

Next apprenticeship phase: compliance

NELP AGM

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Apprenticeships: a new phase of compliance



Audit

All looking at
assessment...
at the start



Inspection



Value for money



ESFA: Accounting for prior learning (whole new section in funding rules)

P.197 “Funds must not be used to pay for training for **skills, knowledge and behaviours** already attained by the apprentice. **We may take action to recover apprenticeship funding where this happens.**”

P.198 Providers “must account for prior learning when negotiating a price”

P.199 If apprens don’t need 20% off-the-job for at least a year they are ineligible

P.200 Providers must assess prior learning before starting and quantify it

P.201 In prior learning, you must include “work experience, particularly where the apprentice is an existing employee”

P.202 The initial assessment must be documented in the evidence pack

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IfA: Prior learning and price (whole new agency)

In July the IfA Approval & Funding Committee “flagged concerns about how best to ensure that prices for apprenticeship training were being appropriately adjusted to take account of prior learning.”

They “agreed that the following standards [redacted] would be flagged to DfE to consider how they and the Education and Skills Funding Agency should monitor whether this is happening.”

Currently, more than 95% of starts have a price that is equal to the funding maximum - which clearly exposes a problem with existing employees.

Pretty clear many providers are likely to be breaking the funding rules

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Ofsted: Evaluation and progress (whole new approach to standards)

“Because most apprenticeship standards have no qualifications, inspectors and providers must be clear about the different ways of measuring achievement.”

“Providers need to evaluate what apprentices know about, and can do, when they start their apprenticeship...This approach sets a ‘baseline’ for providers, employers and apprentices...They need to measure the apprentice’s progress against the knowledge, skills and behaviours set out in the standard and assessment plan.

“Providers will need to check how they **record progress**. If the tools and software they use only focus on qualifications, they may need to find other methods to measure evidence of the standard specific knowledge, skills and behaviours.”

<https://educationinspection.blog.gov.uk/2018/07/20/chris-jones-hmi-specialist-adviser-for-apprenticeships-on-recording-the-progress-that-apprentices-make/>

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Ofsted: Evaluation and progress (insufficient progress)

Peacocks Stores: “Store managers have not designed learning programmes to meet individual apprentices’ needs. Store managers do not identify apprentices’ existing vocational skills and knowledge. Consequently, they do not plan an individual programme that challenges apprentices to make the progress they should. Store managers do not set milestones against which to measure the progress their apprentices are making in preparation for their end-point assessment. “

Coventry College: “Since the college merger, leaders have overseen the introduction and development of revised cross-college learner and apprenticeship tracking systems. As a result, information derived from these systems about learners’ and apprentices’ progress is not consistently informative or insightful.”

BPP University: “Assessors accurately identify the starting points of apprentices, and draw up a suitable gap analysis, identifying and prioritising areas of development”...but...“Leaders and managers do not have access to timely, accurate or reliable data on apprentices’ progress”

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Ofsted: Off-the-job compliance

16 providers banned from new starts, all with a common theme. Some examples:

Mitre: “apprentices do not complete enough off-the-job training. Most of the training they complete in their own time and not during their working hours as required”

Ensis Solutions: “Although leaders and managers plan the required hours for off-the-job training carefully, the amount of time that apprentices spend training off the job during working hours varies across employers”

BPP: “Leaders and managers do not ensure that all employers provide sufficient off-the-job study time to apprentices”

GTG Training: “The planning of on-the-job training for automotive standards is incomplete.”

Securitas: “Most apprentices do not receive their full entitlement of off-the-job training”

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ESFA: Off-the-job compliance

Funding rules 2018/19: “If planned off-the-job training is unable to take place as scheduled, you and the employer must ensure this is re-arranged so that the full complement of training set out in the commitment statement can still be delivered. All off-the-job training must take place during paid hours.”

Audit checks

2iii) Employment hours

Employers must confirm the hours worked per week or the agreed average weekly hours, including time spent on off-the-job training. All apprenticeship activity must be within paid hours.

3xi) Off-the-job training

“The evidence pack must contain details of how the 20% off the job training will be quantified and delivered.”

6ii) Learning activity

“The learner’s continued participation in learning (including English and maths) is confirmed by evidence of learning activity from the start date of each aim up to the learning actual end date or to date, as applicable.”

<https://www.gov.uk/government/publications/sfa-financial-assurance-funding-assurance-review-programmes-FM36>

Four strands to evidence requirement:

1. Calculated
2. Timetabled
3. Monitoring delivery of timetable
4. Was 20% threshold met at point of entry into Gateway or end of framework

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A few thoughts for debate

Important to comply and not complain about compliance rules (not a good look)

It is public money, and doubled since 2010

Off-the-job training statutory requirement in paid hours is what makes apprenticeships special. Use the 'entitlement' as a selling point

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