive attitude and personal initiative
16. Where and how to access specialist knowledge when needed to support performance of the job role

An Adult Care Worker must be able to:

A. The main tasks and responsibilities according to their job role

1. Support individuals they are working with according to their personal care/support plan
2. Seek for help from an appropriate person when not confident or skilled in any aspect of their role
3. Provide individuals with information to enable them to have choice about the way they are supported
4. Encourage individuals to participate in the way they care and support is delivered
5. Ensure the individual knows what they are agreeing to regarding the way in which they are supported
6. Contribute to the ongoing development of care/support plans for the individual they support
 - Support individuals with cognitive, physical or sensory impairments

B. Treating people with respect and dignity and honouring their human rights

1. Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates
2. Demonstrate an work respectful communication the individual's needs, wishes and preferences
3. Demonstrate empathy, understanding, and compassion for individuals they support
4. Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs

C. Communicating clearly and responsibly

1. Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates
2. Use Registered methods of communication of the individual they support according to their language, culture, sensory needs and their wishes
3. Identify methods to help overcome barriers to communication
4. Demonstrate they can check for understanding
5. Write clearly and concisely in reports and notes
6. Keep information safe and confidential according to legislation and working

D. Supporting individuals to remain safe from harm (safeguarding)

1. Recognise possible signs of concern from or about
2. Support individuals or others according to agreed areas of working
3. Recognise, report and challenge unsafe practices

E. Supporting health and wellbeing for the individuals they support and/or work colleagues

1. Promote the health and wellbeing of the individual they support
2. Make people and objects safety
3. Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene
4. Demonstrate the professional feeding, eating and wellbeing by ensuring individuals have access to fluids, food and support
5. Demonstrate how to keep people, buildings and themselves safe and secure
6. They will be able to demonstrate when required
7. Use risk assessments to support individuals safely
8. Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health
9. Monitor and report changes to health and wellbeing for individuals they support

F. Working professionally and seeking to develop their own professional development

1. Reflect on own work practice
2. Demonstrate the development of their own skills and knowledge, including care skills in writing, numbers and information technology
3. Demonstrate their contribution to their development plan
4. Demonstrate ability to work personally with others to support the individual
5. Identify sources of support when conflicts arise with other services or organisations
6. Demonstrate they can work within safe, clear professional boundaries
7. Show they can access and apply additional skills required to perform the specific job role competently

Qualifications: Level 2 Diploma in Health and Social Care (Adults) for England (DIP). This qualification, promotes and cultural by employers, is achieved by a combination of apprenticeship and self directed learning.

Progression: This apprenticeship provides an ideal entry into the occupation and supports progression within the sector.

Industry specific requirements

1. Undertake the Behaviour Checklist and Review Service process, and provide the annual prior to starting
2. The Care Certificate must be achieved as part of the Apprenticeship Standard.

Reference: September 2017

© Crown copyright. All rights reserved. See the information on the back cover of this book for details under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike license.

Independent End-point assessment

- Assessment Plan
- The End-point Assessment Organisation (EPAO) is to be selected by the employer before the apprenticeship starts
- Negotiated prices with an employer must include potential price of any retakes of exams or assessments

Funding

Apprenticeship Funding

In transitional phase = four different funding methods:

- Those on existing frameworks
- Apprentices who started on standards before May 1st 2017
- Levied employers
- Non levy paying employers

Apprenticeship levy

- A levy on UK employers to fund new apprenticeships
- Any UK employer, in any sector, with a **pay bill of more than £3 million** per year is liable to pay the levy
- **0.5% of the pay bill**, paid through PAYE
- **An allowance of £15,000** to offset against levy liability. Not a cash payment and cannot be used to purchase apprenticeship training
- Employers in **England** who pay the levy and are committed to apprenticeship training **will be able to get out more than they pay into the levy**, through a **10% top-up** to their digital accounts

Paying the levy

- Employers will calculate, report and pay their levy to HMRC through the Pay as You Earn (PAYE) process alongside income tax and National Insurance
- Single employers with multiple PAYE schemes will only have one allowance
- Employers who are connected by ownership or control will be allowed to share one allowance
- Employers won't be exempt from the apprenticeship levy if they already pay into an existing levy.
- Where several employers are connected as a group, they will only be able to use one £15,000 levy allowance.

How funds in the account will be calculated

HMRC will use data it already holds about the proportion of each employer's pay bill paid to employees living in England. For example:

- If 100% of pay bill is in England → 100% of levy payment in digital account
- If 80% of pay bill is in England → 80% of levy payment in digital account

Funds expire 24 months after they appear in the employer's digital account unless they are spent on apprenticeship training. This will also apply to any top-ups in their digital account.

Non-levy payers/co-investment

There are two types of employers who will benefit from government support towards the cost of their apprenticeships training:

Employers who haven't paid the levy and want to purchase apprenticeship training from a provider

Levy-paying employers with insufficient funds in their digital account to pay for the cost of training and assessment they wish to purchase

- The **government will pay 90%** of the costs of training and assessment.
- The **employer will be responsible for paying 10%** of the costs.

Small Employers

- Employers with **<50 employees** will have **100%** of the training and assessment costs covered when training a 16-18 year old (or 19-24 year old formerly in care or has a Local Authority ECHP)

Additional support

Additional support 16-18 year olds

Government will pay **£1,000 to employers**, and a further **£1,000 to training providers** if they train a 16-18 year old apprentice

Disadvantaged young people

Government will pay **£1,000 to employers**, and a further **£1,000 to training providers** if they train 19-24 year olds leaving care or who have a Local Authority EHCP

English and maths training

To meet minimum standards of English and maths gov't **pays training providers £471** for each of these qualifications (Level 1 and 2)

Additional learning support

ESFA will pay training providers **up to £150 a month** to support these learners, plus additional costs based on evidenced need

How much does it cost?

- 15 funding bands set the ranges in which government expects the cost of training and assessment for apprenticeships to fall
- Each of the bands will set an upper limit to which government or levy funding can be used to pay for the apprentice's training
- The band will vary according to the level and type of apprenticeship (for example, more expensive, higher quality training is likely to be in a band with a higher limit). From £1,500 to £27,000

What can funds be used for?

➤ Levy & government funds can be used for:

- apprenticeship training & assessment
- against an approved framework or standard
- with an approved apprenticeship training provider & EPAO
- up to the funding band maximum for that apprenticeship

➤ Levy & government funds **cannot** be used for:

- wages
- travel & subsistence costs
- managerial/admin costs
- traineeships
- costs of setting up an apprenticeship

Engaging with employers

Apprenticeship employers video

<https://www.youtube.com/watch?v=R14D1ieLY5M>

The Get In Go Far channel on You Tube has new videos added regularly and you can subscribe to receive update notifications:

<https://www.youtube.com/user/ApprenticeshipsNAS/videos>

Barriers to Apprentice recruitment

- A lack of understanding about how they worked
- Lack of time to find out about them
- No response to their initial enquiries from those asked (including learning providers)
- Lack of framework flexibility – available apprenticeships not right for the business
- No suitable candidates found
- Apprenticeship salaries not competitive
- No entry level positions
- Business not suitable for young people

Reasons to recruit an Apprentice

Improved productivity

- a productive and effective way for any business to grow talent and develop a motivated, skilled and qualified workforce



Fewer skills gaps and lower recruitment costs

- Allows businesses to effectively fill their skill gaps and plan ahead as well as growing their own staff.
- Using the free online jobsite for Apprenticeships - Recruit an Apprentice can also reduce recruitment costs.

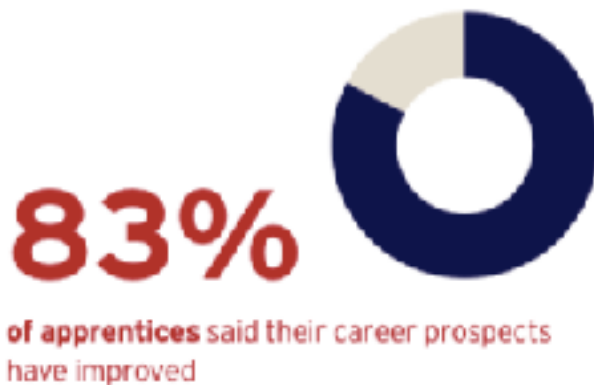
A better return on investment

- Following completion an Apprentice can add around £214/week in productivity gains

Source: English Apprenticeships: Our 2020 Vision, Executive Summary, Dec 2015

Apprentice Benefits

Individual apprentices achieve higher levels of qualification and increase their own employment prospects, productivity and wages.



Apprentices completing a **higher**
apprenticeship could earn

£150,000

more, on average, over their lifetime

Source: English Apprenticeships: Our 2020 Vision, Executive Summary, Dec 2015

Steps to recruit an Apprentice

framework

Find an
or

organisati
standard

on that
for an

offers

apprentic
training f

Advertise
or the

the

chosen
apprentic

apprentic
eship a

what fun
Select an

dings is
apprentic

avail
organisati

on can do
and make

this for
an

Y U
apprentic

eship

agreeme

nt and

apprentic

eship ser

Recruit an

Apprentice - the online service

A free service allowing training organisations and employers to post vacancies to be viewed and applied for by candidates using the **Find an apprenticeship** service

- **free** online tool
- Allows employers to promote their company and vacancies to 1000s of candidates registered on the system.
- Acts as a `shop window` for vacancies.
- Employers can include a link to their own application site - No need to have two application routes.
- Vacancies posted on **Recruit an apprentice** feed into other sites such as Universal Jobmatch, Indeed, The Student Room etc.
- Higher and degree apprenticeships vacancies linked to the UCAS site where there are 1000s of high calibre young people looking for an alternative to university.

A local dimension

At a local level...

- What have you / your organisation done to support employers engage with apprenticeships in recent years?
- What has/hasn't worked well?
- What plans do you have to ensure employers in your local area engage and recruit
- What data and intelligence do you have to support your employer engagement?
- Do you know the colleges and training providers in the local area that offer Apprenticeships
- Apprentices in future and how can we support you with that?

Links and resources

Reading & links

Guide to Apprenticeships: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/662494/Guide-to-Apprenticeships.pdf

Employers Guide to Apprenticeships:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676455/Employer_guide_to_apprenticeships_03.11.2017.pdf

Find apprenticeship training or an organisation that offers training: <https://findapprenticeshiptraining.sfa.bis.gov.uk/>

Reading & links

Apprentice standards – in development & approved: <https://www.instituteforapprenticeships.org/apprenticeship-standards/>

End-point Assessment: <https://www.gov.uk/government/collections/register-of-apprentice-assessment-organisations>

For guidance when supporting diversity in apprenticeships: <http://www.employer-toolkit.org.uk/>

Specific resources and tips of use for public sector orgs: <http://www.learningandwork.org.uk/our-work/work-and-careers/best-practice-in-designing-and-delivering-public-sector-apprenticeship-programmes/>

Reading & links

Policy:

- <https://www.gov.uk/government/publications/apprenticeships-in-england-vision-for-2020>
- <https://www.gov.uk/government/publications/apprenticeship-funding-from-may-2017>

Levy:

- <https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work>
- <https://estimate-my-apprenticeship-funding.sfa.bis.gov.uk>
- <https://www.gov.uk/guidance/manage-apprenticeship-funds>
- <https://www.gov.uk/hmrc-internal-manuals/apprenticeship-levy>

Contact

National Apprenticeship Helpdesk:

nationalhelpdesk@findapprenticeship.service.gov.uk

Telephone: 0800 015 0400