Provider Readiness Report

PRACTICAL INSIGHTS AND GUIDANCE

FOR DELIVERING APPRENTICESHIP STANDARDS

Housing / Property

Leading Partner:

association of employment
and learning providers

Strategic Partners:

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The Strategic Development Network

A°C Association of Colleges
Promoting, Representing, Supporting,

COLLABGROUP
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Skills & Standards

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FAB Federation of
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Provider Readiness Report – Housing/Property Assistant, Housing/Property Management, Senior Housing/Property Management (Levels 2, 3 & 4)

Introduction:

Provider Readiness Reports are delivery guidance documents for an apprenticeship standard. They are created by training providers (including colleges, independent training providers, higher education institutions and others). The reports provide practical insights and guidance to help with planning for delivery and in negotiations with employers. They will help providers make decisions about the commitment of time and other resources required to train apprentices to meet the requirements of the new standards.

Please note that this PRG report covers three Standards.

Standard	Link to Standards: Housing/ Property Assistant – Level 2 Housing/ Property Management – Level 3 Senior Housing/ Property Management – Level 4
Assessment Plan (end-point)	**Link to Assessment Plans** : Housing/ Property Assistant – Level 2 Housing/ Property Management – Level 3 Senior Housing/ Property Management – Level 4
Employers involved with development of standard for all Housing/ Property Standards: **Housing/Property Assistant – Level 2** **Housing/Property Management – Level 3** **Senior Housing/ Property Management – Level 4**	Led by organisations including: Aspire Housing Ltd; Spectrum Housing Group Ltd; Your Housing Group; Rendall and Ritner Limited; Coast & Country Housing Ltd; St Basil's; B3 Living Ltd; Crosby Housing Association Ltd; Genesis Housing Association Ltd; Innisfree Housing Association; Darlington Housing Group; The Guinness Partnership; Chartered Institute of Housing; Institute of Residential Property Management Ltd; Sovereign Housing; Barnet Housing; Family Mosaic Community Housing Group; New Charter Group; Association of Registered Letting Agents; National Housing Federation; Affinity; and Sutton Group.
SASE Overlap	Intermediate and Advanced Level Apprenticeship in Housing (England) No existing Level 4 framework
Mandatory Qualification(s) on standard	There are no mandatory qualifications in the Housing/ Property Standards with the exception of English and maths.
Recommended qualification(s) suggested by trailblazer group in assessment plan	The employer group has not specifically named the qualifications it recommends but does make reference to there being appropriate qualifications.
Maximum Core Government Contribution (CGC) , subject to employer contribution (15/16 & 16/17)	Level 2 £2,000 maximum CGC, subject to employer £1,000 contribution. Level 3 £6,000 maximum CGC, subject to employer £3,000 contribution. Level 4 £6,000 maximum CGC, subject to employer £3,000 contribution. The price of on-programme training and end-point assessment is subject to employer/provider negotiation and may be higher or lower than combined values above; where higher the maximum

	CGC remains the same and the employer would need to pay the difference in full. The employer may be eligible for incentive payments, which they can use as they wish. See current funding rules for further guidance.
Anticipated Volume	Moderate with potential for high The existing Levels 2 and 3 frameworks are most relevant to Housing Associations. The new standards also encompass the requirements of Private Property Management employers. This means the new standards have more capacity to engage a wider cohort when taking account of affordable housing and private sectors. The Level 4 standard is new for the sector (there is no comparative framework) therefore also presents a new opportunity for progression for existing staff and recruitment of new staff into management roles from a non-housing background.
Level	Housing/ Property Assistant – Level 2 Housing/ Property Management – Level 3 Senior Housing/ Property Management – Level 4
English and Maths Requirements	For Level 2 apprenticeships, apprentices must achieve Level 1 English and maths and take the test for Level 2 prior to taking their end-point assessment. For Level 3 to 7 apprenticeships, apprentices must achieve Level 2 English and maths prior to taking their end-point assessment. Apprentices must start English and maths at Level 2, unless the provider has conducted a formal, recognised assessment, which demonstrates they need to study at Level 1 first in order to successfully achieve their Level 2. SFA provides a flat rate for English and maths up to Level 2 as part of an approved apprenticeship standard. Employers will not need to make an employer contribution. See current funding rules for further guidance.
End-point Assessment Methods	Housing/ Property Management Assistant • Assessment of case study and portfolio • Interview/Viva to inform/confirm final assessment outcome Housing/ Property Management • Work-based project • Interview/Viva to inform/confirm final assessment outcome Senior Housing/ Property Management • Work-based project • Interview/Viva to inform/confirm final assessment outcome

Supporting information and Glossary of Terms

Assessment Role	Notes
Employer	Supports the apprentice in the workplace, may provide training, coaching or mentoring.
Training Provider	Employers wishing to access funding must appoint an SFA approved lead provider via the Register of Training Organisations (ROTO) https://www.gov.uk/government/publications/register-of-training-organisations Employers may choose to engage with one or more providers to deliver the on programme training. Providers wishing to deliver on-programme delivery must registered and be approved on the, Register of Apprenticeship Training Providers (RoATP). Also providers who wish to deliver to employers without a digital account, must register and be approved on the Invitation to Tender (ITT). Please follow the link for further information. https://www.gov.uk/government/collections/register-of-apprenticeship-training-providers
End-point Assessment Organisation	Employers must select an end-point assessment organisation from the SFA Register of Apprentice Assessment Organisations (RoAAO), approved to deliver this particular standard: https://www.gov.uk/government/publications/register-of-apprentice-assessment-organisations

Term	General Definition within Trailblazers
On-Programme	This is the period from start until the end-point assessment gateway is met. Apprentices require a minimum period of 12 months on-programme training, with 20% off-the-job training prior to taking the end-point assessment to meet funding eligibility requirements. This period will include training to develop the skills, knowledge and behaviours detailed on the standard and completion of any mandated qualifications, including English and maths where required. Preparation for the end-point assessment should be completed in this phase. This is the area of significant interest for apprenticeship training providers.
Gateway	Any requirements that must be completed/achieved as a pre-requisite to undertaking the end-point assessment are termed the gateway. For example English and maths minimum requirements. The gateway components are therefore the key outputs of the on-programme training period. **For all three standards;** • English and maths minimum requirements • Completion of portfolio
Trainer	The term 'trainer' is commonly used in relation to roles within the on-programme period. A trainer may be appointed by the employer or training providers to deliver some or all parts of the on-programme phase of training. This includes delivering any mandated qualifications, preparation for the end-

	point assessment and all gateway components. The trainer has no status within the end-point assessment, unless specifically referenced and approved within the assessment plan (for example being a signatory to a portfolio or a panel interview). *The terminology used with this standard is:* *Training Provider*
Independent Assessor	Individuals involved in administering and delivering the end-point assessment are commonly termed the assessor, end-point assessor or independent assessor and must be appointed by an approved end-point assessment organisation. *The terminology used within this standard:* *Assessment Organisations/ Assessor*

Suggested themes	Considerations / Implications for delivery	Resources
On programme components: *to develop the skills, knowledge and behaviours detailed on the standard and to prepare apprentices for end-point assessment*	It will include training to develop the skills, knowledge and behaviours (SKB) detailed in the standard, including English and maths where required. Preparation for the End-point Assessment (EPA) should be completed in this phase. The importance of a robust initial assessment and information, advice and guidance remains high. Accredited on-programme delivery. The professional qualifications for these standards are optional. Assessment can be related to real life tasks, rather than being academic. The assessment plan makes reference to a range of suitable qualifications but does not specify which these are. The Provider Readiness group (PRG) members have identified the following qualifications for consideration by employers. It must be noted that there may be other relevant qualifications: • Level 2 Certificate in Housing Practice – offered by a number of awarding organisations • Level 3 Certificate in Housing Practice – offered by a number of housing organisations • Level 4 Certificate in Housing – offered by the Chartered Institute of Housing (CIH) • CIH have two qualifications for the Private Residential Sector • Level 2 Award in Letting and Managing Residential Property • Level 3 Certificate in Letting and Managing Residential Property – in development • Non-accredited on-programme delivery The flexibility to deliver non-accredited training and assessment is implicit in these standards, where the employer requires this option. There is a need for providers to build a robust ILP that progresses the learner towards end-point assessment, taking into account the grading structure. This needs to clearly identify any delivery being undertaken by the employer and how progress will be tracked and by whom. The standard provides a good structure on which to build, with clearly identified skills, knowledge and behaviours. There is reference to a portfolio being developed on-programme and assessed at the end-	The Standards The Assessment Plans SFA funding guidance Apprenticeship Standards Quality Statement Embedded functional skills materials Future Apprenticeships Toolkit

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	point. The guidance for employer groups states 'A portfolio of work is not a method in itself but can be included in conjunction with another method of assessment such as an interview about the portfolio. The portfolio can be collected during apprenticeship but should not have been formally assessed on-programme.' The requirement for English and maths remains broadly consistent with current requirements. Requirements for safeguarding, Prevent etc. are covered within the requirements of the existing Ofsted Common Inspection Framework which should remain a constant reference for on-programme delivery for both frameworks and standards. Progression: • Successful Level 4 apprentices will be able to progress to relevant Level 5 qualifications that leads to chartered membership of (CIH). The employer group has also confirmed it intends to develop a Level 5 Apprenticeship. • Successful Level 3 apprentices may want to specialise in a specific area and there are a number of qualifications that they can undertake to support this e.g. Level 3 Certificate in supporting homeless people. • Successful Level 2 apprentices may want to move on to become housing officers. The contextualised nature of the standards for the sector is considered to be positive. The standards highlight progression routes within the sector. It is important for providers to understand the transferable nature of the skills, knowledge and behaviours (SKB) into other sectors, and higher level qualifications.	
Delivery models/ Infrastructure: *the drive towards effective competence-based and situational training*	It is not the place of a PRG to dictate or even recommend particular models of delivery as this should remain flexible to individual providers addressing the needs of the employers they work with, and also their own internal capability. Services to support employers to deliver the workplace element of the apprenticeship would be similar for both social housing and the private property sector, although additional training or qualifications would differ. Framework apprentices tend to work only in one part of the Housing/ Property business. The standard requires greater breadth to gain experience across housing/property management. This section therefore poses questions that should be considered in delivery model	The Standard Assessment Plan The Employer Brief (under development) to accompany the plan will provide a description of high level learning outcomes to support employers and providers to prepare apprentices for assessment.

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	planning:	
	- Where qualifications (other than English & maths) are not used, do staff have the skill set to design and deliver potentially varied high quality on-programme activity that meets the needs of employers and the apprentice? - What are the implications on caseloads? How many different models can we realistically deliver at a cost that is acceptable to the employer and factors in economies of scale within our own organisation? - If the employer elects to deliver some/all of the on-programme content, have we developed models that are flexible enough to accommodate this? - Where an employer chooses to deliver, how can we best support them to ensure the apprentice is making progress towards a successful end-point assessment? - Do we have engagement with assessment organisation(s) on the register to ensure we have a good working knowledge of the expectations of end-point assessment and its relevance to on-programme content? - Have we got or are we developing a good blended model of delivery that offers flexibility? - Would delivering without qualifications provide an opportunity for those apprentices who struggle with the formality of qualification structure and expectations? - How can we ensure our internal quality assurance policies and processes are robust and not reliant on external verification? - Are there implications for the effectiveness of existing e-portfolio solutions?	
Resources: *materials/ resources/ equipment*	No specialist equipment is needed to deliver these standards. The requirement to design resources will be determined by the route the employer chooses to take for on-programme delivery for this standard; 1) Utilise existing qualifications 2) Deliver without qualifications In the case of 1) resources used will need to align to the requirements of the qualification. In the case of 2) a period of design will be needed for the programme which may result in the requirement for additional resources to be developed. It is worth noting the existing frameworks are focused on public sector housing as opposed to the private sector. The creation of the pathway for housing/ property specialists has resulted in the development of a standard that covers both. This means,	

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	that even if a provider is delivering public sector housing apprenticeships against the existing framework, the current resources may not be suitable for a private sector employer. A further consideration is that the contextualised nature of this standard will require the provider to agree the relevant sector or internal company resources with the employer. This is likely to be the case, even if the employer has determined that they can deliver a proportion of the apprenticeship on-programme learning in-house. There is a requirement to develop additional resources for business development/ employer engagement staff on all facets of the reforms, alongside the models of delivery and associated pricing to support them to fulfil their role.	
Staffing: *Staff qualifications and skills needed*	A good level of occupational competence and effective teaching, training and assessment skills remains central to the delivery of the standards. Skills or knowledge development will depend on the current experience of delivery staff. This is particularly relevant when looking at the new Level 4 standard, as staff may not have delivered at this level. The following are for consideration: - Is the emphasis in the current delivery model on assessment? Does the new approach result in a need to develop teaching/ training skills? - Do staff have the skills to design a curriculum offer without some/all of the existing qualifications in the framework? - Is there a requirement to upskill employers in their ability to mentor apprentices; particularly if they have decided to deliver a proportion of the training in-house? - If a provider intends to grow their provision to meet the needs of the private sector, does this require additional staff/additional skills? - On-programme training provider delivery staff will require CPD to understand the requirements of the end-point assessment (including grading), to ensure they are confident to undertake formative assessment of an apprentice's progression towards the end assessment gateway. - What are the implications of the skills and staffing of those responsible for internal quality assurance (such as internal verifiers) under the reforms? How can providers' respond, from a quality assurance perspective, to delivery models that may or may not include the housing qualifications? - Are individual learning plans used in a meaningful way that will allow tracking of on programme activity where the provider is not necessarily delivering all	

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	elements? Business Development/Employer Engagement: The capacity to negotiate pricing and delivery models may result in a change to a provider's structure, staffing or skills in this area as it will fundamentally alter the way in which contracts are determined and require a level of commercial acumen that may not be the norm. The following questions are for consideration: • How will staff need to alter their approach and develop their skill set if delivery fees are not already charged to meet this need? • If business development is within the remit of trainers/ assessors, is this sustainable in the long run with an increased expectation? • Are business development staff aligned to the housing sector in a way that would enable them to knowledgably agree the programme of delivery with an employer? • Is there a need to utilise housing occupational specialists to support business development staff during the reforms transition?	
Costing: *costs associated with the resources*	A key short term action for providers of these standards will be to determine the cost of their provision from learner recruitment through to certification against the new standard, to allow them to build up suitable pricing models. Independent assessment organisations are yet to publish their costings. However those listed on the register are open to discussing their progress in developing their offer. The CIH has discussed indicative costs with the PRG for the standards and there is an intention to work closely with them to develop their approach to end-point assessment. There is concern amongst the PRG members that the approach to EPA is very similar for Levels 2, 3 and 4 yet the funding cap is significantly different. This raises concerns about the financial viability of the standard allocated to the lower cap and may result in a reluctance to move to the new standards. The cost of qualifications that can be delivered during on-programme activity will remain a discussion between the provider and awarding body, as it is currently.	SFA funding guidance

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Marketing/ Communication: *promoting the offer to Employers/ Apprentices*	A national employer launch took place in Parliament in March 2016. Further awareness raising though sector conferences is also planned. **Employers:** • Start to discuss the implications of the levy with existing and potential future employers. The information is clearer for levy payers but less well defined for non-levy payers. Prepare resources that support staff to respond effectively to queries, and discuss future options proactively with employers. • Targeted campaign activity for private sector housing if this is a growth area within provider geographic footprint. • Use the period of time of parallel running to work with existing clients to determine possible models of delivery. **Apprentices/Schools:** • Standards provide a useful start point for marketing materials to apprentices without the need to develop these – they are clearer and more concise than the existing framework and as a result are more accessible to the audience.	BIS/NAS materials
End-point Assessment:	At the time of writing (March 16), independent assessment organisations are developing their approach to EPA for these standards. For example, CIH has engaged the PRG to ensure their input is factored into their development plans. Work is being done by CIH to provide a cost and examples of project tasks for each level including details of how an apprentice would achieve the pass and distinction grades. This will be available by the end of March 2016. A recommendation is expected between the apprentice, employer and training provider, in consultation with the independent assessment organisation, about when to progress to the EPA. A question remains about how and when the independent assessment organisation is engaged in the wider process after initially contracting with the lead provider. It is the employer's decision which assessment organisation to use from those on the register. The employer will select the provider(s) needed to deliver the apprenticeship training and end-point assessment for the apprenticeship, also appointing a lead provider to co-ordinate the whole training programme. The lead provider is responsible for co-ordinating with the other chosen providers to	Assessment Plan RoAAO

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	ensure the successful delivery of the apprenticeship training and the end-point assessment.	

The PRG members have recognised the importance of understanding the end assessment process, product, and mark scheme for effective delivery to take place. This includes how this to be standardised across different independent assessment organisations.

Considerations for providers:

- Do staff understand the implications of end-point assessment under the reforms?
- Do employers understand the implications of end-point assessment under the reforms as the choice of the assessment organisation is ultimately with them?
- Can we estimate a cost for EPA to factor into the initial discussions and contracts?
- What are the implications of the proposed grading?
- When an assessment organisation has interpreted the assessment plan, how do we ensure our design and delivery of the curriculum is reflective of this?

Membership of the relevant professional body at the appropriate level is an outcome of a successful end-point assessment for the apprentice. Details are provided in each of the Standards for both Housing and Property. Agreement to pay for the apprentice's membership as an outcome of successful completion of the apprenticeship is a consideration when discussing arrangements with the employer (this is not eligible for co-funding).

For example:

- Completion of the Level 3 and Level 4 apprenticeships leads to Certified Practitioner Membership of CIH, Level 2 apprentices would qualify to be members of CIH.
- Learners taking CIH qualifications qualify for free student membership of CIH for the duration of their programme.
- Private Sector - Foundation level with Institute of Residential Property Managers at the end of year 1 and associate level at the end of year 2. Costs would be expected to be covered by employer.

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Managing relationships with Employer and Apprentices: *Employer/ Provider/ Apprentice Contracts*	There is an opportunity to engage Housing Associations and Private Property Organisations over the coming months to explore how they see the apprenticeship being delivered and to inform provider models. Communication of the levy presents an opportunity to open dialogue with the larger organisations to which the new standards are relevant. Providers will need to develop a new approach to contracting with employers which encompasses the price, delivery expectations of both parties and specifics such as payment for retakes (see funding guide for further information). Information concerning the EPA and agreed assessment organisation will also need to be included.	SFA funding guidance
Sub-Contracting relationships: *Lead provider role and potential for collaboration on apprenticeship delivery*	Whilst sub-contracting will remain during the trial funding period, the PRG recognises that clarity is needed from policy makers on the future of sub-contracting for apprenticeships beyond 2016/2017.	SFA funding guidance