

Guidance

Prepare to offer apprenticeships

Published 1 April 2021

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Research should have been done to investigate:

- national, regional and local employer needs and how these can be fulfilled
- the existing provision in the area and how you plan to complement it
- how to develop an effective equality and diversity policy and how to train staff to implement it
- what is expected of main apprenticeship training providers on the Register of Apprenticeships Training Providers (RoATP)
- whether you can meet these expectations or would be better suited to becoming a supporting provider

The Education and Skills Funding Agency's (ESFA's) guidance on [becoming a registered training provider](#) is a recommended starting point for this research.

To provide apprenticeship training [you will need to apply to join the RoATP](#).

You will be assessed on a range of capabilities including your capacity, finances, leadership, and teaching staff experience and qualifications as part of your application. Providers should embed a culture of continuous improvement in all of these areas.

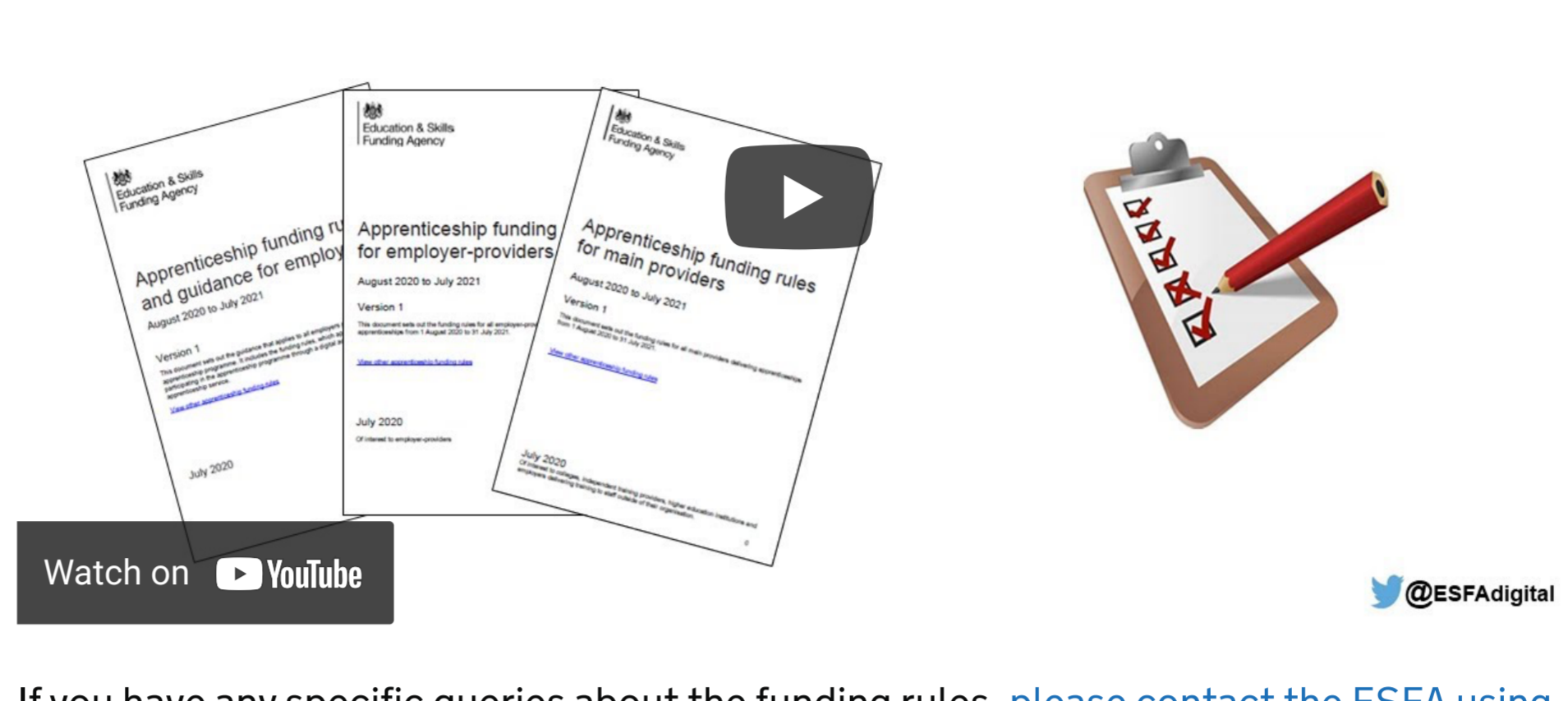
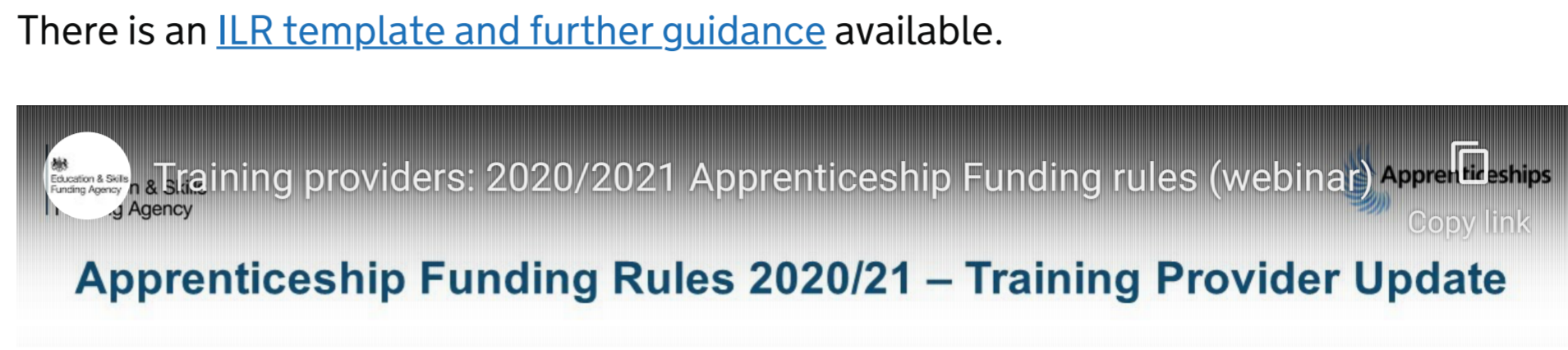
[Reading the ESFA's application guidance](#) will help you to better understand the application process.

You will also need to create your training provider page on the [Recruit an apprentice service](#) once you have been accepted onto the RoATP in order to attract prospective apprentices and employers. This will need to be periodically reviewed and kept up to date.

As a training provider to be eligible for funding you will need to:

- enter into an [agreement](#) with the ESFA
- ensure full compliance with the [ESFA's funding rules](#)
- submit monthly Individualised Learner Records (ILR) for apprentices

There is an [ILR template and further guidance](#) available.



If you have any specific queries about the funding rules, [please contact the ESFA using this form](#).

Governance and safeguarding

Ensure appropriate governance and safeguarding processes are in place so that apprentice and employer needs and goals can be successfully met.

All providers are legally required to have arrangements in place for the safety and wellbeing of all their apprentices. This should clearly set out to staff what procedures need to be followed when they are concerned about the safety of an apprentice.

Providers should have effective governance structures in place such as a board of trustees or directors. All providers are expected to have some independent scrutiny to ensure that the best interests of apprentices and employers are considered. Good governance also ensures that all public funds received are spent properly. For further information on effective governance we recommend the [strategic leadership and governance course provided by the Education and Training Foundation \(ETF\)](#) and commissioned by the ESFA.

Where ineffective safeguarding practices have been found or reported, the provider can be removed from the RoATP by the ESFA, who can also require that the provider suspends current and future delivery of apprenticeship provision.

To better understand what Ofsted Inspectors look for when they assess safeguarding their [guidance on safeguarding for inspectors](#) is available online.

Qualified and competent teaching staff

Ensure teaching staff are appropriately qualified with the necessary contemporary industry knowledge for the standard(s) being offered. All staff must be supported to undertake continuous professional development (CPD).

To support CPD for the apprenticeship teacher and trainer workforce the ESFA has recently launched its new online [apprenticeship workforce development programme](#), which is available to all providers. It offers training in the following areas:

- Assessor to Teacher
- Effective Technical Teaching
- Technical Curriculum Design
- Apprenticeship Leadership

Successful providers foster a culture of celebrating the best practices in teaching and learning among staff to encourage them to provide the best education to their apprentices as possible.

Recommended preparation for delivering quality apprenticeships

You should start by:

- getting involved in training provider networks for peer support
- holding tailored open events for employers, career starters or those who may be seeking a change of career or to progress in their existing career
- holding open evenings for parents and carers which may help younger apprentices feel supported
- planning how and at what intervals to obtain apprentice and employer feedback
- putting in place a strategy for developing and maintaining the curriculum for the standard and how it could be adapted for individual apprentices, with additional consideration for those with special educational needs
- making curricula dynamic and adaptable in line with changes in the sector. A better curriculum will help apprentices to achieve successful outcomes at their end-point assessments (EPA) when they complete their apprenticeship

Equality and diversity

So that employers can benefit from a more diverse workforce, all training providers must have a robust equality and diversity policy which will ensure that apprenticeships are inclusive to everyone.

Your equality and diversity policy should include how your organisation:

- will promote the policy
- will train your employees about equality and diversity
- will adjust your recruitment to be more diverse
- will deliver apprenticeship training
- will work with both employers and apprentices

There is additional funding available to training providers to support:

- young apprentices
- apprentices with learning difficulties and disabilities
- care leavers
- apprentices with different needs

The ESFA's [Essential guide to apprenticeship support](#) sets out the forms of support which should be available to apprentices if they need it.

Working with employers

Strong partnerships with employers are essential to high quality apprenticeships. Work with the employer(s) at the outset, for example, through holding employer or industry events and involving employers of all sizes in the curriculum design.

This relationship can then be further reinforced for example through regular meetings. You should meet at the outset of the apprenticeship journey to discuss the [commitment statement](#), and before your apprentice proceeds to their final assessment.

Beyond this you will want to discuss your shared responsibility for the apprentice's progress, development and wellbeing in their learning and work.

This strong partnership could be used to encourage employers to recruit apprentices in a diverse way.

This partnership will also be crucial in ensuring that apprentices who may need additional support, such as those who are care leavers or those with special educational needs, get the support they need from both the provider and the employer.



There is also [written guidance](#) which explains what can count as OTJT and the diverse ways in which it can be delivered.

Selecting and working with End-point Assessment Organisations (EPAOs)

Every apprentice will need to undertake an assessment at the end of their apprenticeship to provide the necessary evidence that they are occupationally competent. Except in the case of integrated degree apprenticeships (see below), all end-point assessments need to be undertaken by an independent organisation, selected by the employer.

As a provider, you should offer to assist the employer with the selection of an [End-point Assessment Organisation \(EPAO\)](#) from the register of EPAOs.

If the price of the apprentice taking their assessment with the chosen EPAO has not already been decided between the EPAO and the employer, then negotiate and agree a price.

You must put a contract in place with the end-point assessment organisation that has been selected by the employer and work closely with them.

It is good practice to make sure that the curriculum is designed so that apprentices are preparing for the specific assessment they will take from the beginning of their apprenticeship.

Work together with the EPAO and discuss early any reasonable adjustments for apprentices which need to be made (ensuring that any application for reasonable adjustments is supported by evidence).

For further information see [the Institute for Apprenticeship's EPA reasonable adjustments guidance](#).

Integrated degree apprenticeships

An integrated degree apprenticeship is where a degree qualification is included in the apprenticeship, and all assessment relating to the degree qualification is integrated with the end-point assessment of the apprenticeship.

For integrated degree apprenticeships it is not necessary to select an EPAO. You as the training provider delivering the degree apprenticeship will also conduct the assessment as it forms part of the degree qualification. This exception only applies to integrated degree apprenticeships.

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