

# An Institute for the ages

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“Apprenticeships can change lives... they offer a ladder of opportunity for people of all ages; they boost businesses and make a profound difference to the economic stability and productivity of this country...

Government has established a new independent, public body to make sure apprenticeships are of the highest quality they can be.”

Antony Jenkins, Chair

Institute for Apprenticeships Operational Plan, April 2017

# Driving the quality of apprenticeships in England

- The Institute has been established to drive the **quality of apprenticeships** in England, primarily through its role as the regulator of apprenticeship standards and assessment plans.
- It will be a permanent feature of the apprenticeships landscape, providing a **sustained focus on quality** in a sector that is undergoing huge amounts of change.
- The Institute will embed the **central role that employers must play** in the apprenticeships system if it is to operate effectively. Employers have a better understanding than Government of what their skills needs are and the Institute will continue to put them in the driving seat of developing the high quality standards they need.

## Our core functions

- Developing and maintaining **quality criteria** for the approval of apprenticeship standards and assessment plans.
- Supporting the **development of standards and assessment plans by employer groups and reviewing and approving** them.
- **Publishing approved standards and assessment plans.**
- **Advising on** the maximum amount of Government **funding** that should be assigned to each apprenticeship standard.
- Having a role in quality assuring the delivery of apprenticeship **end-point assessments**, where employer groups have been unable to propose other arrangements and have named the Institute in their plan.

# Employer members

To **drive up quality** and **foster greater industry expertise** the Institute has:

- established **15 Route Panels** aligned to occupational groupings, comprised of industry experts to review and approve proposals, standards and assessment plans. Panel members replace DfE and ESFA officials as the panel that review and approve proposals
- the panels are made up of a **range of experts** with a broad knowledge of occupations and training across a particular route
- a **Chair has been appointed** to each of the Route Panels, with members now being recruited, up to a maximum of 15 per panel
- **genuine employer decision-making** with more than 300 employers embedded into the Institute when fully operational

## Strategic guidance

The Government published the Institute's draft strategic guidance on 3 April 2017 after a period of consultation. This guidance confirms our main functions:

- to develop and maintain **quality criteria** for the approval of apprenticeship standards and assessment plans
- to **review, approve or reject** them
- to advise on the **maximum level of government funding** available for standards
- to ensure arrangements are in place to **quality assure** all **end point assessments**

## An improved system

The Institute is taking the lead on a number of ongoing reforms to improve the apprenticeships system. There are **three defining features** of the emerging system that the Institute will regulate:

- employer-designed apprenticeship standards and assessment plans
- graded end point apprenticeship assessments
- external quality assurance of end point assessments

**Plus** we will adopt the following principles:

- minimise changes
- communicating early and clearly
- better use of digital
- greater professional expertise: industry-led route panels; relationship managers; and enhanced peer reviews

## Where are we now



- Over 2,600 businesses in over 100 sectors involved.
- 175 standards ‘approved for delivery’.
- Over 500 standards either in place or in development at all levels.
- 1,071,847 apprenticeship starts (frameworks and standards) since May 2015
- Around 30% of standards so far are for Higher and Degree apprenticeships.



# Improving quality

Our challenges...

**1. The end-to-end process of developing a new standard takes too long**

**2. There is overlap between different standards**

**3. Guidance material changes too regularly and is hard to navigate**

**4. More professional expertise is needed to review and approve standards**

**5. Currently limited use of outcome metrics to influence provision**

# Standards development





Overlap....



Collaborating with partners to  
drive up quality and creating  
the Apprenticeship Quality  
Improvement Group



# How are apprenticeships funded?



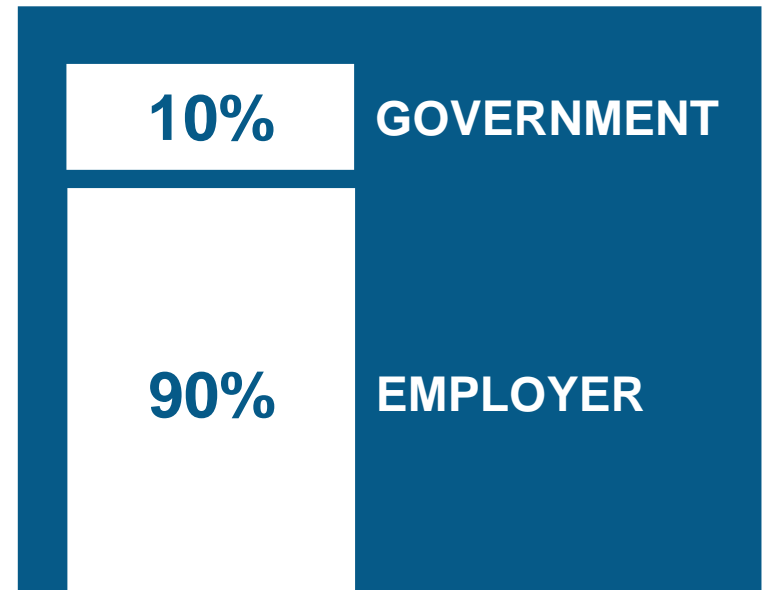
## The Apprenticeship Levy

- Introduced in April 2017
- Employers with an annual pay bill over £3 million pay Levy to HMRC
- Levy is collected at 0.5% of pay bill over £3 million
- Employers can use this Levy money towards apprenticeships
- Levy paying employers contribute 90% towards the cost of an apprenticeship from their Levy funds
- The Government will pay the remaining 10%

## THE APPRENTICESHIP LEVY IS

**0.5%**  
OF PAY BILL  
OVER **£3m**

## HOW ARE APPRENTICESHIPS FUNDED FOR LEVY PAYERS?



## **Employer digital accounts**

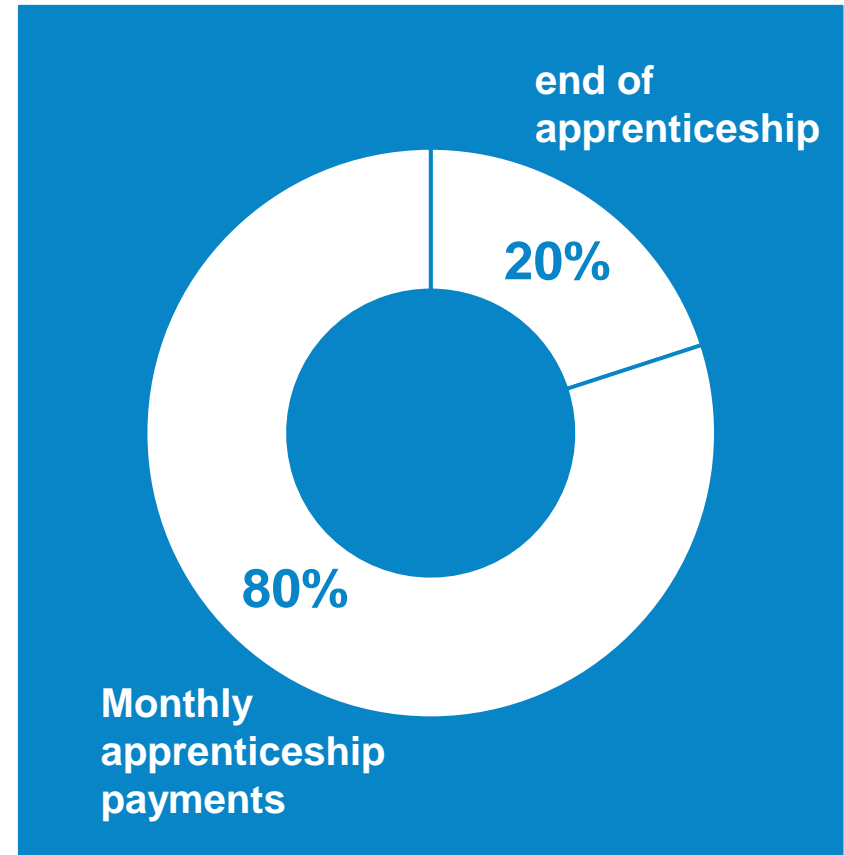
- Levy paying employers can manage and use their levy funds through a digital account
- Each month the monthly Levy paid to HMRC will enter the employer's digital account
- A 10% Government contribution will also be added to the account
- Funds will 'expire' or be taken from the account 24 months after they are added; this is a use it or lose it system
- Non-Levy paying employers will not be able to use the digital account system until at least 2018

## **Funding for non-Levy paying employers**

- Non-Levy paying employers can also take on apprentices
- Employers will contribute 10% towards the cost of training for the apprenticeship
- The Government will co-invest the remaining 90% of the cost of training for the apprenticeship
- Levy paying employers who have used all their Levy funds can also use this model to train additional apprentices
- There is a third method of funding for apprentices aged 16-18 in small businesses under 50 employees. The government will fund 100% of the cost

## Purchasing apprenticeship training

- 80% of the apprenticeship training cost is paid to the provider in equal monthly instalments
- Instalments are calculated on the planned duration of an apprenticeship
- Remaining 20% of the apprenticeship training cost is only paid to the provider when the apprenticeship is complete
- If an apprentice stops, the payments also stop





# Assessment

There will be two main controls in place to maintain consistently high quality **End Point Assessments** (EPAs).

1. The Register of Apprenticeship End Point Assessment Organisations.
2. External quality assurance.

We are building four types of **external quality assurance** (EQA) into the system to reduce the risk of assessment inconsistencies emerging:

## **Employer-led**

The employer group proposes its own approach for employers checking for consistency between assessments.

## **Professional body-led**

An industry association delivers the role on behalf of their employers.

## **Ofqual-led**

The EPA is a qualification Ofqual regulates.

## **Institute-led**

The Institute provides external quality assurance on behalf of employers.

# Assessment

Future access to the apprenticeship training and assessment markets will be governed by two new apprenticeship-specific registers:

- the [Register of Apprenticeship Training Providers](#) (RoATP)
- the [Register of Apprenticeship Assessment Organisations](#) (RoAAO)

The Institute will have a role in maintaining the quality on each of these:

- proposing the quality criteria for the registers which training and assessment organisations would have to meet. Provider feedback tells us that the current process for accessing the registers can lack transparency and sometimes hinder smaller providers' chances of becoming an approved provider.
- recommending the ESFA to take action where the Institute has concerns over the quality of particular organisations, including proposing an organisation is removed from the relevant register if needed. Overall responsibility for both registers remains with government, with the ESFA continuing to operate it on a day-to-day basis

## Metrics – Data Science

- DfE has developed a best in class **data science capability** and it is being imported into the Institute.
- ILR + DAS + IDBR + JCP + Companies House.
- We can already tell:
  - returns by apprenticeship (framework/ standard) and provider
  - this can inform value for money, approvals and delisting.
- We will be able to tell:
  - which employers are getting good outcomes
  - whether any particular providers or standards are displaying unusual behaviour
  - strange relationships...

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**Apprenticeship duration;** the typical duration for this apprenticeship is 24 months.

**Core Qualifications** The following qualifications will be required prior to taking the end point assessment.

Emergency first aid: Level 2 award in emergency first aid at work.

Pesticides: Level 2 Principles of Safe Handling and Application of Pesticides Guidance OR Level 2 Award in the Safe Use of Pesticides

**English & maths:** Apprentices without level 2 English and maths must achieve level 1 and take the test for level 2 before taking the end-point assessment.

To comply with legislation / industry standards, individuals who wish to work in some sectors of the industry may have to complete additional certificates of training, statutory licences and health and safety approved competency cards in order to be permitted on to a worksite.

**Apprenticeship level;** this apprenticeship standard is at level 2.

**Review date;** 3 years from implementation.

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***Core knowledge - have an understanding of:***

Industry understanding;

Business; business policies, vision and values.

Communication;.

Health and safety;.

Environmental;

Plant growth and development;

Tools, equipment and machinery;

Vegetation control;

Biosecurity;

Plant identification;

Soil science;

Plant health;

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***Core skills – able to:***

Communication;

Team working;

Health and safety;

Environmental;

Planting, plant growth and development;

Soil cultivation;

Tools, equipment and machinery;

Vegetation control;

Maintain hard structures;

Site presentation; work to a specified finish.

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***For the landscape construction role, additional knowledge and skills required:***

**Knowledge – have an understanding of;**

Methods used to measure and set out a site e.g. use of tape measures and measuring wheels, defining features by using string lines or aerosol markers, the principles in defining site levels using manual or electrical equipment. Marking out hazards such as services. Interpretation of construction drawings and specifications e.g. quantities, measurements and positioning. The safe use of abrasive wheels for cutting hard landscape materials during construction. Water feature construction methods e.g. linings, pumps, water courses.

**Skills – be able to;**

Install various hard-landscape construction features and structures e.g. paths, patios, fences and walls. This will include basic brick laying, paving, timber decking, setting levels, services identification. Free hand cutting and bench cutting of hard landscape materials during construction using abrasive wheels. Assess and repair hard structures; evaluate hazards and damage and if appropriate carry out repair or report. Examples include broken drainage, rotten timber, cracked paving stone, frost damage brick work.

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***For the horticulture role additional knowledge and skills required:***

**Knowledge – have an understanding of;**

The range and application of different growing media for plant production and propagation. The principles and methods of watering techniques including irrigation systems and hand watering. Ornamental turf management through basic maintenance; including mowing, aeration, scarification, and top dressing. How to monitor for issues including damage, water issues, pests and diseases. Ornamental aquatic environments including organic matter control both inside and around the feature and monitoring for any maintenance or safety issues.

**Skills – able to;**

Undertake correct pruning techniques for a range of plants. Cultivate and maintain soft-landscape elements e.g. shrubs, trees, herbaceous, bedding, grass areas and seed. Assist the establishment of an area of turf through laying, irrigation, maintenance, and allowing appropriate establishment time before use. Undertake basic propagation skills including division, cuttings, seed sowing and seed collection. Work without causing damage to features present such as irrigation, turf and aquatic environments.



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## ***Core behaviours***

**Health and safety;** have a safety-led mind-set for self, colleagues and the public.

**Customer care;** show dignity, respect and empathy when dealing with others, including clients, the public and colleagues.

**Learn:** learn behaviours, skills and knowledge effectively from craftspeople and managers.

**Attitude;** have a positive and motivated attitude towards work, including having pride in one's work.

**Decision making;** adopt a pragmatic timely approach by identifying appropriate solutions to practical problems.

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## ***End Point Assessment consists of:-***

- Professional discussion (based on portfolio)
- Online Knowledge Test
- Practical exercise with verbal questions

Thank you.

**INSTITUTE FOR APPRENTICESHIPS**

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