

**Second  
Edition**  
Fully revised and  
updated for 2018



Pearson

# Apprenticeships explained

A guide for employers



A stylized illustration of fish in a blue and yellow background. The fish are made of geometric shapes, with one large blue fish in the foreground and several smaller ones in the background. The background is split into a dark blue area on the left and a yellow area on the right.

# We know apprenticeships

“

Three million more apprenticeships by 2020 means even more life-changing opportunities for our young people. More than that, apprenticeships make sense for business.

We are putting employers at the heart of quality apprenticeships so that young people get the skills they need to succeed.”

Former Business Secretary Sajid Javid, 2016



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# Win-win recruitment strategy



# A win-win recruitment strategy for your business

Quick fact:

Over 250,000

workplaces in England alone offer apprenticeships

Apprenticeships and traineeships help develop a skilled, motivated and qualified workforce. Many businesses are viewing them as vital to their long-term growth and development.

Apprenticeships ensure that your workforce has the practical skills and qualifications your organisation needs now and in the future. The mixture of on and off-the-job learning ensures they learn the skills that work best for your business.

Many employ an entry-level, higher-level or degree apprentice in order to improve the skills base within their business and you could also consider creating apprenticeships programmes to upskill existing staff.

Similarly, traineeships offer the opportunity to build a pool of high-quality future recruits whilst helping young people to take their first steps towards employment or as a stepping stone to an apprenticeship.

With help recruiting and funding available too, taking on an apprentice or trainee is a winning strategy for many UK businesses.

This guide will take you through the process of recruiting apprentices, explain the funding available and recent government changes to apprenticeships in England. It will provide you with all the information you need to develop your own work-based learning recruitment strategy. We'll also explain how Pearson can help you do that.

# At a glance – Why apprenticeships and traineeships make sense for everyone



19%

of advanced apprentices go on to higher education



89%

of employers say apprentices make their businesses more productive



1,300 and growing!

businesses are now involved in designing the new apprenticeship standards



90%

of apprentices stay in employment after finishing their apprenticeship



94%

of employers consider traineeships to be an effective way of increasing young people's chances of finding paid jobs and apprenticeships

Sources: ICM Employers research, 2013; Evaluation of Apprenticeships: Employer survey BIS, December 2014; BIS (2015) Traineeships: First year process evaluation; London: BIS

# The growing economy needs apprentices and trainees – and so does your business

Apprenticeships and traineeships are highly valued in the UK economy and central to future business growth and productivity, which is why the government is planning to increase the number of apprenticeships available.

The demand for apprenticeships is growing too. In fact, the latest figures suggest there are 11 applications for every apprenticeship vacancy!

By the end of 2020, the government hopes to have created 3 million apprenticeships in England, helping more learners find their way into skilled and well-paid employment to boost the economy.



## Apprentices delivered



of net economic benefits  
to UK businesses in  
2012/13

## Demand for apprenticeships is growing too.



In fact, the latest figures  
suggest there are

**11 applications**  
for every apprenticeship  
vacancy!

## By the end of 2020, the government hopes to have created



**3 million**  
apprenticeships in England



# The Manufacturing Technology Centre

Closing the skills gap



“

The facilities at the centre enable us to work with the latest technology and equipment and we get great support and expert advice from the many specialist engineers and industry professionals based here.”

**Kerry Smith**, Level 3 Advanced Apprenticeship in Engineering student



Win-win  
recruitment strategy

## The customer

The Manufacturing Technology Centre (MTC) is part of the High Value Manufacturing Catapult, which is supported by Innovate UK.

The MTC has been established to prove innovative manufacturing processes and technologies in an agile environment in partnership with industry, academia and other institutions.



## The challenge

The UK manufacturing sector has a requirement to redress the high-level skills gaps inhibiting the high-value manufacturing (HVM) sector and to develop the people needed to deliver the technologies of the future.

The MTC is one of seven UK Catapult centres - a network of world-leading centres designed to transform the country's capability for innovation in specific areas and help drive future economic growth.

They are a series of sites where the very best of the UK's businesses, scientists and engineers work side by side on late-stage research and development - transforming high potential ideas into new products and services to generate economic growth.

The challenge was to find the most effective solution to educate and train learners to equip them with the skills needed to help British manufacturing stay globally competitive.

## The solution

The purpose-built Lloyds Bank Advanced Manufacturing Training Centre (AMTC) - based on the Manufacturing Technology Centre (MTC) campus at Ansty Park near Coventry - was specially built to provide premium training for the next generation of engineers and technicians.

Offering opportunities to learn with leading experts and prominent academic partners in manufacturing and engineering, AMTC apprentices - around 40 new apprentices each year - will gain a solid foundation in engineering skills and confidence in areas that underpin high-value manufacturing, focusing on three core disciplines

- ▶ Intelligent automation technology including robots, drives and sensor technology.
- ▶ Computer-aided engineering (CAE) and computer-aided design (CAD) and advanced 3D printing.
- ▶ Metrology - measurement and inspection of materials, products, coordinate measuring machines (CMM) including 3D scanning.

This is backed up by training in project management, team working, and health and safety, which culminates in professional registration with the IMechE as an EngTech.

## The outcomes

The MTC was recently named as one of the top 100 apprenticeship employers in the country, winning praise for its success in tackling the current skills shortage and developing a new generation of engineers with its flagship apprenticeship programme.

Some 22% of MTC employees are currently apprentices, graduates or on sponsored Year in Industry placements, which has qualified the centre for membership of the 5% Club. This demonstrates its commitment to ensuring that at least 5% of its workforce are enrolled on formalised apprentice, sponsored student, or graduate development schemes.

Apprentices at the centre are also gaining accolades for their work. From revamping mini cars for an 'Italian Job' race through Europe, to a project to design a habitation module for manufacturing on the Moon; AMTC's apprentice engineers are showcasing their skills in fun tasks that demonstrate just how diverse, creative and rewarding engineering can be.

## The people

Kerry Smith is in her second year of the Level 3 Advanced Apprenticeship in Engineering.

Having moved from retail and deciding university wasn't for her, she's had plenty of insight into the diversity of engineering. She is currently working on the 'Manufacturing on the Moon' competition.

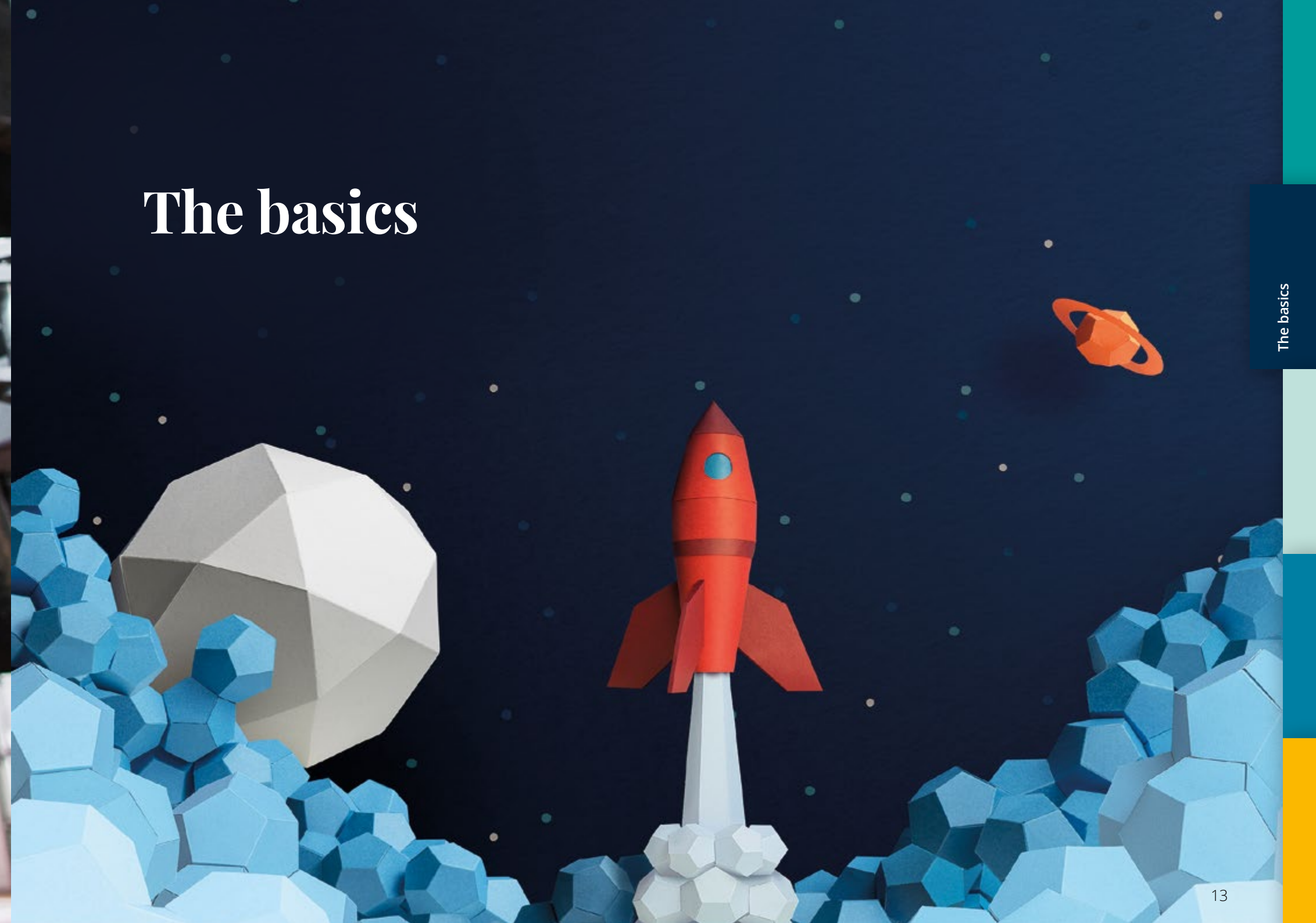
"You gain so much more by doing an apprenticeship than just by studying," said Kerry. "You get a hands-on experience that you need for a successful career in engineering and you're able to develop a lot quicker because you're learning the practical skills needed by this industry."

"The facilities at the centre enable us to work with the latest technology and equipment and we get great support and expert advice from the many specialist engineers and industry professionals based here," she said. "This helps us expand our own knowledge and confidence."





# The basics





# The basics

## What is an apprenticeship?

When people think of apprenticeships they tend to think of electricians, plumbers, car mechanics and hairdressers – all learning a trade. This is true, but apprenticeships can be used to train and develop people in almost any business or sector and now cover more than 1500 job roles from hospitality services to childcare, retail banking and dental nursing. They are available across a number of different levels of role: from apprenticeships for new starters to higher and degree apprenticeships.

An apprenticeship is on-the-job training available to those aged 16 and over. Apprenticeships usually last between 12 to 18 months. Depending on the sector and level, some can last up to four years.

Throughout the time of the apprenticeship, an apprentice is trained and guided towards a skilled role within a business, often with the help of a training provider so they gain industry knowledge and the skills required to do the job. The skills, knowledge and behaviour apprentices need to develop for a job role are defined by either framework from the old system or an apprenticeship standard under the new system. Apprentices can be new recruits or come from within your existing workforce.

## What is a traineeship?

A traineeship is an education and training programme with work experience that is focused on giving young people the skills and experience that employers are looking for.

Designed to help young people aged 16 to 24 who don't yet have the appropriate skills or experience, traineeships provide the essential work preparation training, English, maths and work experience needed to secure an apprenticeship or employment.

## Apprentice or graduate?

Apprenticeships and traineeships have come a long way and there are now a huge variety on offer compared to ten years ago, making them even more appealing to today's students.

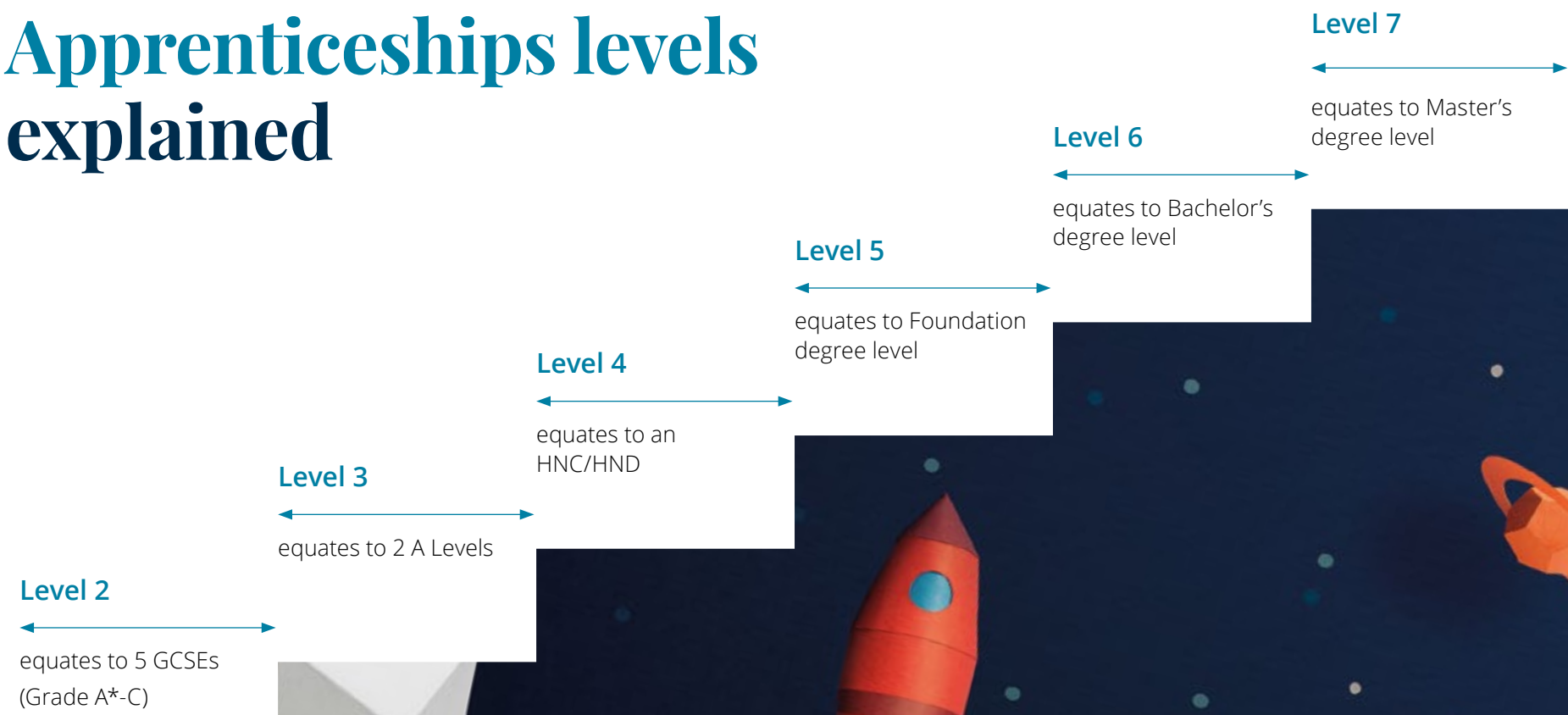
As tuition fees make studying as an undergraduate a less appealing option for some, apprenticeships can let students go straight into their chosen career and start earning whilst learning.

Although graduate recruitment remains more robust than the general employment market, there is still a 19% unemployment rate for graduates two years out of university and a 7% rate for those who graduated between two and four years ago. Businesses who employ graduates are also finding that many move on from roles before having the opportunity to fulfil their potential.

Many employers see apprenticeships as a way to ensure that they do not lose out on any talent that cannot afford to go to university, as well as broaden the diversity of their workforces.

Fast food provider McDonald's captured this sentiment, telling the Institute of Directors' annual conference: "We need to acknowledge that the road many young people take today may not be the one we took. We need to remove the snobbery that does down workplace learning. For many put off by high fees, this could and should be the route they take. Universities are getting more competitive and expensive... Work-based training can be a fine option for young people to consider." Jill McDonald (former CEO of McDonald's)

# Apprenticeships levels explained



## A qualification for every level

Anyone over 16 in employment can do an apprenticeship, progressing directly from their GCSE. 19-24 year olds can also do a traineeship and progress onto an apprenticeship, into work or further study, including a Higher Apprenticeship.



# Back to business

## how apprenticeships have changed in England

### Why was reform necessary?

Apprenticeship reform was needed as a key measure to address the changing skills landscape. The annual CBI/Pearson Education and Skills Survey (started in 2008) tracks the shift away from low-skilled jobs towards high-skilled jobs (managerial, professional and associate professional roles) as well as the difficulties faced by employers needing to recruit staff with STEM skills and knowledge.

Over the last decade, the number of firms reporting difficulty recruiting STEM skills has remained consistently around the 40-45% mark, while the overall figure of businesses not confident there will be enough people available in the future with the skills to fill their high-skilled jobs reached a new high (69%) in 2016.

The main change for employers has been how apprenticeships are created and funded. Learning providers (mainly local colleges and private training providers) and employers now work closely together to develop new standards. If your annual pay bill is more than £3 million, you will also have to contribute a 0.5% levy which will go towards funding apprenticeships in the UK. You will receive a £15,000 allowance to offset against your payment.

### What are Trailblazer groups?

The most critical and far-reaching of the reforms was to put business, rather than Further Education, in charge of developing new apprenticeship syllabuses and assessment criteria - now known as 'standards' and 'assessment plans' as opposed to the gradually outgoing 'SASE frameworks'. Where students may once have elected certain pathways within a framework to specialise within a more general career, now there will be a single standard per occupation.

New standards are created by volunteer groups of at least 10 different employers within a sector, known as trailblazer groups, who together decide upon the core knowledge, skills and behaviours (KSBs) needed for mastery of a particular occupation. They also design an 'end point assessment' that will demonstrate that mastery has been achieved.

For more information on funding your apprenticeship programme & the apprenticeship levy please see [page 22](#)

### From youth scheme to quality professional development

While many will argue that apprenticeships have never only been for young school-leavers with a less-academic focus, the reform of the system has meant a change in mindset about the scope and scale of apprenticeships. Running from Level 2 to a Level 7, they are equally available for low-skill and high-skill occupations, with an increasing number of degree-level apprenticeships making inroads into traditionally Higher Education territory. This makes them a great tool to develop in-house talent pipelines as well as entry level workers.

Whatever your business - there is almost certainly an apprenticeship route under the new system that will work for you.

# Live outside England?

Apprenticeships schemes in Scotland and Wales are managed slightly differently to England. Scottish businesses should contact **0800 783 6000** for help and advice on Scottish Modern Apprenticeships or go to **[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)**

For Welsh businesses, if you're interested in finding out more about taking on an apprentice and the benefits they can bring, contact the Business Wales Helpline on **03000 603000** or email: **[businesssupport@wales.gsi.gov.uk](mailto:businesssupport@wales.gsi.gov.uk)**

Pearson support the development of Scottish and Welsh apprenticeships - contact us for no obligation chat on **0844 576 0045**.



# Planning your programme





# Planning your programme

How to create a thriving learning and development strategy that works for your business

Apprenticeships are a great way for employers to fill in skill gaps and it is absolutely vital to put the time into defining how you want your programme to benefit your business and employees. When starting a new apprenticeship or traineeship programme there are various crucial elements that all contribute to a successful programme.





# Making the most of the levy

In order to achieve an ambitious target of 3 million new apprenticeship starts in 2020, the Government introduced the Apprenticeship Levy in April 2017. Levy payers receive a 10% top-up from the government to help fund their apprenticeship programmes. For SMEs, this proportion is inverse. Employers contribute 10% of the cost of funding, and the government will top up the remaining 90% up to the funding band maximum.



### The Apprenticeship Levy - Q&A

► **What is the Levy?**  
The Levy was introduced in April 2017 as a way of ring-fencing money in large organisations to be spent on apprenticeship training. This supports the government's commitment to ensuring 3 million new apprenticeship starts in 2020.

► **Why was the Levy brought in?**  
Apprenticeships are a key plank of the government's skills strategy and the Levy was introduced in to help achieve the ambitious target of 3 million new high-quality apprenticeships.

► **Who has to pay it?**  
It is paid by large organisations with a paybill of over £3 million a year, affecting less than 2% of UK employers.

► **How much is it?**  
0.5% of your pay bill - offset by an annual allowance of £15,000.

# Your partnership options

Employers now have the power to take control over selecting the right training provider for them. There is a new Digital Apprenticeship Service (DAS) that helps you search for and select a training provider.

It's possible you could have many apprentices taking different apprenticeship frameworks and standards. It's up to you which provider you want to train each of your apprentices. For example - you might want to select one provider for your business administration apprentices and another for your engineering apprentices.

#### Option 1

### Partnering with a training provider

Use a training provider to deliver all training

**What's involved**

- Find a provider through recommendations, existing relationships or the ESFA website.
- Training providers can help identify where apprenticeships fit into your workforce strategy.
- Negotiate a price for training within the relevant apprenticeship funding band and create a contract.
- Create a plan for 20% off-the-job training.
- Get your provider to help you find an end-point assessment organisation.
- They can also help you recruit apprentices through their networks, including schools and colleges.
- Your training provider accesses your levy funding directly from the ESFA.

**Did you know?**  
you can include training delivered outside of working hours, as long as time off in lieu is given

#### Option 2

### Do it yourself

Create your own in-house training programme

**What's involved**

- Invest in people, resources and facilities - a significant up-front cost that should pay off in the long run.
- Have a long-term apprenticeships growth plan that justifies doing your own training.
- Apply to be on the Register of Apprenticeship Training Providers (RoATP).
- Find an end-point assessment organisation to do your EPA.
- Get on top of funding rules and processes - they're entirely your responsibility.
- You can provide off-the-job training for other organisation's apprentices and receive funding for this.
- Ofsted will inspect you to check your delivery is up to scratch.

**Did you know?**  
you cannot use distance learning as the sole off-the-job training method

#### Option 3

### Pick and mix

Combine internal and external training

**What's involved**

- A lot of management and coordination! This approach might justify additional apprenticeships management headcount.
- This approach is for organisations with large and mature apprenticeship programmes, who are in the refining and improving phase of development.
- Identify where internal training capabilities could be better met by the specialism of a training provider.
- Really being on top of funding rules and processes - you will now be managing two different ways of doing things.

**Did you know?**  
you can deliver 20% off-the-job training at any point of the apprenticeship



# Recruiting and supporting apprentices

## Recruitment

Apprenticeships are a great way for employers to ‘grow their own’ talent. They also provide an excellent route for young people to enter the labour market when starting out in their careers. There are many ways of recruiting an apprentice and the route you take will depend on the age of the apprentice you are looking to recruit. You could:

- ▶ Advertise and recruit in the same way you would any employee
- ▶ Liaise with the Government-sponsored ‘Get in go far’ apprenticeship support site (England only)
- ▶ Recruit directly from schools/colleges - this is a good way to attract high quality candidates. You could run information stands at open days, attend parent evenings and invite young people to visit your company.
- ▶ Use your training partners to help you recruit
- ▶ Use appropriate websites and social media including local networks and career fairs

Remember that apprentices can come from within your own organisation as well so ‘recruitment’ in this sense might be from within your existing internal workforce.

“

We need to acknowledge that the road many young people take today may not be the one we took. For many put off by high fees, this could and should be the route they take. Work-based training can be a fine option for young people to consider.”

Jill McDonald (former CEO of McDonald’s)

## Support

Supporting your apprentice(s) is vital in making your programme successful, they can’t be forgotten about once employed. There are many ways of ensuring your apprentice is getting the support he/she needs:

- ▶ Shadowing other colleagues - this opens the apprentice up to a different part of the business and contributes to their 20% off-the-job
- ▶ Apprentice lunches - meeting up with other apprentices and talking to each other about factors of working life
- ▶ Weekly one to ones - with either a line manager or mentor just to ensure they are keeping up with work and don’t have any struggles they wish to share
- ▶ 20% off-the-job - let them be off the job, either at college or working from home to make sure they are focusing on something other than their work
- ▶ Training sessions - listening to someone who has been in the role they are trying to learn

Having a great support network within your apprenticeship programme is key in helping your apprentice(s) perform to the best of their ability, helping not only themselves to grow but also your business.

# Making 20% off-the-job work



## What is off-the-job training?

According to the definition provided in the Funding Rules for Training Providers May 2017 to March 2018: “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 an 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.”

## Why is there a 20% off-the-job training rule?

The government believes that ensuring a substantial component of the apprenticeship is given over to off-the-job training is the best way to safeguard the quality of the apprenticeship. While learning skills on the job is no doubt essential in any profession, combining this with broader learning about the occupation offers deeper understanding and knowledge, skills and behaviours that are transferable to other businesses, while allowing the apprentice to bring that knowledge back into your organisation during their period of employment.

There is good precedent for this. Other countries with high-performing and well established apprenticeship systems also split the apprentice’s time between work and vocational school - often to a much greater degree than in England. In France for example, it is 50/50. In the Netherlands between 20-40%. Employers delivering the new apprenticeships need to give their apprentices off-the-job training for at least 20% of their employed time. The good news is that this training programme can be designed to best suit your business and industry.

Some examples of 20% off-the-job training include:

- ▶ Day release at college/training provider premises
- ▶ Mandatory induction courses (health and safety, building procedures, introduction to office life...)
- ▶ Research via the internet
- ▶ Reading resources
- ▶ Shadowing another department or colleague
- ▶ Diary entries (logbooks)
- ▶ Tasks set by tutor / mentor / line manager

These are just a few of the tasks that could contribute towards your apprentices 20% off-the-job training. Evidence that these activities took place needs to be provided and is usually gathered in a portfolio. By having a portfolio, the apprentice is able to upload and monitor what they are doing for their 20% off-the-job training. Evidence could be in the following formats:

- ▶ Essay
- ▶ Collage (Images, screenshots, quote blocks)
- ▶ Certificates (Proof of courses completed)
- ▶ Timeline
- ▶ Diary entries

Pearson have a range of resources all covering 20% off-the-job and the confusion surrounding it. We also answer a lot of frequently asked questions in our webinars, however if you have a question that you feel has not been answered, please feel free to ask!

# End-point assessment

End point assessment (EPA) is the final assessment for an apprentice to ensure that they are able to do the job they have been training for. EPA is separate to any qualifications and assessments that the apprentice does during the on-programme stage of their apprenticeship.

EPA replaces continuous assessment as the method of determining whether an apprentice has developed the appropriate knowledge, skills and behaviours necessary for the job. This final assessment is external, carried out independently to ensure impartiality within the testing but also to assess if the apprentice's skills are transferable across the wider industry. Additionally, where a professional body has recognised the apprenticeship standard, the apprentice will gain professional accreditation/ membership on completion of the end-point assessment.

All new apprenticeships are required to have an EPA that is carried out by an independent body. Apprentices must pass the EPA in order to achieve an apprenticeship certificate.

There are many possible elements to an EPA which are laid out in the assessment plan that comes with each standard:

- ▶ Professional discussion
- ▶ Practical observation
- ▶ Employer reference
- ▶ Multiple-choice test
- ▶ Knowledge test
- ▶ Portfolio based interview
- ▶ Project presentation

Sometimes apprentices must submit a diary of work that they have completed, a portfolio record of their work projects or prepare a presentation showcase of their work to a panel of experts. The assessments chosen reflect the type of work undertaken and can simulate what happens in the real workplace.

## How do I prepare to EPA?

Between your training provider and end-point assessment organisation, you should receive online and print resources, such as checklists and practice papers to help both you and your apprentice prepare for the assessment. You should work with your providers to receive these support materials as early as possible to give your apprentice the best possible start.

## Who pays for EPA and how much does it cost?

At present, the training provider pays for it with the levy funds they receive from the employer but this may change in the long term, as plans for it to be managed through the apprenticeship system come into effect. The cost can vary depending on the type of assessment (an online test is cheaper to manage than a observation) but the recommendation is that EPA should not exceed 20% of the funding band for each apprenticeship.







# The Co-operative Group

Working with employers to champion every apprentice

We work directly with employers to ensure their apprenticeship schemes are mutually beneficial for employers and learners. Many employers recognise that investing in their staff from day one can deliver a significant return on investment..

In this case study, we look at the work we have done with The Co-operative Group (or Co-op), to develop an apprenticeship scheme that revolves around its commitment to championing staff at all levels.

The Co-op Group is one of the world's largest member-owned co-operatives. It is the UK's fifth largest food retailer, with 2800 stores. It is also the UK's number one funeral services provider, a major general insurer and a legal services business. In addition, it owns a minority shareholding in The Co-op Bank and operates a joint venture in the travel industry with Thomas Cook.

The Co-op employs nearly 70,000 people across its business portfolio. Central to its values is a desire to generate benefits for members, customers, staff and the wider community. One of its fundamental principles relates to the education and training of staff, so it's no surprise that the Co-op has an effective and supportive apprenticeship programme.



“

There are great options for anyone who comes out of school or university – apprentices in many fields are now progressing quickly and earning good salaries. Most of the people I’m speaking to now are thinking along similar lines.”

Lloyd Thomas, Apprenticeship Manager at The Co-op



## Taking the lead to create rewarding apprenticeships

The Co-op believes that investing in apprenticeships is good for business, and since 2011 they have taken on over 3000 apprentices. They have all been paid the standard rate for the role they are training for (rather than the national minimum apprenticeship wage), and been offered the same employee benefits as those received by full-time employees.

The Co-op’s apprenticeship manager, Lloyd Thomas, is also chair of the retail Trailblazer group. This group works with awarding organisations, including Pearson, to address the challenge of providing relevant apprenticeship courses to the retail industry, in line with new industry-led regulatory standards.

## Developing the potential in every apprentice

The Co-op has worked with Pearson since 2011 to provide a first-class apprenticeship programme that develops the skills apprentices need to meet the Co-op’s business requirements.

With the support of the retail sector skills council (People 1st), learndirect and EDI (which is now a fully

integrated part of Pearson), the Co-op devised Level 2 qualifications for funeral arrangers and funeral service operatives, and a Level 3 qualification for funeral directors.

The Co-op also introduced a Level 2 food retail programme, which enables apprentices to progress to Levels 3 and 4. This programme provides apprentices with the opportunity to continually build on their existing skills, creating a pathway to managerial roles.

## Changing the apprenticeship landscape with professional development for all staff members

The Co-op’s Funeralcare programme has been so successful that every new Funeralcare employee is now placed into one of its apprenticeship levels. The Co-op signed up its 1500th Funeralcare apprentice in early 2016, and its 500th successful apprenticeship completion is also on the horizon.

The Co-op is currently working with Pearson to provide a Level 2 business admin qualification for its apprentices. Since April 2016, the Co-op has been integrating new apprenticeship courses into its offering that have been developed under the new Trailblazer standards.

By implementing the new standards as part of its ongoing commitment to providing a first-class apprenticeship programme, the Co-op remains ahead of the curve. Placing employee development at the forefront of their business strategy means that the Co-op can rest assured that they have a well-trained workforce – one that has been assessed carefully using end-point assessment, and supported with firm quality assurance guidelines in mind.

## Investing in nationwide apprenticeship development

In addition to his role with the Co-op, Lloyd is one of a group of employer representatives who offer their valuable perspectives on apprenticeships as part of Pearson’s advisory board, which looks closely at the wider agenda around supporting and developing apprenticeships and apprentices.

“We are beginning to change the perception of apprenticeships,” says Lloyd. “There are great options for anyone who comes out of school or university – apprentices in many fields are now progressing quickly and earning good salaries. Most of the people I’m speaking to now are thinking along similar lines.”





## Types of apprenticeships





# Types of apprenticeships

## The move from frameworks to standards

Older apprenticeships use a framework (called SASE frameworks) to ensure quality of delivery. New apprenticeship standards are now replacing the old SASE frameworks.

These new standards will:

- ▶ define an apprenticeship that lasts a minimum of 12 months
- ▶ be linked to a specific occupational level
- ▶ respond to employers' needs, ensuring that apprenticeships are high quality and rigorous and develop the knowledge, skills and behaviour required for a specific job role
- ▶ be designed to prepare the apprentice for the (newly introduced) end-point assessment.

The standards are being created by groups of employers or 'trailblazer groups'. Not all occupations have new standards yet but many are imminent.

## Higher & degree apprenticeships

Degree apprenticeships help businesses recruit graduates before they start their degree. These higher level qualifications offer many benefits to both employers and apprentices.

### Higher apprenticeships

Backed by major government investment, the higher apprenticeship is a direct response to employer demand for candidates with higher level skills. Higher apprenticeships could combine respected BTEC Higher Nationals, BTEC professional qualifications as well as on-the-job training and industry endorsement from employers, leaders and professional bodies.

They offer a clear path to employment and a practical route to higher education qualifications. Some higher apprenticeships can be equivalent to a foundation degree and above.

## Degree apprenticeships

Degree apprenticeships are innovative new qualifications that bring together the best of higher education and real world experience.

Pearson College London offers a range of three year degree apprenticeship programmes including the BBC Degree Apprenticeship, Rotational Degree Apprenticeship and the Chartered Manager Degree Apprenticeship, and actively work with industry to design bespoke degree apprenticeship programmes to meet individual training and development requirements.

[www.pearsoncollegelondon.ac.uk](http://www.pearsoncollegelondon.ac.uk)



# Apprenticeships for existing employees

## Invest in your biggest asset - people

Offering an apprenticeship to an existing member of staff shows that you see them as an integral part of your workforce and are happy to invest in their future by giving them additional training.

Employees who take apprenticeships are more likely to come back to your business with fresh insight having spent time learning and studying the industry off-the-job.

## Why have existing staff members on apprenticeships?

Providing your current employees, who already have a grasp of your business, with the much needed skills you need to grow, makes business sense. Firstly, you cut out the process of finding someone well-suited for your organisation and job role. But most importantly, investing in your employees will enhance job satisfaction, and therefore create an efficient, motivated and committed workforce, all of which will help with the long-term development, productivity and retention rates of your organisation

Apprenticeships could be an alternative, highly accessible and affordable means of training within your workplace.







# Babcock International

Customised apprenticeships to fill the skills gap

We work closely with training providers to help them identify skills gaps, and develop customised programmes to fill them. Our flexible approach enables them to create sector-specific apprenticeship solutions.

In this case study, we look at how we collaborated with Babcock International Group to develop tailored apprenticeship programmes for their clients.

Babcock is a world-class engineering, training and technical support services company. They help thousands of organisations, across a wide array of disciplines, to get the best out of their employees.

From training RAF pilots, retailers and drivers to fire fighters, scientists and motor mechanics, Babcock's experience, insight and commitment to quality make it a trusted partner for many leading organisations in the UK.

In February 2016, Babcock was awarded the prestigious Training Partner of the Year award at the Semta Annual Skills Awards.

## Creating tailored training solutions

Babcock works with Pearson across a range of sectors, including hospitality and retail, adult care and childcare, and business administration and management. The challenge is to find the right people to fill the available roles and skills gaps within each sector.



Pearson and Babcock have developed a strategic partnership to ensure the programmes continue to match the demands of the apprenticeship market, and we intend to continue this close collaboration as the market evolves and the new apprenticeship standards become established.



## A simplified recruitment process for employers and apprentices

Each programme we create is tailored to the individual business, which improves the outcome for employers and learners. While employers get the skills and resources they need, learners are able to advance in their training and progress in their careers. Babcock has also made higher apprenticeships a part of its solution, enabling them to extend their apprenticeship offering from Levels 2 and 3 to Levels 4 and 5.

Pearson and Babcock have developed a strategic partnership to ensure the programmes continue to match the demands of the apprenticeship market, and we intend to continue this close collaboration as the market evolves and the new apprenticeship standards become established.

The customised nature of Babcock's apprenticeship programmes means that the outcome is different for every client. Here are two examples from Babcock's major clients, to help illustrate how tailor-made solutions have led to business success.

### Example 1:

Babcock has provided a national apprenticeship solution to Asda, one of the UK's largest supermarket retailers, since May 2013, supporting over 8,400 Asda apprentices since the launch, with more than 30 job-specific pathways available. This means that Asda's employees benefit from tailored training wherever they work in the business.

The apprenticeship programme has achieved a range of return-on-investment measures. It is operating above the national average in terms of success rates and is having a positive impact on learner progression with many progressing from a L2 to a L3 qualification.

The partnership between Asda and Babcock has received a number of awards including the Scottish Training Federation's Large Employer of the Year 2014 and Success in Partnership 2015 awards, recognising the strength of the model.



### Example 2:

Babcock developed the Marriott Culinary Apprenticeship Academy with Marriott Hotels, a partnership that has gone from strength to strength in its 15 years. The academy aims to develop the technical skills of young professional chefs, and supports increases in professional standards, teamwork and staff retention.

The academy offers masterclasses, classroom-based workshops, market supplier visits and competitions, all of which are carefully designed to build each apprentice's technical knowledge and professional skills.

Chef apprentices from Marriott Hotels join apprentices from all over the UK to attend the academy, allowing each apprentice to benefit from effective peer-to-peer support.

The Marriott Culinary Apprenticeship Academy first launched in 2012 with 16 apprentices, and has been so successful that, for the 2015/16 cohort, it created over 40 vacancies – all of which have been filled.





## How we can help





# We know apprenticeships

Design, develop and deliver an apprenticeship programme tailored to your business with Pearson.

Investing in people is the key to growing your business. And apprenticeships can be a very cost-effective way to bring new skills and talent to your workforce.

From understanding the new world of apprenticeships and building a programme around engaging content that supports off-the-job learning, to end-point assessment, we can help.

We know the challenges and opportunities of apprenticeships from our experience supporting employers with theirs, whilst also growing our own employee apprenticeship programme. We've used this insight to develop our end-to-end range of services that can help you get the skills your workforce needs through apprenticeships.



## Business challenge #1 - *Kate*

"I'm an HR Manager, tasked with getting apprenticeships off the ground since the levy came in. There's so much to understand and I don't have the time to do the research needed to put together a plan.

I need to understand how the levy works and what we can spend it on, as well as where apprentices should fit into our workforce, how to find them and who trains and assesses them. I've been approached by training providers, who have been helpful, but I felt they were steering me towards their services.

What I'm after is information and guidance from a source that's credible and independent. Government info is independent but lacks the context I need to translate it to my company. Once I have a handle on things I can make more of an informed decision about planning a programme and who we'll work with to deliver it."







## Why choose Pearson?

### Programme design and delivery tailored to your organisation

- ▶ We work with private and public sector employers from a wide range of industries, from the MOD to major corporations, to design their apprenticeship programmes and deliver their off-the-job training; so we know each organisation's needs are unique and one size does not fit all.
- ▶ We have delivery capability from entry-level professions all the way up to degree apprenticeships and are experienced in large-scale programmes comprising several different apprenticeships.

### Apprenticeship content that engages and inspires apprentices

- ▶ Our expertise is in developing content for job-focused learning contexts, from learners taking our vocational BTEC qualifications to degree apprentices studying at Pearson College.
- ▶ Our apprenticeship learning content is mapped to standards and provided through a digital platform, giving apprentices flexibility with off-the-job learning; plus we offer a wide range of qualifications, developed in consultation with industry, that support apprentices' learning.

### An end-point assessment service that embeds planning and dedicated support from the start

- ▶ As an ESFA-approved end-point assessment organisation, we put EPA at the heart of apprenticeship planning, embedding regular touchpoints with employers and training providers to ensure apprentices are fully prepared for their assessments.
- ▶ In designing and delivering EPA for over a thousand apprentices annually, we draw on our extensive experience and expertise in assessments for job-focused learning.

# Training delivery

We work with private and public sector employers from a wide range of industries to design apprenticeship programmes and deliver off-the-job training.

### Pearson TQ

We provide an end-to-end fully managed apprenticeship service. Covering a full service of design and delivery of apprenticeship programmes to your organisation. Pearson TQ works closely with employers to take full advantage of the apprenticeship levy; maximising your investment, enriching existing talent and shaping new employees from day one.

Our managed apprenticeship service is tailored to the specific needs and corporate strategy of each organisation. We're able to provide a blended learning approach, designed to suit both the learner and the organisational environment.

Learn more on **page 48** or at **pearsontq.com**

### Pearson College

At Pearson College London, our mission is to ensure that businesses of the future have a talented, trained and capable workforce. We work hand in hand with you to support with attracting, training and retaining the best people. Our unique position as part of the only FTSE 100 company offering degrees in the UK means that we are able to connect classroom with industry like no other.

If you are an employer who considers people as your best resource, our offer is designed to help support your business through a range of initiatives from industry feedback schemes through to Degree Apprenticeships.

Learn more at **www.pearsoncollegelondon.ac.uk**



### Business challenge #2 - Joe

"I head up apprenticeships, which we've run for years, but the reforms have made my job more complicated. The levy is not too much of a headache, as it's mainly a Finance issue, but 20% off-the-job and EPA are taking some getting used to.

We need to get both 100% right for the sake of our apprentices. Reliable information and guidance around these requirements would be invaluable. Training providers are supporting the 20% off the job training element but we still have to think about scheduling apprentices' time and consider programme design and content.

We're a bit nervous about EPA, as we're not sure when we need to start planning it and which EPAO to work with. Transitioning to the new standards is also a challenge, as we can only move when they're available and new programmes need learning content that works for off-the-job training, so we're talking about programme redesign."

# On-programme learning content

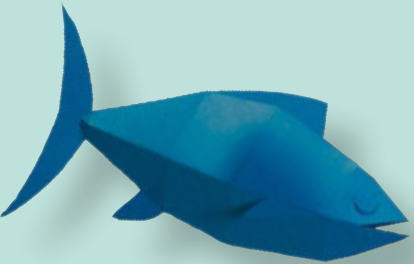
Your apprenticeship programme will be unique: no other business will have the same set-up and needs as yours. To this end, we provide a diverse range of options to suit your requirements for the on-programme part of your apprenticeships, drawing on extensive experience of developing content for work-focused learning situations.

### Digital learning content:

- ▶ We are continually developing dynamic learning content aligned to apprenticeship standards to provide to apprentices through our digital platform, bringing flexibility to their off-the-job training and delivering an engaging and stimulating learning experience.

### Qualifications:

- ▶ Technical qualifications that fulfill the mandatory qualification requirements outlined in some apprenticeship standards.
- ▶ Vocational qualifications with relevant job-focused content can also be used to support apprentices's learning, even where these are not a mandatory part of the standards.
- ▶ Functional Skills qualifications in English and mathematics, required to evidence competency for apprentices who do not have the necessary GCSE grades.





# End-point assessment

End-point assessment (EPA) is the final stage of the apprentice's learning journey. It is a synoptic assessment that evaluates the skills, knowledge and behaviours the apprentice has developed through their apprenticeship. We work closely with employers and training providers to plan, design and deliver end-point assessments that help apprentices successfully complete their apprenticeships.

**We provide a step-by-step process to support your organisation, line managers and training providers in preparing for end-point assessment.**

This involves:

- ▶ An end-point assessment service delivery contract.
- ▶ Access to a dedicated Account Manager as a single point of contact.
- ▶ Monthly touch-points for EPA planning starting at least five months prior to the estimated EPA delivery date.
- ▶ A Countdown to EPA service that is tailored to each individual standard.
- ▶ An EPA delivery management team to ensure a high-quality service delivery that is consistent and reliable.
- ▶ Trained and occupationally competent assessors, carefully chosen and vetted to meet Pearson's quality standards.
- ▶ Detailed verbal and written feedback on each assessment completed.
- ▶ Re-assessment service.
- ▶ Certification claim from the ESFA.
- ▶ Data and management reporting on an annual basis to inform continuous improvement.

## Learn more about apprenticeships

We provide a wealth of useful information and help online for businesses. Take part in or watch a Pearson Insight webinar, download one of our useful topic guides or sign up for more information on funding and apprenticeships standards development.

[quals.pearson.com/apprenticeships](https://quals.pearson.com/apprenticeships)

## Get in touch to talk to us about your needs

Arrange to speak to one of our consultants about how we can support you with your apprenticeships programme.

Call us now on **0845 630 6666** or email [employerenquiries@pearson.com](mailto:employerenquiries@pearson.com)



# Tottenham Hotspur Foundation and Hertford Regional College

How bespoke Higher National qualifications can work for you:

By developing a Higher National qualification that will be nationally and internationally recognised, you will be fostering the most relevant talent to meet your company's skills plan, and supporting succession planning.

Higher National Certificates and Diplomas (HNCs and HNDs) are Ofqual regulated qualifications that are mapped to the Framework for Higher Education Qualifications.



In this case study, we look at the bespoke higher national qualifications we have created with the Tottenham Hotspur Foundation and Hertford Regional College to widen participation in higher education for young people from North London. In particular, the area around Tottenham Hotspur's new stadium regeneration scheme.

The Tottenham Hotspur Foundation prides itself on creating opportunities that change the lives of those living in its local communities and around the world. Their higher education provision was launched in 2010 and offers students the opportunity to gain higher level study and professional skills within a Premier League football club environment.

The Club's official charitable body works with a wide range of age groups from primary school children and their parents, to older people living in sheltered accommodation, with education and employment opportunities at the heart of what they do. The Employment and Skills team works with local people to develop vocational skills, gain work experience and access local job opportunities.

“

Commissioning a BTEC Higher National qualification allowed the Tottenham Hotspur Foundation and Hertford Regional College to address skill shortages in the sector”



Hertford Regional College (HRC) is a medium sized General Further Education college with the development of employability skills and vocational expertise at the heart of all of its provision.

The college's 'Destination Curriculum' strategy focuses on preparing students at all levels for successful careers. The college is committed to raising aspiration and expectations for all its students. HRC has a growing portfolio of higher education courses designed in collaboration with employers and industry professionals. 94.8% of students on these programmes progress to employment or further study.

## The project

In the summer of 2016, Hertford Regional College and the Tottenham Hotspur Foundation commissioned the development of bespoke Pearson SRF Higher National qualifications in Event and Stadium Management.

The Higher Nationals focus on the operations management of internationally renowned sports stadia. They embrace all of the diverse aspects of event management within the environment of a modern 21st century stadium, and the knowledge and skills required to work within an elite and professional event management organisation.

Students will attend face to face delivery of lectures, seminars and tutorials over three days per week. They will also participate in work placements at their stadium that average 4 hours per week over 23 weeks, including merchandise sales, hospitality and catering, VIP support, stewarding and crowd management. Work placements will occur on match and non-match days.

Commissioning a BTEC Higher National qualification allowed the Tottenham Hotspur Foundation and Hertford Regional College to address skill shortages in the sector by delivering the most relevant content, tailored to the needs of employers. This is a good example of how technical professional educational needs can be met by bespoke higher nationals, particularly if any employers are looking to provide training at level 4 or 5 to meet the requirements of the apprenticeship levy. It really demonstrates the impact of what can be accomplished when employers and local colleges work in collaboration to widen participation in higher education.

These new BTEC Higher National qualifications will be launched in September 2017, and a Higher National Diploma qualification holder may progress into Honours Degree top up programmes.



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# Looking for a training partner to help you set up your levy-funded apprenticeship programme?

Pearson TQ's managed apprenticeships service provides tailor-made training for employers.

To fully understand your training needs, we'll carry out in-depth consultations and design the perfect programme for your on-the-job learners.

Our expertise can help you set up your levy funded programmes, manage regulatory requirements and get the most from the new levy.

We also deliver effective and engaging training by drawing on our unrivalled range of resources to help your learners reach their full potential.

We've developed our apprenticeships in collaboration with employers, combining on- and off-the-job training to equip learners with the skills for a career in a range of sectors.

We have **success rates** on one of our newest apprenticeship contracts **by 26%** in under 8 months.

*In our work with the British Army, we have so far designed and delivered apprenticeship training schemes for over 4700 soldiers.*

We deliver and assess over **25 apprenticeship frameworks**, including functional skills, to learners across the UK.

To learn more, email [tqenquiries@pearson.com](mailto:tqenquiries@pearson.com) or visit [pearson.com/tq](https://pearson.com/tq)



## Functional Skills

As part of our apprenticeship offering we design and deliver fully customised functional skills training in English, maths and IT. Our programmes are proven to improve learner outcomes.

From content and delivery to assessment and accreditation, all aspects of your programme will be designed according to the needs of your learners and institution.

**94%** Functional skills pass rate on one of the contracts we deliver is 94%, > 20% above the national average.

Every year we teach Level 1 and Level 2 functional skills to over 8000 learners.







## Find out how we can provide the right work-based training solution for you



### For further information and support:

To find out more about apprenticeships qualifications from Pearson visit:  
[qualifications.pearson.com/apprenticeships](https://qualifications.pearson.com/apprenticeships)

### Employers:

Call: **0844 576 0045\***

Email: [employerenquiries@pearson.com](mailto:employerenquiries@pearson.com)

\* Calls cost up to 3p per minute plus your phone company's access charge

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# ALWAYS LEARNING

