

EXPLORING DELIVERY IN APPRENTICESHIP STANDARDS

**OUTSTANDING TEACHING, LEARNING
& ASSESSMENT PROGRAMME**

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Introduction

Foreword

The Education and Training Foundation (ETF) is the government backed, sector-owned national professional development body for the further education and training sector. Our role is to support the continuing transformation of our technical and vocational education system by developing world-class leaders, teachers and trainers, leading to ever-improving learner outcomes, a more highly skilled workforce for employers, and a stronger economy, country and society.

Outstanding Teaching, Learning and Assessment (OTLA) is one of the ETF's flagship programmes, and includes training courses, collaborative projects and our regional Professional Exchanges. Our collaborative projects aim to improve teaching, learning and assessment by giving practitioners the time and space to explore solutions to the challenges they face.

ETF seeks to act as a catalyst for change within the sector we serve, with the purpose of increasing learner satisfaction and attainment. As part of that role we are committed to supporting the sector's workforce to understand and deliver outstanding apprenticeships.

Apprenticeship standards are fundamentally different from apprenticeship frameworks and are bringing significant changes for providers. Many of the new elements introduced through the apprenticeship reforms are starting to become embedded in provider practice. Employer-led design, end-point assessment and grading are developing as important features of apprenticeships.

This toolkit has been created through the collaborative research of hundreds of practitioner colleagues from across the apprenticeship sector. It is the first attempt at defining and understanding what the sector means by "outstanding" teaching, learning and assessment for apprenticeship standards. We applaud their pioneering efforts and their willingness to present their work to the wider sector. We look forward to working with and for the sector as apprenticeship standards become an important and outstanding contributor to our nations skills needs.

This strand of OTLA has been managed by the Strategic Development Network (SDN), who have also edited this toolkit.



Acknowledgments:

We would like to thank all those who contributed to the collaborative projects. We would also like to thank members of our Research Group (Paul Granger – Institute of Education (UCL), Teresa Frith – Association of Colleges, Kathryn Gundal (Head of Quality) – Remit Group, Linda Simpson (OTLA Associate) and Julie Gibbings-Garrett (Head of Teaching, Learning and Assessment) – The Education and Training Foundation) for their guidance and feedback.

Introduction (CONTINUED)

How to use

The first two sections of this toolkit introduces you to the research programme and gives a short introduction to apprenticeship standards.

We've then included a summary of the emerging lessons and effective practice from across the ten projects.

In the body of this toolkit you'll find a two-page entry for each of the ten projects set out as follows:

- A description of the practical outputs that the project produced.
- You can download and use any of the outputs freely in your own work on apprenticeships. Use the links to the outputs or clickable paperclips to download them.

We recommend your spend time with each of the projects and think about how their research findings and practical outputs could help you face your own challenges in your context.

- Links to other relevant external resources.
- Case studies with:
 - The context for the project and the partners who were involved.
 - How the project fits in the overall apprenticeship standards journey.
 - The research questions that were investigated and the key lessons learned by the project.

- The five extension projects are projects 01 – 05.

As well as the two-page original entry, each one has an additional page describing and sharing the outputs and outcomes of the extension.

To access the full functionality of this PDF, please view via Acrobat Reader. Acrobat Reader is often standard software on most computers, but can also be downloaded easily, free of charge, from <https://get.adobe.com/uk/reader>



Introduction (CONTINUED)

Outstanding Teaching, Learning and Assessment (OTLA) of apprenticeship standards

The objectives were to identify, explore and disseminate, through ten practitioner-led collaborative projects:

- 1 effective approaches to teaching, training and assessment in the delivery of apprenticeship standards
- 2 effective approaches to the development of staff who deliver apprenticeship standards
- 3 effective practice in the delivery of apprenticeships

The projects have focused on the development of high-quality teaching, training and assessment so that apprentices achieve the levels of knowledge, skills and behaviours needed for successful independent end-point assessment. These collaborative projects have allowed providers to explore what works and how best to build skill and confidence in the delivery of apprenticeship standards.



Introduction (CONTINUED)

Professional standards

Throughout, the projects have drawn on the ETF's Professional Standards.

They were developed in consultation with practitioners and providers from across the sector and define common expectations that teachers and trainers are reflective and enquiring practitioners who think critically about their own educational assumptions, values and practice, and who draw on relevant research as part of evidence-based practice.

[More details about the Professional Standards can be found here.](#)

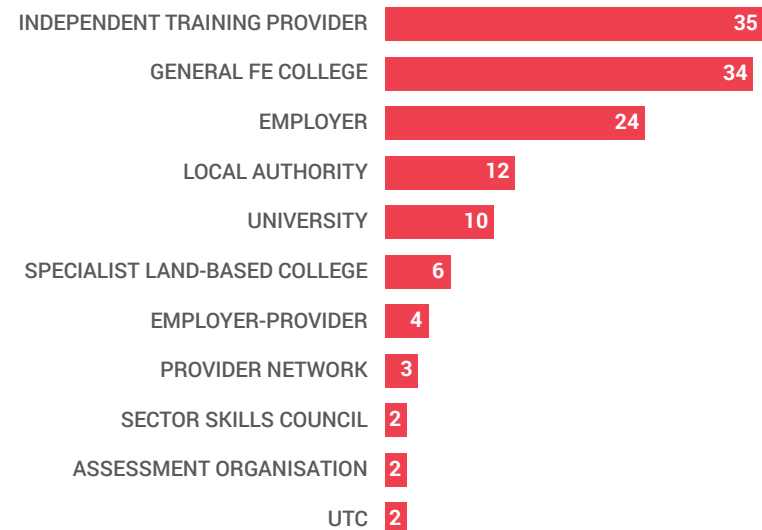


Diversity of the apprenticeship sector

Through the introduction of standards, new types of apprenticeships are emerging, and new types of apprenticeship providers are getting involved with many universities and employer-providers adding to the rich mix of FE college independent, local authority and third sector provision.

The programme sought to explore as many possible contexts as it could, and tried to, as far as it could, reflect the new diversity of the apprenticeship sector.

Across the ten projects more than 134 organisations participated in the research, learning from their collaborative experiences and producing the practical outputs contained in this toolkit.



Introduction (CONTINUED)

The projects

The projects whose work is highlighted in this toolkit have spent the last year as pioneers, beginning the exploration of what outstanding means in practice.

It's still early days and we want to encourage you to dip into their work and consider how it can be applied in your context to improve your apprenticeships and to work towards outstanding delivery.

Project Extensions

| LEAD PARTNER | ORGANISATION TYPE | PROJECT THEME |
|--|-----------------------------------|---|
| Aim Awards | End-point assessment organisation | Effective preparation and delivery of end-point assessment |
| Derbyshire Adult Community Education Service | Local Authority Provider | Effective mentoring support in the workplace |
| Profile Development and Training/KATO | Independent Provider | Induction: Designing and mapping on and off-the-job training with the employer |
| West Yorkshire Learning Providers (WYLP) | Independent Provider | Effective training planning with the employer |
| ZHQ Ltd | Independent Provider | Effective curriculum design with the employer, in the context of the workplace and job role |

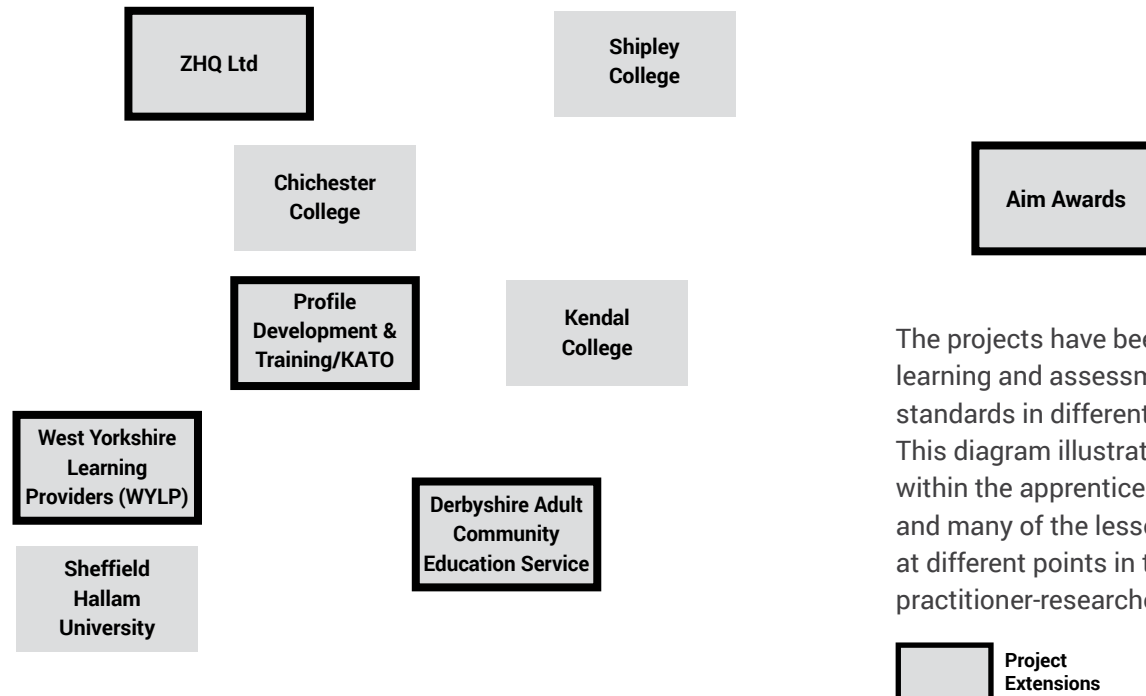
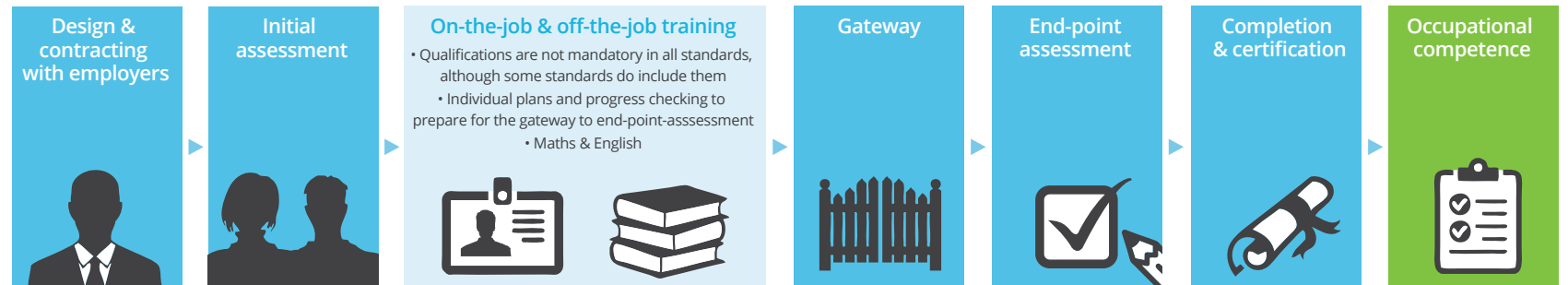
Introduction (CONTINUED)

The projects

| Phase 1 only | | |
|-----------------------------|-------------------|--|
| LEAD PARTNER | ORGANISATION TYPE | PROJECT THEME |
| Chichester College | FE College | Developing the apprentice's behaviours and mindset |
| Kendal College | FE College | On-programme assessment to develop professional skills and behaviours |
| Plumpton College | FE College | Development of contextualised English and maths with the employer and its impact on pedagogy |
| Sheffield Hallam University | University | Co-creating the curriculum – vocational and academic synergy for work-place support |
| Shipley College | FE College | Monitoring and assessing the progress of apprentices |

Apprenticeship Standards

How the projects fit with the apprenticeship journey



The projects have been exploring what outstanding teaching learning and assessment might mean in delivering apprenticeship standards in different parts of the new apprenticeship journey. This diagram illustrates the areas of focus for each project within the apprenticeship journey for standards. It's not precise and many of the lessons learned by the project are applicable at different points in the journey. It offers a feel for where the practitioner-researchers have concentrated their projects.



Apprenticeship Standards (CONTINUED)

Key pillars of the reform

Starting with the Richard Review in 2012, apprenticeships in England have undergone significant reform and change, including:

- Employer-designed standards and assessment plans.
- Independent end-point assessment (EPA) with grading.
- A new funding system for larger employers (apprenticeship levy) and SMEs (5% contribution).
- Greater emphasis on the employer’s role in training planning, delivery and preparation for EPA.
- New sector governance structure and systems, including the Institute for Apprenticeship and Technical Education.

What it means for apprenticeship trainers:

Apprenticeship providers delivering training need to:

- Confirm that an apprenticeship is the most appropriate training for every individual through robust induction.
- Work closely with employers to design and deliver training.
- Design and conduct training (both on and off-the-job) to develop apprentice knowledge, skills and behaviours in line with the standard, to develop their skills in a real work environment.
- Support apprentices to obtain and increase their level of English and mathematics.
- Support apprentices to meet the requirements of the gateway and prepares them for the end-point assessment.

Apprenticeship Standards (CONTINUED)

The new journey / key terminology / roles

APPRENTICESHIP STRUCTURE / KEY DOCUMENTS

| | |
|-------------------------|--|
| Standards | Apprenticeship standards are developed by employer groups. The standards are concise documents which outline what an apprentice will be doing and the knowledge, skills and behaviours required of them, by job role. This, along with the end-point assessment plan, forms the foundation from which training providers develop their curriculum. |
| Assessment plans | Each apprenticeship standard has an end-point assessment plan produced by the employer group. This outlines the methodology for the end-assessment, criteria for grading and how each aspect of the apprenticeship will be assessed by independent End-point Assessment Organisations. |

ELEMENTS OF THE APPRENTICESHIP

| | |
|-----------------------------|--|
| On-programme | This is the period from start until the end-point assessment gateway is met. Apprentices must receive a minimum period of 12 months on-programme training, with 20% off-the-job training. It will include training to develop the skills, knowledge and behaviours detailed in 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. |
| Gateway | Any requirements that must be completed / achieved as a pre-requisite to undertaking the end-point assessment are termed the gateway. For example, maths and English minimum requirements. Gateway components are the key outputs of the on-programme training period. The trainer and the employer must be confident that the apprentice is fully competent and can meet any of the potential assessment criteria for skills, knowledge or behaviours. |
| End-point assessment | Apprentices are assessed and graded at the end of their apprenticeship an ESFA End-point Assessment Organisation. Training providers will have a pivotal role to play in preparing the apprentice for end-point assessment. |

ROLES

| | |
|-----------------------------|--|
| 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 provider 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 is not involved in the end-point assessment. |
| Independent assessor | End-point or independent assessors appointed by an approved end point assessment organisation to carry out the end-point assessment and reach a graded judgement about the apprentices' competence. |

Summary – Emerging Effective Practice

Although the design of apprenticeship standards has been ongoing for several years, the delivery of apprenticeship standards for training providers is still new, with many only now starting to make the transition.

This programme has created a first ‘line in the sand’ in starting to identify what outstanding teaching, learning and assessment means in the context of apprenticeship standards. The key findings are set out below.

The extension sought to uncover and build on this evidence base. Extension findings are shown in bold.

INDUCTION WITH THE EMPLOYER

- The apprentice’s job specification needs to reflect the knowledge, skills and behaviours set out in the standard. **Aligning workplace appraisals with apprenticeship progression reviews is also a helpful process.**
- The employer needs to have a full understanding (and commitment to) the KSBs in the standard, the assessment plan, and off-the-job training. **Gaining commitment from senior leadership and reinforcing this with HR and managers / mentors is key.**
- The employer needs to clearly understand the commitment statement and their role in the programme of learning. **Employers value guidance setting out what needs to be in place at different stages of the apprenticeship journey and their role at each stage.**

INDUCTION WITH THE EMPLOYER (CONTINUED)

- It is important that the employer has identified relevant staff to support the apprentice in the workplace, including their line manager. A mentor can also be an important support role e.g. a former apprentice. This was reinforced in the extension research.
- **Setting out the requirements of the gateway and end-point assessment to both the apprentice and employer at the start is really important, so there are clear expectations right from the beginning.**
- **Using the toolkit, developed by the group, has proved to be an effective tool in guiding employers through the recruitment, set-up and induction of the apprentice and laying a strong foundation. Knowing when and how to use this has been really important:**
 1. **Initial meetings between the Business Development team of the training provider and the Decision Maker (pre-recruitment of the apprentice)**
 2. **Follow up meetings between the tutor and the relevant member of staff at the employer (pre recruitment of the apprentice)**
 3. **Further follow up meetings between all parties to check readiness for the apprentice starting (post recruitment but pre sign up of the apprentice)**
 4. **At or just after signing up the apprentice to ensure everything is being followed through – tutor**

Summary – Emerging Effective Practice (CONTINUED)

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult
Community Education
Service

03 Profile Development
and Training/KATO

04 West Yorkshire Learning
Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam
University

10 Shipley College



CURRICULUM CO-DESIGN

- Employers and providers find it helpful to use a common vocabulary and criteria when identifying starting points for working together. Using recognised criteria and vocabulary helps to root shared understanding in the experience of good quality training within the broader sector.
- Where programmes are designed to strengthen links between learning and jobs, the impact on performance may be immediate and long-lasting.
- Employers and providers who work together well are able to respond dynamically by changing aspects of programme design.

COACHING AND MENTORING

- Effective coaching can establish and strengthen links between the development of knowledge and skills in off-the-job training and the apprentices' performance at work. It also builds confidence, self-belief and empowers learners with the skills, courage and confidence to take their first tentative steps towards change.
- Practitioners can significantly improve their coaching skills by:
 1. Carefully introducing helpful structures and sequencing – for example, using the 'seven Ps' (position, prompt, probe, push, play back, pick up, prepare) or using the broader three 'e' words (embed, empower, explore)
 2. Observing how expert coaches react and improvise, by taking cues from the discussion and shaping their interactions with apprentices in real time.

Forward planning is required to provide a basic shape for the session, but it needs to be flexible enough to respond and probe the apprentice as discussions unfold.

- Coaching skills can only be improved where practitioners carefully reflect on their own practice – following the DEAL model provides a helpful framework to do this. Start with an objective factual description (D) of an event (e.g. a coaching session), followed by a more detailed examination (E) of what took place and a searching analysis (A) of underlying causes or patterns. Then identify what can be learned (L) both from the experience itself and from reflecting on it.

Summary – Emerging Effective Practice (CONTINUED)

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College



DEVELOPING THE INDIVIDUAL LEARNING PLAN

- There is a need to reclaim the learning plan to drive quality, rather than it just being a document to satisfy either audit or inspection.
- Highly skilled employer engagement and training staff are required, with the confidence to design programmes of learning for apprentices.
- A tripartite approach between the learner, employer and the provider is key to an outstanding apprenticeship programme. An ILP can become a worthless document without good communication and an effective relationship between all three.

- One ILP will not fit the whole apprenticeship sector. Each standard/assessment plan, industry and training provider is different and as such the way in which they plan will need to be different. The one common goal for good ILPs is that the learner is at the very heart and that there is a strong relationship with the employer to create a truly individualised programme to provide learners with the knowledge, skills and behaviours to be successful in their apprenticeship and job role.
- Detailed planning, from the starting point through to EPA, is essential. Apprentices need (and want) a clear oversight of their programme - where this happens, apprentices will often take ownership and drive their own learning along with the employer.
- Finally, for practitioners, collaboration and reflective practice is key - whether this is in your own organisation, or with project members and other networks. It allows you to have a sounding board, explore new approaches and share good practice.

“83% of apprentices said that they found it easier to track and monitor their apprenticeship progress and plan their work through the completion of a more detailed ILP” (WYLP)

Summary – Emerging Effective Practice (CONTINUED)

EMPLOYER-PROVIDER COLLABORATION – APPRENTICESHIPS IN HE

- Support and vocational review need to be more organic and learner centric, rather than driven by the NVQ.
- It is important to balance what is seen as essential for providers with what is perceived to be desirable by employers.
- Focus on professional behaviours is key for employers.
- HE and FE still need to be collaborative, and good models of practice are now starting to emerge.
- There needs to be a cultural shift away from ‘tick box’ on-programme assessment, to one which drives teaching, learning and assessment without the structure of qualifications.

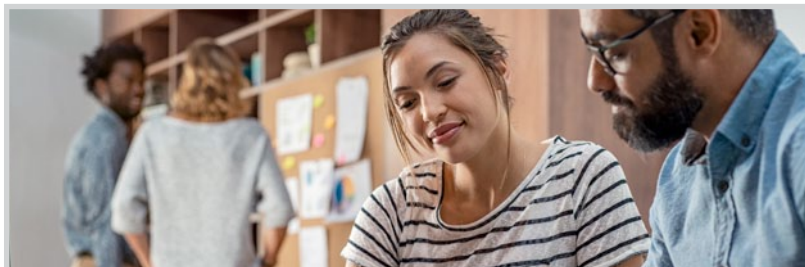
EMBEDDING ENGLISH AND MATHS

“The project has given our practitioners opportunities to reflect on why and how they embed numeracy, literacy and digital skills within their specialist teaching areas. Changes to the way our apprenticeship programmes are delivered is starting to have a real impact in the way that learning is blended between college and workplace delivery.”

The employers in our partnership have fed back that the project has developed their understanding of the way core skills should be embedded within their apprentices training programmes and helped them become more confident in delivery skills training within the workplace.”

Plumpton College

Summary – Emerging Effective Practice (CONTINUED)



DEVELOPING THE APPRENTICE'S BEHAVIOURS

- Apprenticeship staff need to map the behaviour elements of the standards and build this into the training plan and learning episodes for the learner.
- Developing e-learning materials around the development of core behaviours for apprentices (across multiple standards) provides a useful framework for trainers to use and tailor with apprentices in the workplace. For example:
 - *Aspiration*: Goal setting, perception, continuous professional development and career ambitions
 - *Communication*: Teamwork, interpersonal skills, language, communication styles and knowing your audience
 - *Habit*: Time management, ownership, organisation, taking responsibilities and study-skills
 - *Inspiration*: Role models, motivation, drive and adding value
- *Ethics*: Behaviours, online reputation, code of conduct, attitudes and professionalism
- *Values*: Professional relationships / professionalism, decision making, vision/mission/values and knowing who you are
- *Employer Rights and Responsibilities*: Statutory legislation and laws, contract of employment
- *Resilience*: Problem solving, resilience, adaptability, facing challenges and importance of change
- It is essential that practitioners find out at the start of a learners' apprenticeship programme what drives and motivates them. Ask about their career goals and aspirations as well as discussing prior learning. A skills self-assessment can aid this.
- It is essential that the development of behaviours are assessed appropriately on-programme and SMART targets set. This can often work well where it reflects the assessment methods used at the end-point.
- Conducting professional discussions with apprenticeship staff to regularly review the impact of their practice on the apprentice's progress and competency is important and will help to improve practice over time.

Summary – Emerging Effective Practice (CONTINUED)

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College



ON-PROGRAMME ASSESSMENT

- Discussion, awareness and target setting following assessment is critical to develop the apprentices' knowledge, skills and behaviours.
- Level descriptors are useful when providing a numerical 'score' to measure a complex set of behaviours.
- Be specific about what is being assessed within a certain judgement.
- Judgements are subjective, particularly self-assessments, which can impact on other assessments. Careful measurement is required.
- Support staff to turn 'assessments into actions' - critical for maximising the benefits of assessment for learning.

PREPARING FOR END-POINT ASSESSMENT

- It is important that the provider and employer map the training / curriculum to the assessment plan.
- Early EPAO engagement with employers is key – so the apprentice is well prepared for the end-point assessment, and EPAOs making sure their assessors understand the workplace context.
- EPAOs need to provide clearer guidance to help employers, providers and apprentices understand grading and how higher-level grades can be achieved.
- When deciding on the best match of standard for the apprentice, providers and employers also need to consider the assessment plan, not just the standard.
- Apprentice apprehension is eased when they hear about, or hear directly from, previously successful apprentices about the process and practice of the end-point assessment.
- Apprentice understanding of the link between their learning and the end-point assessment can be supported on-programme through easy access to mapping documents.

Summary – Emerging Effective Practice (CONTINUED)

DEEP DIVE INTO PROFESSIONAL DISCUSSIONS

- Practitioners need to understand what a Professional Discussion means for the standard they are delivering (as set out in the assessment plan) – these can vary significantly between standard and EPAO. Professional Discussions have specific parameters and are not the same as mentoring discussions.
- Practitioners need to carefully schedule and conduct practice Professional Discussions with their apprentices, mirroring what they will face at EPA (e.g. will it be online or face-to-face) and clearly communicate to the apprentice how it links with other aspects of EPA.
- Professional Discussions should be considered by the apprentice and employer as part of the induction process, to map what it will look like for an apprentice in their context and provide appropriate opportunities to plan and practice these.

Project 01 Aim Awards

Effective preparation and delivery of end-point assessment

Phase 1

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

CONTEXT

Working in the creative industries where there are relatively few live standards, Aim Awards wanted to examine closely how the end-point assessment process was working and distil from this what outstanding teaching, learning and assessment means in the context of the full apprentice journey towards end-point assessment.

PARTNERS

AIM Awards Assessment, the Sector Skills Council, specialist industry providers; Creative Alliance, Allspring Media and employers including Framestore and BBC.

HOW THE PROJECT FITS INTO THE OVERALL APPRENTICESHIP JOURNEY

The project will have implications for all stages of the apprenticeship journey. The intention is to inform preparation of apprentices to reach the gateway and achieve a successful end-point assessment (EPA) by careful examination of the first live assessments as well as the development of future standards and assessment plans.

RESEARCH QUESTIONS

- As the first end point assessments have recently taken place for a range of Standards in the creative and cultural industries, how do stakeholders define OTLA?
- What is the employer impression of end-point assessment in practice?
- To what extent have employers felt involved in supporting their apprentices to achieve the Gateway point of readiness for assessment?
- How can apprentices be prepared for end-point assessment without 'training for the test'?
- Have the assessment plans proved effective? What have been the challenges?
- How have the assessment plans been interpreted by providers and end-point assessment organisation?
- How can the experience of end-point assessment in practice inform the writing of future standards and assessment plans?
- What is the apprentice experience of end-point assessment?

Project 01 Aim Awards (CONTINUED)

Effective preparation and delivery of end-point assessment

Phase 1

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

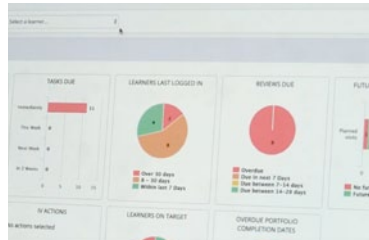
- 01 Aim Awards
- 02 Derbyshire Adult Community Education Service
- 03 Profile Development and Training/KATO
- 04 West Yorkshire Learning Providers (WYLP)
- 05 Popcorn
- 06 Chichester College
- 07 Kendal College
- 08 Plumpton College
- 09 Sheffield Hallam University
- 10 Shipley College

PRACTICAL OUTPUTS

- 1 **Video featuring, and produced by, Apprentices on the Broadcast Production Standard**



This features a training provider, along with employers and apprentices talking about the process and practice of EPA and what it means to them.



It includes hints and tips for future apprentices as they prepare for their own EPA. This has been developed with the intention of helping apprentices (and their employers) gain a better understanding of end-point assessment and reassure apprentices that they will be prepared.

- 2 **Questions matrix Framing the Questions Towards Defining the Characteristics of 'Outstanding' End Point Assessment. Devised at the beginning of the project and used in face to face and telephone interviews with employers, in workshops with groups of apprentices and in EPA formal reviews.**



The intention is that it is used as a stimulus for conversations with a free-flow approach. It can be adapted for use with stakeholders either at the EPA preparatory and/or evaluation/ review stage and could be a useful aid to measure/record distance travelled.

CASE STUDIES

- AIM Seminars
- Allspring Media
- Creative Alliance
- Cirencester College
- Wolfgang Cirencester College
- Corsham Institute Cirencester College
- Icon Films Cirencester College

Project 01 Aim Awards (CONTINUED)

Effective preparation and delivery of end-point assessment

Project Extension

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

WHAT THE EXTENSION WAS AIMING FOR

In the first phase of the initial research project, it was evident this had only begun to scrape the surface of End-point assessment (EPA); a new, significant and challenging area. The extension sought to further understand the developing nature of EPA and reflect more fully on the interpretation of Assessment Plans in practice and specifically focussed on discussion-based assessment methods.

WHAT IT ACHIEVED

The research explored with key stakeholders how providers and employers can best prepare their apprentices for the discussion-based elements of the EPA and how EPAOs can best support them. This resulted in a research report explaining the findings and the development of two case studies, a blog on the provider perspective and an 'At a Glance Guide'.

HOW PROVIDERS CAN USE THE FINDINGS AND THE OUTPUTS

The research report has been written in a style that captures the viewpoints of direct participants and aims to provide:

- Evidence for EPAOs to develop supportive guidance and materials on how they have interpreted Assessment Plans.
- Tips for providers to enhance their support for apprentice/ employer preparation for EPA.
- Evidence for IfATE and Trailblazers as they seek to improve Assessment Plans.

The at a Glance Guide – “Preparing your Apprentices for their EPA” is an information sheet that highlights and translates the findings of this research into a practical document for training providers and employers.

A key finding of the research was the need for recognition by all stakeholders that every Assessment Plan is unique and there are likely to be varied interpretations and requirements for discussion-based assessment methods. It is very important that, in addition to the EPAOs, training providers and employers also have a good understanding of the Assessment Plans, the parameters and idiosyncrasies of individual assessment methods that will be deployed in the EPA and how they work together as a coherent whole. *'There is nothing standard about Standards'*.

EXTENSION OUTPUTS

- 1 Extension Report
- 2 Discussion - a training providers perspective
- 3 Preparing your apprentices for their EPA
- 4 Survey questions for independent assessors
- 5 Survey questions for providers
- 6 Survey questions for trailblazer secretariats
- 7 Survey questions for EPAO
- 8 Case study ROHASM

Project 02 Derbyshire Adult Community Education Service (DACES)

Effective mentoring support in the workplace

Phase 1

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

CONTEXT

DACES developed and delivered a bespoke workplace mentor training programme, designed for employers delivering apprenticeship standards and linked to the 2014 Professional Teaching Standards. The programme “Preparing for the mentor role” commenced Oct 2018 to March 2019, delivered to more than 30 Derbyshire County Council (DCC) employees across a range of Departments.

This project carried out a review and evaluation of all aspects of the Programme in collaboration with project partners and determined an evidence-based solutions approach to further improve and develop the mentoring programme offer, to prepare mentors for supporting apprentices up to level 7. This included the contextualisation of the mentoring process from L2 – L7 and analysing if the requirements for mentors may change between the levels.

The partnership recruits approximately 200+ apprentices annually across a wide breadth of occupational sectors – from L2 to L7.

PARTNERS

The partners include Derbyshire Adult Community Education Service, Derbyshire County Council and The University of Derby.

HOW THE PROJECT FITS INTO THE OVERALL APPRENTICESHIP JOURNEY

The mentoring skills developed via this project will be applied throughout stages of the apprenticeship journey leading to the gateway and preparation for end-point assessment.

RESEARCH QUESTIONS

- Does training the workforce managers to develop new skills in mentoring enhance high quality apprenticeship provision?
- Does the deployment of trained workplace mentors, help identified apprentices to become more successful in their workplaces and to secure jobs in the future?
- Does the training of workforce managers in mentoring benefit our staff and learners to bring together diverse people to benefit society as a whole?

Phase 1

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

PRACTICAL OUTPUTS

1 Mentoring toolkit



2 Workplace mentoring handbook



3 Preparing for the mentor role – presentation



4 Preparing for the mentor role – lesson plan



CASE STUDY



Case study

Project 02 Derbyshire Adult Community Education Service (DACES)

Effective mentoring support in the workplace (CONTINUED)

Project Extension

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

AIM: COACHING AND MENTORING FOR APPRENTICESHIP SUCCESS

A collaborative research and development project to develop, share and embed effective workplace mentoring/coaching approaches for supervisors working closely with new apprentices, often vulnerable young adults who required a more supportive working environment.

FINDINGS: WHAT DIFFERENCE DID THE PROJECT MAKE?

To employers:

- 30 Derbyshire County Council (DCC) workplace supervisors attended a 3 day mentoring programme ('Preparing to Mentor in the Workplace') (10 learners in 3 cohorts)
- 93% success rate of DCC workplace supervisors achieving a Gateway Qualifications L2 Award in Mentoring (2 withdrew from the programme after the first session – citing lack of time as a reason for withdrawing)
- As progression we have developed and are delivering a L3 Award in Mentoring qualification programme to underpin the L3 Learning Mentor Apprenticeship Standard.

All the workplace supervisors have increased their confidence of and knowledge in understanding and using the core mentoring skills they developed during the programme – enabling them to more effectively support their apprentices using evidence based mentoring and coaching approaches.

To apprentices:

50+ DCC Apprentices were mentored by the workplace supervisors taking part in the mentor training. Of these apprentices:

- 100% of those achieved are now in paid employment
- The retention rate of apprentices across DCC has increased from 88% to 91% from AY17/18 to AY18/19
- The success/achievement rate of Apprenticeships across DCC has increased from 73% to 79% from AY17/18 to AY18/19
- Apprentice responders (32% of the 50+ apprentices) also confirm that from the start of their apprenticeship their Confidence/Motivation/Communication/Reliability/ Problem Solver/Resilience skills have improved.

HOW CAN YOU USE THE LEARNING AND DEVELOPMENT FROM THIS PROJECT TO IMPROVE YOUR APPRENTICESHIP DELIVERY?

Mentor training, leading towards a qualification has been a success for us. We can see the early impact coming through from our work with workplace supervisors and apprentices. Originally only two cohorts were planned. However, due to the demand by DCC and the popularity of the programme, a third cohort was commissioned with a further two cohorts planned to commence October 2019. See link to project developed and trialled Workplace Mentor Training resources.

Project Extension

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

EXTENSION OUTPUTS

1 Mentoring toolkit - updated



2 DACES handbook for workplace mentors



3 DACES learner portfolio - assessment booklet - level 2 mentoring - updated



4 DACES final case study - extension project



Project 03 Profile Development and Training/KATO

Induction: Designing and mapping on and off-the-job training with the employer

Phase 1

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

CONTEXT

Employer participation is a vital component many aspects of an apprenticeship: planning, delivery, achievement and progression. Outstanding learning requires effective coordination of on-the-job and off-the-job training that is planned through effective collaboration with employers.

Initial assessment plays an important role in creating informed, credible learning plans and is key to fully preparing the employer to support and manage an apprentice into and through their programme.

The project identified gaps in understanding of how to support an apprentice effectively and then plan how deploy learning solutions through employer/learner/provider voice pre-apprenticeship initial assessment.

The employer and provider will have a clear structure to develop the learning opportunities and be able to use the outcomes from initial assessment to create a training plan.

PARTNERS

Kent Association of Training Organisations (KATO), Profile Development and Training, Social Enterprise Kent (SEK), University of Kent.

HOW THE PROJECT FITS INTO THE OVERALL APPRENTICESHIP JOURNEY

The project focuses on the initial assessment phase of the apprenticeship journey. The outcomes will affect the quality of the training plan and the therefore the training delivery up to the gateway.

RESEARCH QUESTIONS & KEY LESSONS LEARNED

- What induction, support and training is needed for an employer prior to the start of any apprenticeship programme?
- What skills/knowledge and activities will an employer require to effectively support the apprentice and the training programme though the apprentice journey to end-point assessment and beyond?
- What are the building blocks needed for timely and effectively planned on and off-the-job learning that lead to seamless delivery and progression to gateway?

Phase 1

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

PRACTICAL OUTPUTS

1 Employer confidence and readiness tool

Designed to prompt and structure a dialogue between the employer and the provider to ensure all parties feel confident in engaging with learners, developing outstanding practice and complying with funding rules.

The editable PDF document is designed for use on-screen as this allows the summary sheet on page 4 to be populated automatically, however, it can be downloaded and printed if this is not practical in your setting.



CASE STUDY



Project 03 Profile Development and Training/KATO (CONTINUED)

Induction: Designing and mapping on and off-the-job training with the employer

Project Extension

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

The focus of the project explored the impact on both apprentices and employers undertaking new apprenticeship standards engaged during the phase 1 development in 2018/19. It involved the team:

- Revisiting (face to face and telephone calls) the employers engaged in initial research to establish distance travelled and messages about the impact the toolkit had on their readiness and preparedness for delivery of apprenticeship standards.
- Refining the original **Employer Confidence & Readiness Planning and Assessment: Support for Apprenticeship Standards** by reviewing the 12-key questions, guidance (discussion points), useful links to support future reviews.
- Engaging two additional non-levy employers to establish readiness needs and implications for SME employers working with apprenticeship standards.

The aim was to consider the impact of the initial activity; identifying from employers what worked for them and, from apprentices, what their experiences and perceptions of training were. The work was undertaken by the original research team delivering to both large levy and non-levy employers and the new research team focussing on SMEs delivering apprenticeship standards for the first time.

Findings from the employer interviews, apprentice surveys and engagement of new non-levy employers led the group to re-evaluate the focus, structure, timings and approach for engagement of the employer by the provider staff when using the Toolkit.

Overall the project has benefitted the apprentice, employer and provider as there is now a clearer process to plan and prepare for a standard that does not involve an accredited qualification and has a final external assessment plan.

EXTENSION OUTPUTS



ETF toolkit 2019

EMPLOYER CONFIDENCE & READINESS SELF-ASSESSMENT WITH EMPLOYERS FOR THE DELIVERY OF APPRENTICESHIP STANDARDS

Introduction (continued)

Clarifying the involvement of staff within the assessment and planning

| Key Statement | Decision Maker | | |
|--|-------------------------------------|-------------------------------------|--|
| | A – Decision Maker | B – Manager/Mentor | C – HR Staff or D (from above) (responsible for recruitment and T&D) |
| 01 The Employer has a working knowledge and understanding of both the standard & assessment plan for the standard(s) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 02 The Employer understands the end-point assessment criteria and process requirements for the standard(s) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 03 Discuss and explore the roles of staff within the employer's location and identified staff have sufficient knowledge and competence to support the apprentice throughout the apprenticeship | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 04 Employer has knowledge and understands the commitment to meet the 20% off the job training requirement and are able to identify and plan appropriate activity | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 05 Employer induction is aligned to the standard being delivered | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 06 Employer staff are aware of induction and initial assessment activities undertaken by provider and gaps they need to address | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 07 Employers clearly understand the commitment statement and their role as SLP | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 08 Employers understand their responsibilities for progress monitoring | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 09 Employer understands the importance of linking the apprenticeship to their existing performance management system | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10 The apprenticeship job specification reflects the knowledge, skills and behaviours needed for the standard | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11 Employer readiness for the commitment and delivery clearly meets the requirements of the standards | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

EMPLOYER CONFIDENCE & READINESS SELF-ASSESSMENT WITH EMPLOYERS FOR THE DELIVERY OF APPRENTICESHIP STANDARDS V3. IEP 2019



KATO findings from the employer interview



KATO final case study

Project 04 West Yorkshire Learning Providers (WYLP)

Effective training planning with the employer

Phase 1

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

CONTEXT

This project is geared towards pushing practitioners out of their comfort zone and embracing the opportunity to have a safe space to explore new approaches to delivering apprenticeship programmes. We are particularly interested in addressing training planning as an area for improvement. Trainers need to work with employers to create a detailed training plan that can be the basis for developing the required knowledge, skills and behaviours set out in the standard. Currently they are focusing on workbook completion and professional discussions to meet unit criteria. As such, feedback is brief, focusing on work completed and the percentage measures on an e-portfolio system.

This was a key message from Ofsted including our inspection stating, 'For a minority of the most able apprentices, trainers do not use information about starting points to plan learning that provides sufficient challenge to enable them to make the progress of which they are capable.' (WYLP 2017)

PARTNERS

West Yorkshire Learning Providers [network], Skills for Work (Bradford Metropolitan District Council), CMS Vocational Training, The Link Academy, Learning Innovations Training Team, YH Training.

HOW THE PROJECT FITS INTO THE OVERALL APPRENTICESHIP JOURNEY

The project focussed on practitioner skills' development and how this will enhance achievement for learners and their development through planning and delivering effective learning programmes.

This has the potential to significantly improve the learner journey by providing practitioners with guidance and templates for a detailed and structured training plan, and will provide employers with clarity as to their collaborative role in the apprenticeship.

We hope the quality of learning will be improved as the practitioners develop and produce challenging sessions for apprentices to meet the structured training plan.

RESEARCH QUESTIONS & KEY LESSONS LEARNED

- How can practitioners use training plans to support the consistent delivery of outstanding teaching learning and assessment?
- How can the practitioner role support the delivery of good training plans results in outstanding teaching learning and assessment for apprenticeships.
- How practitioners will maintain and develop expertise focusing particularly on developing programmes which provide outstanding learning experiences and enable a true partnership with employers to provide high quality challenging programmes.
- How can training planning address required skills, knowledge and behaviours given there is now less reliance on qualification achievements?

Project 04 West Yorkshire Learning Providers (WYLP)

Effective training planning with the employer

(CONTINUED)

Phase 1

Introduction

Apprenticeship
Standards

Summary – Emerging
Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult
Community Education
Service

03 Profile Development
and Training/KATO

04 West Yorkshire Learning
Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam
University

10 Shipley College

PRACTICAL OUTPUTS

1 Individual learning plan template and guide



“How can practitioner training plans support the consistent delivery of outstanding teaching, learning assessments (OTLA) for apprenticeship standards?”

ILP Template & Guide

2 Video to show how ILP template has been used in practice



CASE STUDY



Case study

Project 04 West Yorkshire Learning Providers (WYLP)

Effective training planning with the employer (CONTINUED)

Project Extension

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

The research focus for the extension was to better understand the impact of the individual learning planning approach and supporting documentation introduced during phase one of the OTLA programme.

The project team evolved the research to further their thinking and ideas when considering how employers can play an active role in curriculum design at the outset of an apprenticeship.

The project team was extended to include new providers, delivering in sectors not covered by phase 1, including textiles and transport and logistics, with some practitioners being new to delivering apprenticeships.

Whilst phase 1 drew heavily on the results of surveys to benchmark progress, the project team chose, during this phase, to undertake their research using professional discussions at individual and group level to bring greater depth to understanding the impact of the new individual learning planning process from the employer, apprentice and training practitioner's perspectives. They were also able to draw on the outcomes from Ofsted inspections and ESFA audits which took place during the lifetime of the project.

In summary, the overall impact of the more rigorous detailed individual learner planning approach has been positive. Practitioners have found it has provided greater structure to the design of the programme and the engagement of all parties. Apprentices have stated it has given them more clarity over their planned apprenticeship journey and the progress they are making throughout. Employers have given a mixed response with half in favour of the changes introduced. There is some commonality in those that have found it more challenging to work with, in that they are small business owners, who have found it difficult to maintain the required level of engagement before and during the programme to update the plan. Further work is needed to consider how best to support these employers better.

The project was less successful in achieving its goal of introducing an Employer Advisory Group. The providers involved in this project mainly work with small businesses who, whilst expressing interest in being involved, were not able to commit the time.

Primarily, the project team has delivered an individual learning plan template and guidance with exemplars from different sectors in recognition that not all employers, apprentices or providers use e-portfolio solutions as part of their apprenticeship delivery model.

Project Extension

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

EXTENSION OUTPUTS

1 **OTLA ILP template & guide**



2 **WYLP apprenticeship learning agreement exemplar TCoE**



3 **Hair and barbering**



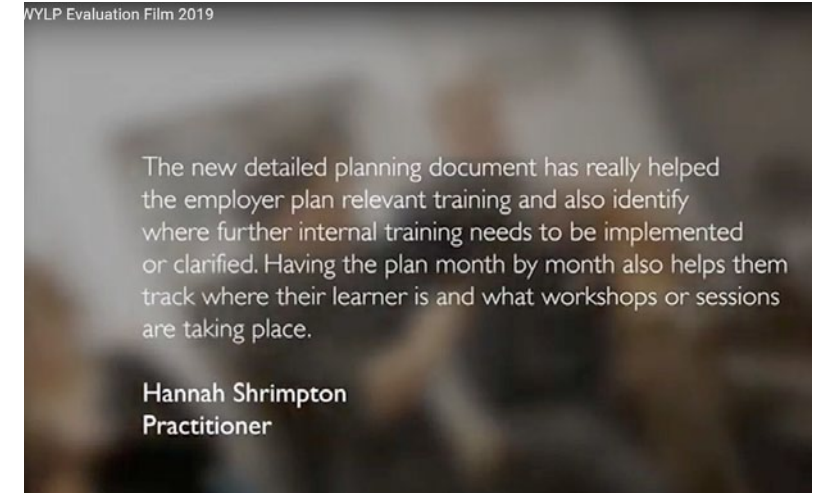
4 **WYLP video link**



5 **Kelly OTLA blog**



6 **WYLP case study extension**



Project 05 Popcorn

Effective curriculum design with the employer, in the context of the workplace and job role

Phase 1

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

CONTEXT

The apprenticeship reforms are designed to give employers more influence over the design and delivery of apprenticeships. The success of this approach depends on employers becoming increasingly confident that apprenticeship programmes provide genuine returns in terms of improved performance, however measured. Employers must also be reassured that apprenticeship standards are practical to deliver while (as with other investments) committing to the effort involved.

To reach this level of confidence requires a deep and accurate understanding by providers of employers' business goals and knowledge of precisely how apprenticeship learning contributes to these goals. Providers must also know how to set up and deliver learning which focuses on work performance while also meeting high quality standards.

The project provides insights into the nature of effective collaboration between employers and providers, the design of standards-based curricula and the pedagogy of activity-based learning and coaching.

PARTNERS

ZHQ, National Oceanography Centre, Aspire Learning, Azzuri Group, Redsky Learning, Norse commercial Services, Impact Associates.

HOW THE PROJECT FITS INTO THE OVERALL APPRENTICESHIP JOURNEY

The output focuses on forming relationships and initiating successful collaboration between employers and training providers to define strategic goals, outputs and performance measures and link them to apprenticeships; to co-design and deliver standards-based programmes aligned with business goals/measures; during knowledge acquisition and skills/behavioural development in different work settings; and on effective progress review/preparation for end-point assessment (EPA).

RESEARCH QUESTIONS & KEY LESSONS LEARNED

- What are the starting points from which employer and provider practitioners can work together to co-design standards-based apprenticeship programmes?
- What makes such programmes effective in terms of linking development of knowledge and skills to 'doing a job' (performance)?
- What is the role of coaching in supporting these links?
- How can the experience of delivery create a dynamic feedback loop into curriculum design?

Project 05 Popcorn (CONTINUED)

Effective curriculum design with the employer, in the context of the workplace and job role

Phase 1

Introduction

Apprenticeship
Standards

Summary – Emerging
Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult
Community Education
Service

03 Profile Development
and Training/KATO

04 West Yorkshire Learning
Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam
University

10 Shipley College

PRACTICAL OUTPUTS

1 Baseline questionnaires – employer and practitioner



OTLA employer self-assessment baseline



OTLA practitioner self-assessment baseline

- Identifies starting points for employers and providers to work together
- Provides a framework for open discussion using a common vocabulary and criteria
- Likely to be especially useful in the initial programme design phase

2 Good practice checklists – employer and practitioner



OTLA employer checklist v2



OTLA practitioner checklist v2

- Allows employers and providers to look objectively at key aspects of delivery and identify priorities for improvement
- Helps practitioners to become familiar with Ofsted criteria and vocabulary
- Likely to be useful at any stage of delivery

3 Coaching video



Coaching session 1



Coaching session 2*

*clicking this link will lead to you a download page where there are options for the size of the download from full HD

- Illustrates different types of question used by coaches to link learning and performance
- Shows employees' responses to these questions
- Contains broader reflections on the coaching experience by employees and coaches
- Likely to be useful for training and continuous development of staff involved in coaching or mentoring



Learning and performance

Coaching Session 1: Mark and Katie

CASE STUDY



Case study

Project 05 Popcorn (CONTINUED)

Effective curriculum design with the employer, in the context of the workplace and job role

Project Extension

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

EFFECTIVE COACHING STRATEGIES TO ENHANCE LEARNING AND JOB PERFORMANCE

The project built on two of the research questions from its first stage.

- What makes apprenticeship programmes effective in terms of linking development of knowledge and skills to ‘doing a job’ (performance)?
- What is the role of coaching in supporting these links?

The purpose of this second-stage project was to investigate and illustrate **the role of coaching in apprenticeships**. Specifically it explored how coaches can establish and strengthen links between the development of knowledge and skills in off-the-job training and apprentices’ performance at work.

The work formed the basis of **an e-learning module** illustrating the links there are between learning and performance in apprenticeships and how coaches can make these links explicit and visible to the learner.

The project used an output from the first stage (video footage of three real-time coaching sessions) as a resource for the e-learning.

The project team consisted of 14 participants: Six participants - Popcorn Learning Media, responsible for scripting and producing the e-learning module; designers, e-learning designers and videographers. Eight participants - employers and providers, who tested the module and gave feedback. Five development coaches, two apprenticeship managers and a learning and development business partner.

OUTCOMES

Following detailed analysis of the video footage the structure of the e-learning module was created around four learning outcomes:

- LO1: Understand how coaching is used to link off the job learning to improvements in performance at work.
- LO2: How to structure a coaching session that successfully links learning to performance.
- LO3: Recognise types of questions coaches use to link learning and performance.
- LO4: Understand different ways in which apprentices themselves see the links between their learning and their performance.

Several different activities were created for each learning outcome.

The module has been built using Articulate storyline and is SCORM compliant.

Project 05 Popcorn (CONTINUED)

Effective curriculum design with the employer, in the context of the workplace and job role

Project Extension

Introduction

Apprenticeship
Standards

Summary – Emerging
Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult
Community Education
Service

03 Profile Development
and Training/KATO

04 West Yorkshire Learning
Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam
University

10 Shipley College

EXTENSION OUTPUTS

1 OTLA Popcorn Learning Media – E-learning module – The role of coaching in apprenticeships:

(You will need to load the files from this resource and Popcorn 2 for the package to run)

www.excellencegateway.org.uk/content/etf3128

www.excellencegateway.org.uk/content/etf3130

This e-learning resource was produced by Popcorn Learning Media as part of the OTLA exploring delivery in apprenticeship standards extension projects. In the folder you will find the SCORM files needed to allow you to use the eLearning module in your own organisation, it will need to be uploaded to an LMS e.g. Moodle.



This e-learning module on the role of coaching in apprenticeships is structured around four learning outcomes:

- LO1: Understand how coaching is used to link off the job learning to improvements in performance on the job.
- LO2: Know how to structure a coaching session that successfully links learning to performance.
- LO3: Recognise the main types of questions coaches use to link learning and performance.
- LO4: Understand the different ways in which apprentices themselves see the links between their learning and their performance.

The module consists of:

- Introduction to coaching – four activities
- Learning outcomes 1-4 – seven activities using video footage
- Conclusion to the module – two activities plus downloads, to apply the learning from the module.

The module contains approximately two hours of learning and has been built using Articulate storyline and is SCORM compliant.



2 Popcorn OTLA case study



Project 06 Chichester College

Developing the apprentice's behaviours and mindset

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

CONTEXT

Increasingly employers need to respond quickly to the ever-changing world of work, technological advances and pressures associated with business. Employers are looking for their employees to be receptive, flexible, adaptable, inquisitive and innovative. They require their apprentices to develop their 'soft skills' particularly in grit, resilience, confidence, determination, communication skills, attitudes, career attributes, social and emotional intelligence. Apprentices must develop these 'soft skills' alongside their technical skills.

PARTNERS

Partners include: Chichester College Group (Chichester and Crawley colleges) Boom Training Ltd and Wind in the Willows Pre-School.

HOW THE PROJECT FITS INTO THE OVERALL APPRENTICESHIP JOURNEY

The apprenticeship mindset module is intended to be delivered in the induction phase of the learner journey to provide the theory and tools for apprentices to develop the right mindset which supports their study and role throughout their apprenticeship.

RESEARCH QUESTIONS

- What would the ideal apprenticeship mindset look like and how will we define it?
- What are the characteristics and behaviours that employers are looking for in their employees?
- How can the development of the apprenticeship mindset be tied into the apprentices' progression and completion of the apprenticeship programme?
- How do we measure the development of 'soft skills' throughout the learner journey?
- By using technical pedagogy, how can we use mindset to motivate apprentices to continue to progress after their apprenticeship programme to fulfil their career ambitions and lives?

The research questions test the theory that by developing the right mindset, young people are more likely to be retained, progress and achieve their standard and fulfil their career ambitions. The project looked at how trainers use the latest pedagogy and technology through an interactive e-learning module to support the development of the right apprentice mindset. The project centred on apprentices aged 16-18 on L2/3 programmes in the business, construction, early years, healthcare, service sectors and STEM sectors.

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

PRACTICAL OUTPUTS

- 1 **Practical guide: 10 ways to develop a “growth mind-set” culture within apprenticeships in the Further Education & Skills sector**



- 2 **Practical guide: 10 ways to implement the “achiever” mind-set with apprenticeships in the Further Education & Skills sector**



- 3 **E-learning modules and e-learning workbooks**

This apprenticeship mindset module is intended to be delivered in the induction phase of the learner journey to provide the theory and tools for apprentices to develop the right mindset which supports their study and role throughout their apprenticeship.

www.excellencegateway.org.uk/content/etf3131



- a **Developing the apprentice's behaviours and mindset. Study Skills**

This apprenticeship mindset module is intended to be delivered in the induction phase of the learner journey to provide the theory and tools for apprentices to develop the right mindset which supports their study and role throughout their apprenticeship.

www.excellencegateway.org.uk/content/etf3050



- b **Developing the apprentice's behaviours and mindset. Personal brand and personal identity**

This apprenticeship mindset module is intended to be delivered in the induction phase of the learner journey to provide the theory and tools for apprentices to develop the right mindset which supports their study and role throughout their apprenticeship.

www.excellencegateway.org.uk/content/etf3051

(Click the links above for the SCORM files to allow you to use the eLearning modules in your own organisation)

Project 06 Chichester College (CONTINUED)


Developing the apprentice’s behaviours and mindset

 **c Developing the apprentice’s behaviours and mindset. Be productive**

This apprenticeship mindset module is intended to be delivered in the induction phase of the learner journey to provide the theory and tools for apprentices to develop the right mindset which supports their study and role throughout their apprenticeship.

CASE STUDY

 **Case Study**

 **d Developing the apprentice’s behaviours and mindset. Taking responsibility**

This apprenticeship mindset module is intended to be delivered in the induction phase of the learner journey to provide the theory and tools for apprentices to develop the right mindset which supports their study and role throughout their apprenticeship.

4 ACHIEVER concept infographic



5 Three ACHIEVER self-assessment templates for apprentices to map progress



Project 07 Kendal College

On-programme assessment to develop professional skills and behaviours

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

CONTEXT

The development of apprentices' skills, professional values and attributes that meet the needs of the employer is at the heart of a successful apprenticeship programme. This project looked at how directly assessing these aspects of learning can be effectively developed to ensure that learners are ready for their end point assessment and their career beyond that.

The project focused on the role of current 'Assessors/ Mentors' whose roles are changing due to the move to standards; shifting the emphasis from summative assessment to training and formative assessment.

Using the [Education and Training Foundation's Effective Practice Guidelines \(EPGs\) on Assessment for learning \(AfL\)](#) as a starting point, best practice models in applying them to the promotion of both professional skills and behavioural improvement were developed.

PARTNERS

Kendal College, West Lancashire College, University Hospitals of Morecambe Bay Trust (UHMBT)

HOW THE PROJECT FITS INTO THE OVERALL APPRENTICESHIP JOURNEY

Starting with the premise that apprentices need to be accountable for their own learning if they are to make good progress, assessment for learning is a mechanism to enable them to do this. We expect to create assessment techniques that allow learners to see where they are at a chosen point, and what they need to do to improve. Employers will be essential in this process as it is they who define what the required skills values and attributes are.

The project will generate suggested models of best practice in this area which will include, AfL routines, documentation, both for initial assessment of learners starting points and as they progress through their standard. Whilst end-point assessment should not be the driving force behind this, it is important that learners know what is expected at EPA and where they are currently performing against that measure, without this being a cap on further development.

RESEARCH QUESTIONS

How can assessment for learning strategies be used for:

- developing apprentices' professional skills
- developing apprentices' professional values and attributes
- including the employer in the AfL loop

Project 07 Kendal College (CONTINUED)

On-programme assessment to develop professional skills and behaviours

Introduction

Apprenticeship
Standards

Summary – Emerging
Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult
Community Education
Service

03 Profile Development
and Training/KATO

04 West Yorkshire Learning
Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam
University

10 Shipley College

PRACTICAL OUTPUTS

1 Adult care worker review



2 Healthcare science associate review



3 Carpentry and joinery review



4 Self-evaluation form



CASE STUDY

  Case study

Project 08 Plumpton College

Development of contextualised English and maths with the employer and its impact on pedagogy

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

CONTEXT

Literacy, numeracy and digital skills (ICT) have been consistently identified as lacking in the current UK workforce, especially amongst under 25 year olds. Employers consistently perceive a slipping of standards in the level of numeracy and literacy skills.

This project aims to improve our understanding of employer perceptions and investigate how providers can work with employers to ensure that apprentices are taught the requisite wider skills.

PARTNERS

Plumpton College, Sussex Coast College, Sussex Council of Training, British Airways, FE Sussex PENS – professional exchange networks, Reigate & Banstead Council.

HOW THE PROJECT FITS INTO THE OVERALL APPRENTICESHIP JOURNEY

The project created teaching and learning content to develop learners' numeracy and literacy skills, focused on both workplace-relevant technical skills and formal Functional Skills qualifications. The resources can be deployed to apprentices in a range of scenarios : in the workplace, at home, in college and distance learning.

RESEARCH QUESTIONS & KEY LESSONS LEARNED

- Is the development of technical numeracy, literacy and ICT skills a vital component of outstanding on-programme delivery to apprentices following apprenticeship standards-based programmes?
- Do employers fully grasp the importance of the development of technical numeracy, literacy and ICT skills as a vital component of outstanding on-programme delivery?
- What is the most effective way of developing TL&A to improve technical numeracy, literacy and ICT skills for apprentices?
- How can employers be assisted, to co-support the development of literacy, numeracy and ICT skills:
 - a. Through promotion and publicity?
 - b. Through supporting on programme delivery?
 - c. Through the development of learning and incentives prior to, during and post the apprenticeship programme

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

- 01 Aim Awards
- 02 Derbyshire Adult Community Education Service
- 03 Profile Development and Training/KATO
- 04 West Yorkshire Learning Providers (WYLP)
- 05 Popcorn
- 06 Chichester College
- 07 Kendal College
- 08 Plumpton College
- 09 Sheffield Hallam University
- 10 Shipley College


PRACTICAL OUTPUTS

Three types of outputs were developed during the project:


1 A series of infographics

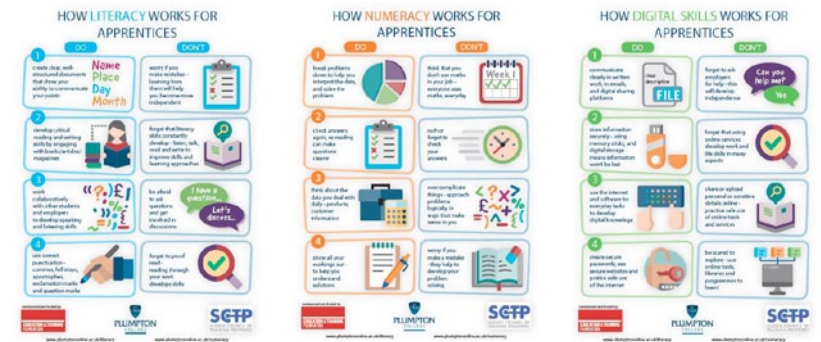
-  **How apprentices should use these infographics**
-  **How literacy works for apprentices**
-  **How numeracy works for apprentices**
-  **How digital skills works for apprentices**
-  **How employers should use these infographics**
-  **How literacy works for employers**
-  **How numeracy works for employers**
-  **How digital skills works for employers**
-  **How practitioners should use these infographics**
-  **How literacy works for practitioners**
-  **How numeracy works for practitioners**
-  **How digital skills works for practitioners**

2 A guide to running an English and Maths marketplace




-  The event proved a successful way of engaging specific curriculum staff in the practice of embedding literacy and numeracy into their subjects.

3 Example blended learning resources

 The online courses are examples of the type of resources used by Plumpton College practitioners to teach maths and English remotely. Both courses also have the infographics embedded within the material.



CASE STUDIES

-  **Embedding apprenticeship core skills at Plumpton College**
-  **Embedding apprenticeship core skills with Booker Wholesale**
-  **Embedding apprenticeship core skills with British Airways**
-  **Embedding apprenticeship core skills with SCTP**

Project 09 Sheffield Hallam University

Co-creating the curriculum – vocational and academic synergy for work-place support

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

CONTEXT

The Institute for Apprenticeships and Technical Education (IfATE) announced the removal of the previously mandated NVQ award from a number of engineering degree apprenticeship Standards (April 2018). This means that HEI Providers can deliver those apprenticeships more cost effectively against the apprenticeship funding band. They will need to develop elements in the apprenticeship to ensure successful attainment of the Knowledge, Skills and Behaviours as set out in the Standard once the lessons learned from NVQ delivery are understood.

It is crucial to offer the employer a clear programme and then to ensure that delivery responds to the individually assessed training needs of each apprentice.

Removal of the NVQ is a radical departure from previous models of engineering apprenticeships at higher levels and will require innovation from providers to overcome the cultural and training investment patterns that exist from the legacy of over-complicated engineering apprenticeships.

The change is welcome, but significant development work is required to support the success of critical STEM skills in engineering and ensure learners achieve successful outcomes.

PARTNERS

Sheffield Hallam University, JCB Academy, Derby College, The Sheffield College, Institute of Engineering and Technology.

HOW THE PROJECT FITS INTO THE OVERALL APPRENTICESHIP JOURNEY

The design and delivery of a new model of learning to combine KSB delivery and learning in a more effective package that employers are willing to sustain and fund using their Apprenticeship Levy and possibly additional training investment. The resources and approach are to be deployed throughout the apprenticeship journey from planning and inception, through to review and assessment. It impacts particularly on the tri-partite review and attitudes and capabilities towards e-portfolio completion as a means of capturing, supporting and inviting training interventions.

RESEARCH QUESTIONS & KEY LESSONS LEARNED

- What do employers value about the existing NVQ awards for meeting engineering standards that should be embedded in new degree apprenticeship delivery models?
- What was less advantageous about the NVQ model of vocational (skills and behavioural attainment) in engineering apprenticeships that can be removed?
- How can a support model be developed which enables providers and employers to collaborate effectively through three-way review and enhanced support to complement the degree award within the apprenticeship?

Introduction

**Apprenticeship
Standards**

**Summary – Emerging
Effective Practice**

The Projects

Project Extensions

01 Aim Awards

**02 Derbyshire Adult
Community Education
Service**

**03 Profile Development
and Training/KATO**

**04 West Yorkshire Learning
Providers (WYLP)**

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

**09 Sheffield Hallam
University**

10 Shipley College

RESEARCH QUESTIONS & KEY LESSONS LEARNED

- What do employers value about the existing NVQ awards for meeting engineering standards that should be embedded in new degree apprenticeship delivery models?
- What was less advantageous about the NVQ model of vocational (skills and behavioural attainment) in engineering apprenticeships that can be removed?
- How can a support model be developed which enables providers and employers to collaborate effectively through three-way review and enhanced support to complement the degree award within the apprenticeship?
- In the absence of on-programme vocational assessment (previously embedded in NVQs) how can providers best monitor, evaluate and intervene to ensure the apprenticeship has obtained the necessary vocational skills through work-based learning?
- How can e-Portfolios be developed to maximise clarity of apprentice progress and what other digital learning tools are necessary to ensure Knowledge, Skills and Behaviours (KSBs) are integrated to the delivery of the degree element?

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

PRACTICAL OUTPUTS

1 Professional Development Programme (PDP)

A new model of vocational/work-based support for degree apprenticeships in engineering - concept framework/ infographic “reimagining of the vocational CPD offer”.



2 Apprentices' guide to PDP



3 Mapping illustration-tool for mapping an HE award to an apprenticeship standard



4 An enhanced approach to e-portfolios – presentation



CASE STUDY



No NVQ!? Re-imagining vocational training in STEM areas

Details how the plan to develop a “Professional Development Programme” to complement professional body accredited degrees in engineering was achieved. Describes how the action research identified the valued approaches and content of an NVQ, and how it decided on the removal of any unnecessary burden not deemed helpful to employers and their apprentices in terms of attainment.

Project 10 Shipley College

Monitoring and assessing apprentice progress

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

CONTEXT

Shipley College, Calderdale College and Bradford Council worked together to research how employers, apprentices and tutors/ assessors monitor and review distance travelled. Together they developed a guide that can be adapted for a range of new standards, providing highly effective tools for apprentices, employers and providers to regularly monitor and assess distance travelled and progress against key milestones and prepare for successful end-point assessment of each individual.

PARTNERS

Shipley College, Calderdale College and Bradford Council.

HOW THE PROJECT FITS INTO THE OVERALL APPRENTICESHIP JOURNEY

The Standard Guide was created to be adapted to fit a range of new standards and to provide tools for apprentices, employers and providers to regularly monitor and assess distance travelled and progress against key milestones throughout the learner journey and in preparation for successful end-point assessment of each individual.

It covers the various stages including initial assessment, engagement, programme planning and internal quality assessment before reaching gateway and then end-point assessment (EPA).

RESEARCH QUESTIONS

- How best to devise the Guide and Delivery Plan template to ensure it can incorporate the varying skills, attitudes and competencies, including at the starting point and those being developed to meet the Standard?
- How best to assess, record and plan periodically with the Apprentice, employer and provider?
- How to ensure the developing Guide and Delivery Plan template are fit for purpose, written in plain English, conform to readability guidelines (e.g. uses accessible font sizes colours), suitable for screen-readers, reduce any perceived / actual barriers and can be easily adapted for a variety of apprenticeship standards?

Introduction

Apprenticeship Standards

Summary – Emerging Effective Practice

The Projects

Project Extensions

01 Aim Awards

02 Derbyshire Adult Community Education Service

03 Profile Development and Training/KATO

04 West Yorkshire Learning Providers (WYLP)

05 Popcorn

06 Chichester College

07 Kendal College

08 Plumpton College

09 Sheffield Hallam University

10 Shipley College

PRACTICAL OUTPUTS

1 Apprenticeship travel guide

The guide is based on a journey, with the apprentice and employer travelling along to End-point assessment. Click on the links inside the journey map for further guidance.



CASE STUDY



Case study

2 Individual learning plan

