

Appendix 3: Apprenticeships

Requires
Improvement

Context

- The council's apprenticeship employer provider provision delivers apprenticeships through two specialist centres:
 - The business support centre delivers the customer practitioner and business administrator apprenticeship programmes
 - The leadership & management centre delivers the team leader / supervisor and operations / departmental manager apprenticeship programmes.
- During 2023/24 a total of 113 apprentices are on programme of which 32 completed during this academic year
- The 'grow your own model' has benefited individuals and our organisation which has been demonstrated through surveys, destination data and case studies

Apprenticeships are good because:

- To date, all apprentices who have concluded their apprenticeships and successfully completed their end point assessment, with a high proportion achieving a distinction
- Leaders promote health and well-being effectively as part of our People Strategy. Apprentices can access a range of support mechanisms, including mental, physical and financial health & wellbeing support, along with a broad range of holistic support initiatives.
- The enrichment programme provides apprentices with learning and development opportunities that cover a broad range of themes that include safeguarding, health & wellbeing, career progression and equality, diversity and inclusion to name a few.
- Experienced and enthusiastic tutors and assessors serve as positive role models for learners; they are supported to develop their expertise and regularly share best practice and participate in standardisation meetings and collaboration events.
- A high proportion of apprentices' line managers are very supportive of their apprenticeships.
- Survey results indicate that apprenticeships have had a powerful impact on apprentices' personal growth.
- Safeguarding is integrated into our culture and learning, and apprentices have a clear understanding of how to keep themselves safe.

Apprenticeships need to improve further by:

- Undertaking a comprehensive review and update of the framework for assessing learners' prior learning. This will include the implementation of robust and transparent criteria to accurately determine learners' starting points in relation to their knowledge, skills, and behaviours (KSBs). Clear identification of these starting points will ensure that learners are provided with a tailored curriculum that meets their individual needs. Strengthening curriculum design will ensure it is firmly aligned with the progressive development of learners' KSBs rather than being overly focused on meeting assessment criteria.
- By strengthening curriculum planning which will enable learners to maximise their potential by addressing their specific learning needs, as identified through the initial prior learning assessment.

- Enhancing curriculum planning which will embed structured on-the-job activities and inform clear action plans. These plans should provide opportunities for learners to apply their KSBs in workplace contexts, supported by formative evaluation activities carried out by tutors and assessors. This approach will ensure learners can effectively demonstrate their learning and progress before submitting final evidence.
- Improving the strategic planning and delivery of all components of apprenticeship training, ensuring a more coherent and structured approach. This should focus on enabling apprentices to achieve secure and sustained development of knowledge and skills, ensuring alignment with the requirements of their job roles and future progression.
- Refocusing the apprenticeship curriculum, prioritising the development of knowledge, skills, and behaviours (KSBs) rather than being overly centred on the achievement of the diploma or evidence collection. This shift will ensure the curriculum is centred on meaningful learning and professional growth, rather than purely on administrative or compliance-oriented outcomes.
- Refining the design and delivery of the apprentices' learning and development journey ensuring it is clearly structured, well-paced, and supportive of timely completion for all apprenticeship programmes. This will include proactive monitoring of progress and tailored interventions to address any barriers to timely achievement.
- Enhancing reporting mechanisms for apprentices ensuring that all agreed actions are effectively implemented and systematically monitored. Establishing clear processes for reporting to senior leaders and governors, ensuring robust scrutiny and accountability to support ongoing improvements and sustained impact.

Arrangements	Evidence
<p>Observations, reflective accounts, professional discussions, verbal questioning, and witness testimonies are all part of the learning and can be adapted to ensure the learner achieves long-term memory retention. The apprenticeship teaching provision builds a strong and trusting working relationship with apprentices which are evident in the case studies. Managers are also heavily involved in supporting apprentices. Some learners move from a L2 apprenticeship into a L3 demonstrating positive experience on programme and awareness, by the learners, of progression opportunities. High level of learner satisfaction at 94%.</p> <p>Following feedback from apprentices in our Leadership & Management centre the order in which some of our standards are delivered has been changed to allow for better progression through the apprenticeship.</p> <p>The apprenticeship teaching provision keeps up to date with CPD to create breadth of knowledge within the team.</p> <p>Managers work closely with apprentices to give them the opportunity to increase their skill set. They also work closely with apprenticeship tutors and assessors to ensure their on and off the job training is mapped and relevant.</p>	<ul style="list-style-type: none"> • Staff experience (Curriculum vitae) • DBS check • Staff continuous professional development records (CPD) • Professional Learning Experience (PLE) records • Learning Visit outcomes • Schemes of work reviews • Staff one to one meetings (every 4-6 weeks) • Staff annual review • Impact report (Case studies) (Appendix 8)
<p>The provision has high expectations for learners and embeds the council's core values into the curriculum. The centres build the confidence of learners, and within business support they go on to achieve permanent employment, most in higher grade roles.</p> <p>Managers monitor attendance and punctuality, and the expectation is that any minor issues are proactively addressed at the onset so as not to create a bigger issue in the long term. Learners' attendance is good with no issues recorded during this academic year.</p> <p>There are clear policies in place to protect all staff at LCC. Additionally, a safeguarding policy for further education and skills provision is in place and reviewed annually. Apprentices are informed during their induction about the escalation process should they experience any instances of bullying, peer-on-peer abuse, online safety, or discrimination. Safeguarding is a standard agenda item at monthly meetings.</p>	<ul style="list-style-type: none"> • Induction records • Information, advice & guidance (IAG) records • Learner progress reviews • Progression data • Staff one-to-one meetings (every 4-6 weeks) • Staff annual review

<p>Our enrichment programme is constantly evolving to ensure apprentices receive a greater awareness and a holistic view of good practice across LCC and partner organisations. Managers give apprentices the opportunities to experience new areas (through shadowing opportunities) that are of interest to the individual and their career pathway. This is recorded within their off-the-job training and is an excellent way of showcasing our apprenticeship provision. The skills scan, which is undertaken during the apprentice's induction, identifies areas of strength and improvement. The apprenticeship tutors and assessors work alongside managers to provide enrichment in these areas.</p> <p>For business support apprentices, apprenticeship week takes place in November. This involves team activities, guest speakers, employability, and interview skills, visits to Lincoln Castle and The Collection to name a few.</p> <p>Apprentices are supported by managers and their tutors and/or assessors on an individual basis which involves regular check-ins and one-to-ones. Outcomes of the programme indicate apprentices are resilient and confident; this is evident in completion rates and destination data.</p> <p>Managers work closely with apprentices to give them the opportunity to increase their skill set. Apprentices also work closely with their tutors and assessors who ensure their off the job training is mapped and relevant. Each apprentice has protected time to focus on their apprenticeship.</p> <p>All apprentices are introduced to British Values as well as Prevent training, Health & Wellbeing (including Mental Health First Aiders and Employee Support and Counselling Service) along with Equality, Diversity & Inclusion, including protected characteristics as defined by law. This knowledge is embedded within the programme and is also demonstrated through their behaviours within their work role.</p>	<ul style="list-style-type: none"> • Induction records • Enrichment tracker • Information, advice & guidance (IAG) recorded in e-portfolio • Learner progress reviews • Learner final reviews • Digital learning • Progression data • Staff one-to-one meetings (every 4-6 weeks) • Staff annual review • Achievement data
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All tutors and assessors delivering on the Employer Provider programme meet monthly in a supportive and continuous professional development (CPD) focused environment, additionally within the 2023/24 academic year, a collaborative CPD programme was launched, with guest speakers delivering workshops which support professional development and pedagogical practices.

Standardisation meetings take place on a regular basis. Within the Business Support centre a number of new tutors have joined the team. The centre lead provides mentoring and guidance and undertakes additional quality assurance checks to maintain standards across the centre. The Leadership and Management centre have a number of experienced tutors and qualified IQA assessors in their team. The tutors, in each centre, work together when delivering workshops, refining best practice and supporting each other. The teams attend webinars delivered by the awarding body (City & Guilds and ILM) which improves practice and provides in-depth in subject knowledge. Continuous professional development (CPD) is reviewed and refined on a quarterly basis as a minimum.

All apprentices are assessed and supported from the beginning of their programme where an individual learning plan (ILP) is developed by their tutor and/or assessor. This is then signed off by the apprentice's manager.

The apprentice, their line manager and the assessor undertake quarterly 3-way reviews (progress reviews). The curriculum lead proactively deals with any escalations and reviews all case studies and surveys to validate effective programme delivery and refine as needed.

The apprenticeship tutors and assessors are supported & developed through Professional Learning Experiences (PLEs) and IQA of work which includes portfolios, level of experience with knowledge of standards, also considered. The feedback from IQA is constructive and supportive.

The awarding bodies, City & Guilds and ILM, visit the centre annually. The centre has achieved direct claim status for the following diplomas that are embedded into the respective apprenticeship:

- Customer Service practitioner L2
- Business Administrator L3
- Team Leader / Supervisor L3

The apprentice's line manager and centre lead ensure that they operate within the boundaries of LCC's policies and procedures.

- Observations and audits of individualised apprentice programme progress reviews
- Monitor against Objectives in-:
- Staff one-to-one meetings (every 4-6 weeks)
- Staff Annual Review

<p>Apprentices have a good understanding of their rights and responsibilities as employees and as citizens. They understand the British values of democracy, individual liberty, and the rule of law. They are aware of the risks of radicalisation and extremism and can explain these issues well. Apprentices understand and observe the council's health and safety policies and procedures when at work.</p> <p>All staff working within the apprenticeship employer provider provision are appropriately DBS cleared and are included in the wider service's safeguarding policy that is updated regularly and reviewed annually. A clear escalation route is in place. Safeguarding is a priority for the provision, with the Designated Safeguarding Lead team meeting on a termly basis, No safeguarding concerns have been reported during this academic year.</p>	<ul style="list-style-type: none"> • E-Learning Digital Learning • Progress reviews • Staff one-to-one meetings (every 4-6 weeks) • Staff annual review • Record of external training/guest speakers • Impact report (Case studies) (Appendix 8) • Single Central Record
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