

His Royal Highness The Duke of Edinburgh
10 June 1921 to 9 April 2021

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> [Apprenticeships, traineeships and internships](#) > [Provider guide to delivering high-quality apprenticeships](#)



Guidance

Starting to deliver apprenticeships

Published 1 April 2021

Contents

- [Initial assessment](#)
- [Building your partnership with the employer](#)
- [The Commitment Statement](#)
- [Apprentice Induction](#)

[Print this page](#)

Initial assessment

Complete an initial assessment of each apprentice's prior learning and experience. This should be used to identify sector-specific and English and maths related knowledge, skills and behaviours (KSB) which the prospective apprentice already has.

This is important because the purpose of an apprenticeship is to give each apprentice substantial new KSBs that enable them to reach competence in a given occupation. Funding cannot be used to certify or refresh existing KSBs.

If the apprentice already has most of the KSBs set out in the standard they were due to start then they will not meet [funding rule requirements](#) for that apprenticeship, which would result in all funding being reclaimed by the ESFA. Therefore, discuss with them and their employer whether there is a higher-level apprenticeship they could complete or whether a different programme would be more appropriate to help their career progression.

The findings of the initial assessment will provide an individual baseline for the employer and training provider from which their learning plan can be created.

Adapt the curriculum according to the findings of the initial assessment. This should include English and maths teaching where apprentices have not yet obtained level 2 qualifications in these subjects. Teaching time for English and maths, where needed, is additional to the minimum 20% off the job training time.

We recommend having a discussion with the apprentice and their employer about any reasonable adjustments the apprentice may need as part of the initial assessment process where appropriate. This ensures that any adjustments made by employers and training providers are consistent with individual need.



Building your partnership with the employer

Together agree:

- the employer's and their apprentice's training needs including any reasonable adjustments the apprentice may need
- how the training needs can be effectively aligned to ensure the new KSB will be embedded into the apprentice's job
- the price of the training their apprentices require to reach full occupational competence
- a proposed 'gateway' date

Also ensure that there is a dedicated line manager or mentor from within the employer's organisation assigned to each of their apprentices. Check that the mentor or line manager are also effectively supported in their role.

The Commitment Statement

Draft the commitment statement with both the employer and apprentice. It should define with clear expectations and responsibilities how each of you will work together to achieve full occupational competence for the apprentice.

All three parties should agree on the intervals in which the commitment statement and the apprentice's progress are reviewed during the apprenticeship. The ESFA recommends having these reviews every 8-12 weeks. This provides an opportunity for the provider, employer and apprentice to confirm that each are happy that the others are meeting their commitments, or to take steps to address any failures to meet the intended commitments.

There is a [template commitment statement](#) that is compliant with the ESFA's requirements that is available for use.

Apprentice Induction

With your new apprentices you should as a starting point:

- discuss the commitment statement to make sure that they understand how the three-way relationship will function and what they can expect from their training provider
- highlight the progress review meetings as an opportunity for them to hold their training provider and employer to account
- ensure they understand how their OTJT will be delivered and by whom
- encourage them to log their learning from the outset to help monitor whether they are being given a minimum of 20% of their working hours to dedicate to OTJT and whether they are getting the opportunities to practise and reflect on what they have learnt
- explain the difference between off-the-job training and on-the-job training. It is important that they understand which activities will count as which form of training and how they fit together
- inform them of the pastoral support available, how to seek it if needed and how they can make complaints
- check the [apprenticeship agreement](#) between them and their employer is signed
- send them their occupational standard and assessment plan and give an overview of the assessment for their specific standard
- explain how the apprentice will work towards assessment and full occupational competence throughout their apprenticeship and that passing the assessment is required for them to complete their apprenticeship and get a certificate
- ensure that the apprentice knows the sector-specific and transferable skills they can expect to develop
- inform the apprentice of any mandatory qualifications they will also need to pass in order to complete their apprenticeship and receive a certificate
- inform them about the possibility of taking a break-in-learning during their apprenticeship where they need to 'pause' their apprenticeship for four or more weeks due to illness or caring responsibilities.

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