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Employer's guide to apprenticeships



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Apprenticeships: 9 steps to success

Apprenticeships have changed. So whether you have not employed an apprentice before or count yourself as an apprenticeships veteran, there is much to consider.

The introduction of the apprenticeship levy in particular, has thrust apprenticeships into the thinking of those responsible for talent development. Apprenticeships will, increasingly, play an important role in defining the future success of firms and our profession as a whole.

To help you make the best of the opportunities apprenticeships offer, we've worked with a range of experts to develop guidance shaped around the

CII's 9 steps to success. These steps provide an easy to follow pathway guiding you from taking the decision to train an apprentice through to evaluating how your programme works. Or if you are already on journey, you can simply jump to the step that meets your needs.

You'll find this guide packed with in-depth guidance and points to consider along the whole apprenticeship lifecycle.



Step 1: Shape your firm's training and development strategy



Shape
your firm's training
and development
strategy aligned with
corporate objectives

Step 1 of 9 - Shape your firm's training and development strategy

Think strategically about apprenticeship programmes

To make the most of what apprenticeships can offer your firm, think in broad terms – linking it to your firm's existing people strategy, which in turn feeds into the overall business strategy.

Given apprenticeships can be used to develop new and existing staff of all ages, across a wide range of occupations and job roles, they should be central to your talent and attraction thinking. Consideration should be given to their potential to deliver long-term results, in particular:

- Developing internal talent pipelines
- Being able to upskill or re-skill existing staff
- Generally meeting the skills needs of the future

Apprenticeships are available in 17,000 occupations across 170 sectors of the economy. Therefore consider how apprenticeships can work across your whole firm, not simply technical roles.

The Chartered Institute of Personnel and Development (CIPD) has useful guidance and best practice on developing effective talent strategies, which you can access at:

<http://bit.ly/2yuad0h>

A workforce or skills audit will highlight the talent needs of your firm

A central component to developing your apprenticeship strategy is understanding the needs across the whole firm. It might be that a people/talent/skills plan already exists. If that is the case, use it as the basis of your decision making. If not, consider undertaking a workforce or skills audit.

There is no one approach to undertaking such an exercise. However, the CIPD offers clear guidance on its website which you can access at:

<http://bit.ly/2zeYJuV>

7 ways apprenticeship programmes could be deployed in your firm:

1. Developing or enhancing your school **leaver programme** using apprenticeships.
2. Repurposing a **graduate scheme** to make use of the Apprenticeship Levy – changes in rules allow employers to do this.
3. **Return to work programmes** can be supported by apprenticeships and help you access a wide pool of talent (carers, parents, armed forces etc). It is important to remember that an apprentice has to work at least 30 hours per week.
4. **General recruitment** – apprenticeships are for all age groups and cover a wide range of disciplines.
5. Create or convert an existing **internal development programme** – apprenticeships can play a central role in upskilling existing staff.
6. **Management development programme** – many firms have management fast-track programmes and apprenticeships provide a very effective way of developing high potential talent.
7. Creating an **initial pilot programme**. The pilot could cover any of the above suggestions and will help you to begin to embed apprenticeships into your firm's culture and talent management practices.

Step 1 of 9 - Shape your firm's training and development strategy

There is no right or wrong answer to developing your apprenticeship approach. It's about finding what works for you and your business needs. The below table sets out a hypothetical programme of a firm with an annual levy credit of £120,000.

| Element of talent strategy | School Leaver Programme | Internal Fast Track | Internal Upskilling | | Succession Planning | | |
|----------------------------|---|---|--|--|---|--|--|
| YEAR 1 (Oct - Sep) | | | | | | | |
| Oct | Insurance Practitioner (Level 3) | Chartered Manager (Level 6) | | | | | |
| Nov | | | | | | | |
| Dec | | | | | | | |
| Jan | <ul style="list-style-type: none"> • 5 starts • School leaver intake programme • 12 months • £9,000 cost per apprentice | <ul style="list-style-type: none"> • 1 start • Internal Fast Track programme) • 3 years • £27,000 cost per apprentice | | | | | |
| Feb | | | | | | | |
| Mar | | | | | | | |
| Apr | | | | | | | |
| May | | | | | HR Support (Level 3) | Digital Marketeer (Level 3) | |
| Jun | | | | | <ul style="list-style-type: none"> • 1 start • Internal upskilling • 18 months • £5,000 cost per apprentice | <ul style="list-style-type: none"> • 1 start • Internal upskilling • 18 months • £12,000 cost per apprentice | |
| Jul | | | | | | | |
| Aug | | | | | | | |
| Sep | | | | | | | |
| YEAR 2 (Oct - Sep) | | | | | | | |
| Oct | Insurance Practitioner (Level 3) | | Insurance Professional (Level 4) | | | | |
| Nov | | | | | | | |
| Dec | | | | | | | |
| Jan | <ul style="list-style-type: none"> • 5 starts • School leaver intake programme • 12 months • £9,000 cost per apprentice | | <ul style="list-style-type: none"> • 10 starts • Progression for first school leaver cohort & internal upskilling • 18 months • £9,000 cost per apprentice | | | Paralegal (Level 3) | |
| Feb | | | | | | | |
| Mar | | | | | | | |
| Apr | | | | | | | |
| May | | | | | | | |
| Jun | | | | | | | |
| Jul | | | | | | | |
| Aug | | | | | | | |
| Sep | | | | | | | |
| YEAR 3 (Oct - Sep) | | | | | | | |
| Oct | Insurance Practitioner (Level 3) | | | | | | |
| Nov | | | | | | | |
| Dec | | | | | | | |
| Jan | <ul style="list-style-type: none"> • 5 starts • School leaver intake programme • 12 months • £9,000 cost per apprentice | | | | | | |
| Feb | | | | | | | |
| Mar | | | | | | | |
| Apr | | | | | | | |
| May | | | | | | | |
| Jun | | | | | | | |
| Jul | | | | | | | |
| Aug | | | | | | | |
| Sep | | | | | | | |

Note: The example relates to a levy paying firm, in most cases a non-levy paying firm's apprenticeship programme would not have so many strands.

Apprenticeship programme delivery models

Although this might appear to be moving into the operational sphere, it should form part of your strategic thinking, especially if your firm decides to become an apprenticeship provider.

Options include:

1. Working exclusively with **one training provider** to deliver the apprenticeship(s) that you want.
2. Working and managing the relationships with **several providers** who deliver particular parts of your overall apprenticeship programme (e.g. one provider for technical apprenticeships, another for HR or Legal or Marketing etc.)
3. Working with a **lead provider** who then manages the relationships with other providers to meet your requirements.
4. **Becoming an employer provider** – your firm becomes an apprenticeship provider.

Becoming an employer provider

Employers who wish to deliver some, or all, of the apprenticeship training and utilise learning programmes and academies already established, must register as an employer provider and be listed on the Apprenticeship Training Register (RoATP). An employer must follow a number of steps to fulfill government requirements.

Whilst it is possible and, in some cases desirable, to deliver apprenticeship training in-house, the amount of governance and control that is required should not be underestimated. The CII recommends that employers seek expert advice and support before choosing to undertake this route.

Further information can be found at:
<http://bit.ly/2xLNoGB>

Typical challenges to overcome in your firm

Leadership buy-in and engagement:

Ensuring executive level commitment and buy-in to develop apprenticeship capability in your firm is essential to its successful implementation. This is no longer just 'the right thing to do' but a business imperative, where apprentices can drive performance and productivity improvements.

Two proven ways of ensuring leadership buy-in include:

1. Identify a **sponsor/champion from within the Executive team** who feels passionately about apprenticeships and who will spearhead your communications and engagement plan.
2. Identify **role models** across your firm and share their story – you may be surprised to find that some very senior and successful leaders did not go to university and started out as apprentices. Over time, you'll be able to develop more of these stories.

Perception and culture:

In some quarters, there remains a perception that apprenticeships are secondary to going to university and are meant for manual trades. Unsurprisingly, this is an outdated view.

Four proven ways of changing perception include:

1. Give line managers **practical information** about apprenticeships and the role they play in helping to deliver the firm's talent strategy and ultimately, its business strategy as well.
2. Line managers should **engage with existing employees** to help them understand the benefits of integrating apprentices into the workforce.
3. **Creating networks** is a great way to help your firm embrace the change and for individuals to learn from one another (for instance, buddy and mentor systems).
4. Using apprenticeships for **existing members of staff** is a smart way to engage, motivate, upskill or re-skill your workforce. However, this may be met with resistance because of the perceived 'badge' - if you are worried about this, you don't have to use the term apprentice.

Step 1 of 9 - Shape your firm's training and development strategy

Implementation:

Implementing apprenticeships into organisations and assigning clear ownership for them can feel complex. As early adopters in the insurance, financial planning and banking sectors have shown, apprenticeships have the potential to fundamentally alter the training and development landscape.

Here are their top 5 key learnings:

1. Taking an **integrated approach** where the Executive members work with HR and Learning to agree where apprentices fit within strategic plans is essential.
2. Review your in-house training programmes and learning curriculum, **mapping them to available apprenticeship standards**.

3. Offer a **range of apprenticeship offerings** that enable your employees to develop their careers by transitioning from one level or programme to another.

4. **Convert existing training programmes** into funded apprenticeship programmes e.g. graduate scheme.

5. Use apprenticeships as part of **general recruitment** to attract new people (including those currently working in other sectors or looking to return to work etc.) into your firm and grow your skills base.

Summary view:

Training and development strategic considerations

| 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|--|
| <p>Apprenticeship funding changes in England now mean that apprentices can be all ages and levels of education, including graduates.</p> | <p>Understand your staff breakdown across the United Kingdom and, if you pay the levy, its impact on contribution in England v devolved nations.</p> <p>If you pay the levy you will be able to access data via the Apprenticeship Service.</p> | <p>Review learning needs across all functions and levels.</p> <p>Convert existing training programmes into funded apprenticeship programmes e.g. graduate and management schemes.</p> | <p>Review recruitment and retention strategies.</p> <p>As degree apprenticeships become a viable alternative to traditional university routes, how will apprenticeships fit into your future workforce and how will this impact graduate schemes?</p> | <p>Invest in:</p> <ul style="list-style-type: none"> Key roles and functions. Processes and systems. Data and quality assurance. Set KPIs and agree measures of success. Celebrate success. |
| Funding | Eligibility Criteria | Learning Needs | Recruitment Needs | Implementation |

Step 2: Identify available funding for your firm

Identify
available funding
for your firm



Step 2 of 9 - Identify available funding for your firm

Two types of apprenticeship funding exist in England: levy funding and non-levy funding. Which one you are eligible for depends on the size of the annual paybill of your firm.

Levy funding

- All UK employers with an annual **paybill greater than £3m** are liable to pay the apprenticeship levy.
- A firm's paybill is calculated on total employee earnings – subject to Class I Secondary National Insurance Contributions. It will not include payments such as benefits in kind. Earnings of all employees will be taken into account.
- The **levy is set at 0.5% of a firm's paybill**.
- The levy is paid monthly to HMRC through PAYE.
- Levy credit lasts **24 months** and works on a first in, first out basis – so your first levy payment, made in May 2017 will need to be spent by May 2019.
- Your firm gets a **£15,000 fixed annual allowance** to offset against the levy payment. Employers who operate multiple payrolls will only be able to claim one allowance for the levy. This is split across the year (£1,250 pcm).
- Employers paying the levy will receive a **10% top-up** to their monthly levy contribution. So for every £1 you put in, you have £1.10 to spend.
- Employers taking on an apprentice aged 16-18 will receive an additional £1,000 in government funding for each young apprentice.
- Employers developing an apprentice aged 19-24 who has previously been in care or has a Local Education, Health and Care plan will receive an additional £1,000 in government funding.
- You can only use funds in your account to pay for apprenticeship training and assessment for apprentices that work at least 50% of the time in England. Therefore the **amount you have to spend is based on the % of your staff based in England**.
- Funding can be secured up to the funding band maximum for that apprenticeship. If you agree a cost over the band maximum, you will need to pay the difference with other funds from your own budget.

Co-funding

- If you have insufficient funds in your digital account to invest in apprenticeship training, the remaining amount is co-funded.
- For instance, if your annual levy fund is £15,000 and you want to train two L3 Insurance Practitioner apprentices at a cost of £9,000 per apprentice, there is a £3,000 shortfall. This shortfall is covered by the co-funding rule (as the L3 apprentice training purchased sits within the published funding band), whereby you would pay 10% (£300) and the government pays 90% (£2,700). Any sum over the published funding band is paid 100% by the employer.

Using the government's online Apprenticeship Service

If you are a levy paying employer you will need to register to set up an Apprenticeship account on the gov.uk website. This gives you greater control of your apprenticeship programmes, including how you:

- Receive levy funds to spend on apprenticeships
- Manage your apprentices

- Pay your training provider
- Stop or pause payments to your training provider

It is important to remember when planning your apprenticeship funding and spend, that 20% of the cost you agree with the training provider will be kept back until the end of the programme to cover End Point Assessment and other costs.

And to learn more about the government's online apprenticeship service, visit: <http://bit.ly/2ynfYO1>

Step 2 of 9 - Identify available funding for your firm

Example scenarios for Levy paying firms:

| | Firm A | Firm B | Firm C | Firm D | Your firm |
|--|----------------|-----------------|-----------------|-------------------|-----------|
| Annual Paybill | £4,000,000 | £25,000,000 | £50,000,000 | £337,000,000 | |
| % of staff in England | 100% | 75% | 45% | 92% | |
| Levy Payments | | | | | |
| 0.5% of Annual Paybill | £20,000 | £125,000 | £250,000 | £1,685,000 | |
| Total Annual Levy Payment #1 | £5,000 | £110,000 | £235,000 | £1,670,000 | |
| Total Monthly Levy Payment | £416 | £9,166 | £19,583 | £139,166 | |
| Levy Credits | | | | | |
| Monthly payment figure adjusted to take account of % of English based staff | £416 (100%) | £6875 (75%) | £8812 (45%) | £128,032 (92%) | |
| Plus 10% Government top-up | £42 | £687 | £882 | £12,804 | |
| Levy credit to spend each month #2 | £458 | £7,562 | £9,694 | £140,836 | |
| Total Annual Levy Credit | £5496 | £90,744 | £116,328 | £1,690,032 | |

#1 Annual payable amount minus £15,000 allowance

#2 Adjusted monthly levy payment plus government 10% top up

Non-Levy funding

Organisations with an annual paybill less than £3m will not have to pay the levy. In England, organisations are able to access government support for apprenticeships on a co-funding basis.

- **Employers pay 10% towards the cost of apprenticeship training and government will pay the remaining 90%** (up to the funding band maximum).
- Non-levy paying firms will also be eligible for the additional support relating to apprentices aged 16-18 (the additional £1,000 in government funding) and those apprentices aged 19-24 who have previously been in care or has a Local Education, Health and Care plan (additional £1,000 in government funding).
- For employers with fewer than 50 people, the apprenticeship training will be 100% funded by the government, if on the first day of the apprenticeship the apprentice is:
 - aged 16-18 years old.
 - aged 19-24 years old and has either: an education, health & care plan or has been in the care of the local authority.

Managing apprenticeship training

- If you do not pay the levy, you won't be able to use the government's online Apprenticeship Service to pay for apprenticeship training and assessment (until at least 2018).
- You will pay your agreed contribution to your chosen apprenticeship provider (10% of the cost of the apprenticeship). You do not need to worry about claiming any funding. This is dealt with by the training provider.

For more on apprenticeship providers, see step 3.

National Insurance Contributions for Under 25s (England Only)

All employers, whether a levy payer or not, are not required to pay National Insurance Contributions for apprentices under the age of 25 (as long as the apprentice is not a higher rate tax payer).

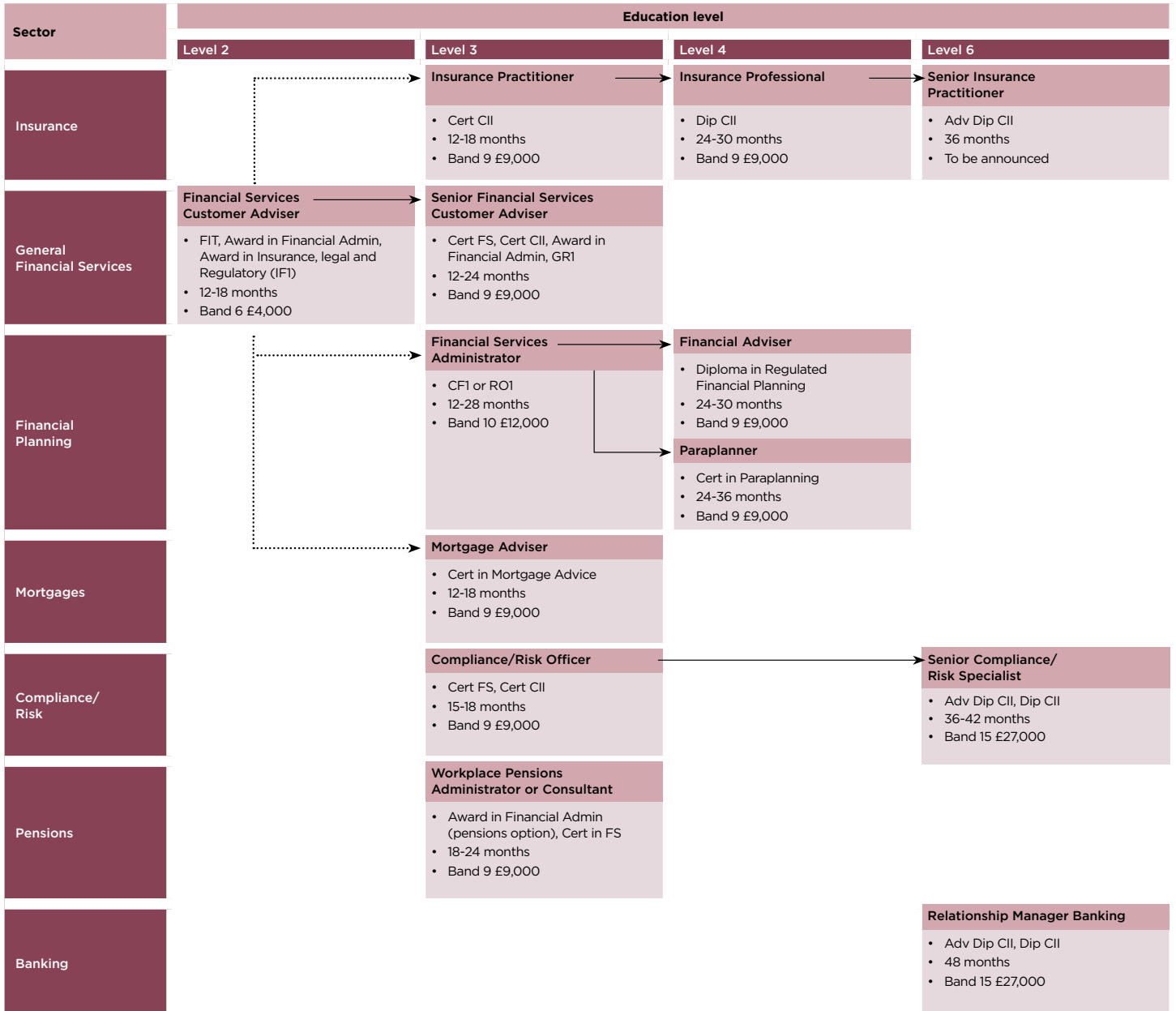
Step 2 of 9 - Identify available funding for your firm

Funding bands

Each apprenticeship standard is allocated a funding band and maximum amount that can be funded (for both Levy and non-Levy payers). Should you agree a cost over this cap, you would be liable to fund the extra amount in its entirety.

Key:

Suggested progression pathway —————> Potential progression pathway>



For a full list of apprenticeship standards approved for delivery, visit <http://bit.ly/2zXhtzx>

Please note, these apprenticeship standards are for England ONLY.

For details of the apprenticeship frameworks used elsewhere in the UK visit:

Scotland: <http://bit.ly/2kW8nAe>

Wales: <http://bit.ly/2ytLtVP>

Northern Ireland: <http://bit.ly/2yuxsYd>

Step 2 of 9 - Identify available funding for your firm

Funding across the rest of the UK

Although the levy applies UK-wide, skills policy including apprenticeships is a devolved power and so approaches differ across the different parts of the UK. A share of the monies collected via the levy will be returned to each devolved administration.

Scotland

Visit: <http://bit.ly/2kSLca6>

Funding: The Flexible Workforce Development Fund is available to organisations across the private, public and third sectors who are subject to the Apprenticeship Levy. This is a one year pilot that will focus on the up-skilling and re-skilling of existing employees of any age, with individual organisations able to apply for up to £10,000.

For details on the new Flexible Workforce Development Fund visit: <http://bit.ly/2hod02b>

Funding and incentives are also available to train via Modern and Graduate Level Apprenticeships.

For more details call: Skills Development Scotland on 0800 783 6000

Wales

Visit: <http://bit.ly/2ytLtVP>

Funding: For details on the Levy in Wales visit: <http://bit.ly/2yu4cz2>

Funding and incentives are available to train apprentices. For more details call: 0300 060 3000

Northern Ireland

Visit: <http://bit.ly/2xNOBit>

Funding: For Apprentices on the ApprenticeshipsNI programme aged 16-24, the cost of the off-the-job training is fully funded. For apprentices over the age of 25, 50% funding is available for priority sectors (this includes financial services and ICT).

For more details call: 0300 200 7876



Step 3: Select organisations to work with



Step 3 of 9 - Select organisations to work with

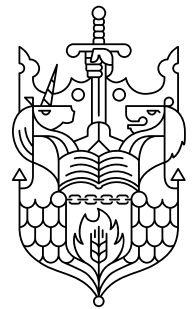
Apprenticeships are now delivered through new ‘standards’, created by employers for employers. This new model provides an element of consistency as all training providers must deliver to a number of stipulated learning outcomes across knowledge, skills and behaviours.

Most employers will choose to partner with a training provider(s) to deliver their apprenticeship programme. All training providers have to be on the government’s ‘Register of Apprenticeship Training Providers’. There are many to choose from and, although working to the same standards, will have their own way of delivering an apprenticeship.

CII Accredited Apprenticeship Training Provider

The CII’s Apprenticeship Training Provider Accreditation is open to all apprenticeship providers. It is a kite mark for employers in the sector to know that a training provider has met a range of standards independently assessed by the CII, ensuring that the training provider has the appropriate management controls, training skills and capability.

Providers voluntarily choose to undergo this rigorous process and we would recommend you begin your search with one of these accredited providers.



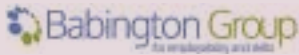
For details of the CII Accredited training providers visit <http://bit.ly/2A6RqXC>



Step 3 of 9 - Select organisations to work with



Chartered
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Support for non-levy paying GI Intermediaries

The Chartered Insurance Institute is working with Babington to ensure that non-levy paying GI intermediaries are able to access the Level 3 Insurance Practitioner apprenticeship.

For more details please email: emma.hall@babingtongroup.co.uk



Personal
Finance
Society



FWD
TRAINING &
CONSULTANCY

Support for financial adviser apprenticeships

The Personal Finance Society has partnered with FWD to deliver 'Aspire' - its financial adviser development programme, where participants will undertake the Level 4 Financial Adviser apprenticeship.

To register your interest, please email: apprenticeships@thepfs.org

Tendering and negotiating

You should treat choosing your training provider the same as you would other service procurement. Remember, as the employer you are empowered to make the decision who to appoint. You should consider:

- **Running a tender process** - look to speak to a range of providers to find the right fit for you. (Be mindful of cold calling by providers – don't partner with the first person you speak to. Test the market).
- **Enter into a commercial negotiation** – price, levels of support, deliverables etc. In discussions, don't just focus on price (though this is important). There are many services that providers offer and you should explore what their value add to you would be.
- **Agree a service level agreement** - setting out roles, responsibilities, deliverables, KPIs and consider inserting break clauses.





When undertaking a tender exercise, there are key questions you should consider asking the training providers. The answers will help you to form a view of the service offered and whether the provider is the right fit for you:

Standards provided

- 1. What apprenticeship standards do they offer? Are they able to provide all that you need?
- 2. If they don't offer all the standards you require, in what ways can they support you?
- 3. What is their geographical coverage? Can they support multiple sites?

Delivery

- 4. How do they deliver the training? How flexible is their approach? Do they offer bespoke solutions?
- 5. What is their approach to the 20% off-the-job training requirement?
- 6. How is the professional qualification element dealt with? What support do apprentices receive?
- 7. How much face to face time will apprentices have with the training provider?

Apprentices

- 8. How is the progress of apprentices monitored and reported?
- 9. Do they consider longer term progression plans for apprentices? (i.e. beyond the life of that particular apprenticeship programme).

End Point Assessment

- 10. What support is offered around appointing an End Point Assessment organisation?
- 11. What preparations are made for the End Point Assessment? Where in the programme does this begin?

Post-apprenticeship completion

- 12. What processes are in place for evaluating the apprenticeship and for making future improvements?

Trainers

- 13. What are the qualification/industry experience levels of those delivering the training?

Partnerships

- 14. Will they be using other delivery partners? If so, who are they and what are the arrangements?

Track record

- 15. What is their track record? Do they have testimonials/case studies to share?
- 16. What is their Ofsted rating? (worth reading the report ahead of time if you can).

Supporting you, the employer

- 17. Are they able to support a skills/workforce audit to identify potential apprenticeship needs?
- 18. What 'internal support' can they provide to help you deliver the apprenticeship (e.g logistical or HR support)?
- 19. Do they offer recruitment support? Including creating job specifications, candidate screening, interviews?
- 20. Do they offer levy management or funding support?
- 21. Can they help train/develop your internal delivery team (e.g. line managers) - to ensure smooth running and organisational buy-in?

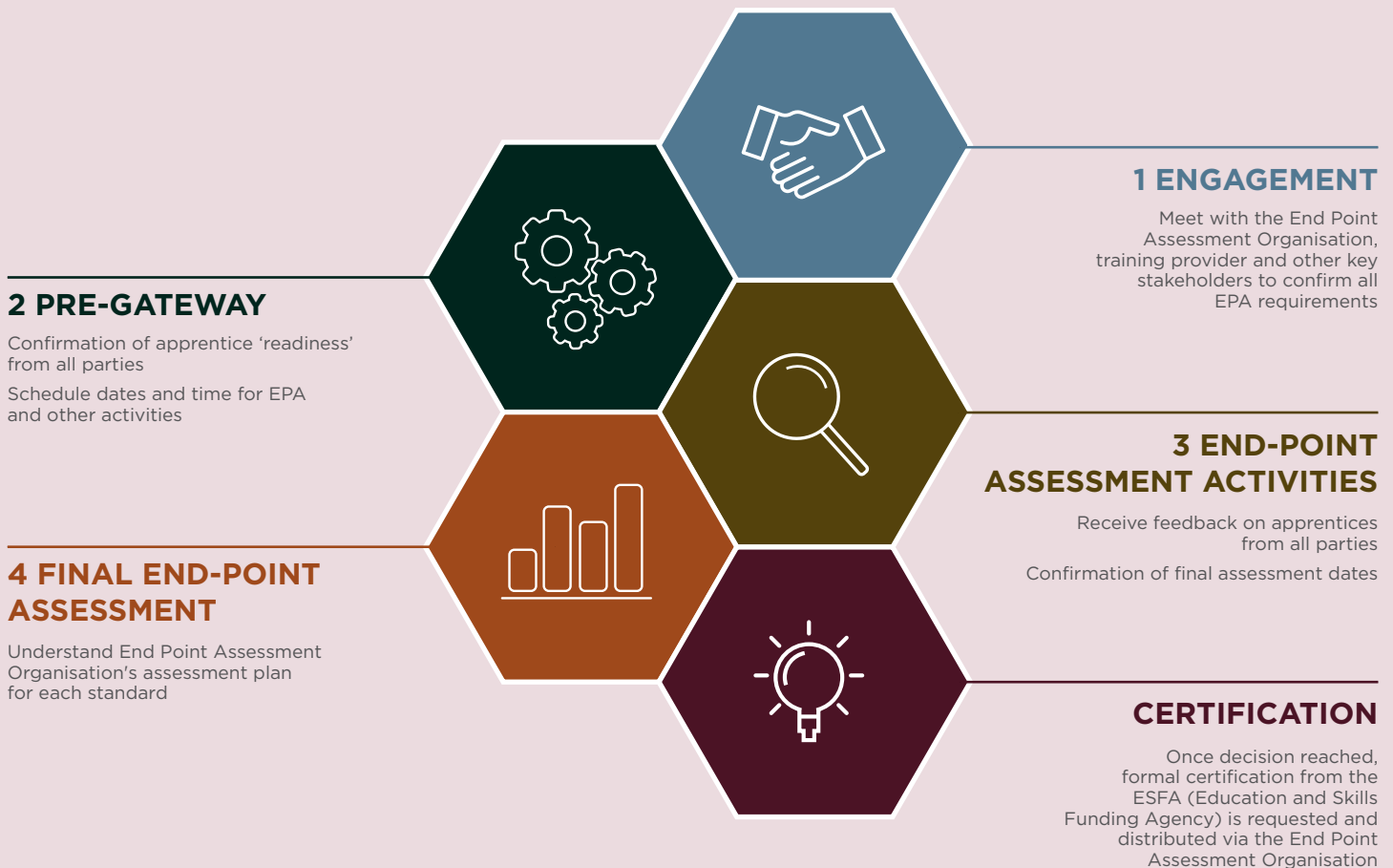
Choosing an End Point Assessment Organisation (EPA)

All apprentices must undertake an independent end-point assessment evaluating the skills, knowledge and behaviours that have been learnt through the apprenticeship. The purpose of the assessment is to make sure the apprentice meets the standard set by the sector's trailblazer employers group and is fully competent in their role.

In order to ensure the effectiveness of the apprenticeship standard and assessment plan, End Point Assessment Organisations are subject to External Quality Assurance. The CII will carry out this function for the three insurance apprenticeship standards, checking reliability and rigor.

Selecting an assessment organisation

As with selecting a training provider, employers have a choice when it comes to End Point Assessment Organisations. In making your selection we suggest that you seek to identify an assessment organisation that follows these best practice steps:



For more information about End Point Assessment visit:
<http://bit.ly/2xLe9Ge>

Step 3 of 9 - Select organisations to work with

Details of End Point Assessment Organisations operating across our profession



Website: cityandguilds.com/apprenticeships/emerging-standards/end-assessment-service

Contact: **Clair Seago**
clair.seago@cityandguilds.com

EPAs offered:

- L3 Insurance Practitioner
- L4 Insurance Professional

Geographical coverage: Nationwide



Website: nocn.org.uk/aao

Contact: **Thomas Burton**
thomas.burton@nocn.org.uk

EPAs offered:

- L3 Compliance / Risk Officer
- L4 Financial Adviser
- L3 Financial Services Administrator
- L2 Financial Services Customer Adviser
- L3 Mortgage Advisor
- L4 Paraplanner
- L6 Relationship Manager - Banking
- L3 Senior Financial Services Customer Adviser

Geographical coverage: Nationwide



Website: dswapprenticeships.co.uk/end-point-assessment/

Contact: **Julie Hampshire**
jh@dsw.uk.net

EPAs offered:

- L3 Compliance / Risk Officer
- L4 Financial Adviser
- L3 Financial Services Administrator
- L2 Financial Services Customer Adviser
- L3 Insurance Practitioner
- L4 Insurance Professional
- L3 Mortgage Advisor
- L4 Paraplanner
- L6 Relationship Manager - Banking
- L3 Senior Financial Services Customer Adviser

Geographical coverage: Nationwide

Methods of assessment used within an interdependent end point assessment differ from one apprenticeship standard to another.

Here are some examples:

Insurance Practitioner & Professional standards

- A portfolio of work (completed during the end point assessment stage)
- Reflective discussion covering the apprentice's journey

Financial Adviser

- A case study test
- A viva (interview) based on a portfolio of evidence

Senior Financial Services Customer Adviser

- Portfolio of evidence
- Professional discussion

For more information about End Point Assessment visit: <http://bit.ly/2xLe9Ge>

Step 4: Set targets



Step 4 of 9 - Set targets

Measuring the value and benefits of any programme is a key component of its success. Apprenticeships are no different in this respect. In Step 1 of the CII's 9 steps to success, you will have considered how apprenticeships fit within your wider talent strategy, and in turn your firm's business strategy as a whole.

Importance of targets

Having targets and KPIs enables you to be able to demonstrate the value that apprenticeships are bringing to your business. This will help secure internal buy-in up to the highest levels of your business. Linking to broader people and business strategies will support the embedding of apprenticeships within your business and help foster an 'apprenticeship culture'. This is true, whatever the size of company.

Targets and milestones are also important as they will form part of the relationship with your chosen training provider(s).

Training provider targets

In agreeing to work with a training provider, you will have discussed your working relationship and agreed deliverables in the form of a service level agreement.

Key targets include:

1. **Apprenticeship completion and success rates.**
2. **Professional qualification success** within the apprenticeship (i.e. pass rates and minimising the need for resits).
3. **Programme milestones** - could cover exam sittings, apprenticeship showcase portfolio creation, gateway assessment etc.
4. **Apprentice journey & progression** - what happens to the apprentice following completion of the programme? Is there a pathway/plan for further development/progression e.g next level apprenticeship?
5. **Funding usage** - highly relevant if you are looking to maximise the use of your levy funding.



Business targets

In addition to measuring the performance of the training provider, you should consider measuring the success of the programme in terms of wider business objectives.

Key targets include:

1. **Impact on recruitment and retention** - does the programme lead to a reduction in recruitment costs? Does it improve retention rates? This can be measured in financial terms.
2. **Vacancy filling and skills gaps** - how do apprenticeships support the filling of vacancies or skills gaps?
3. **Future needs** - how can apprenticeships contribute to the creation/development of your workforce 3/5/10 years from now? Re-skilling existing members of staff?
4. **Funding usage**- if you are a levy payer, how much can you use? Do you look to increase levy usage over time? How does this map to existing training spend?
5. **Talent pipeline creation** - internal and external. Can you measure the success of apprenticeships in creating progression pathways for staff? Have apprenticeships enabled the creation of strategic partnerships with local schools and colleges to aid attraction?

Step 5: Build your apprenticeship programme

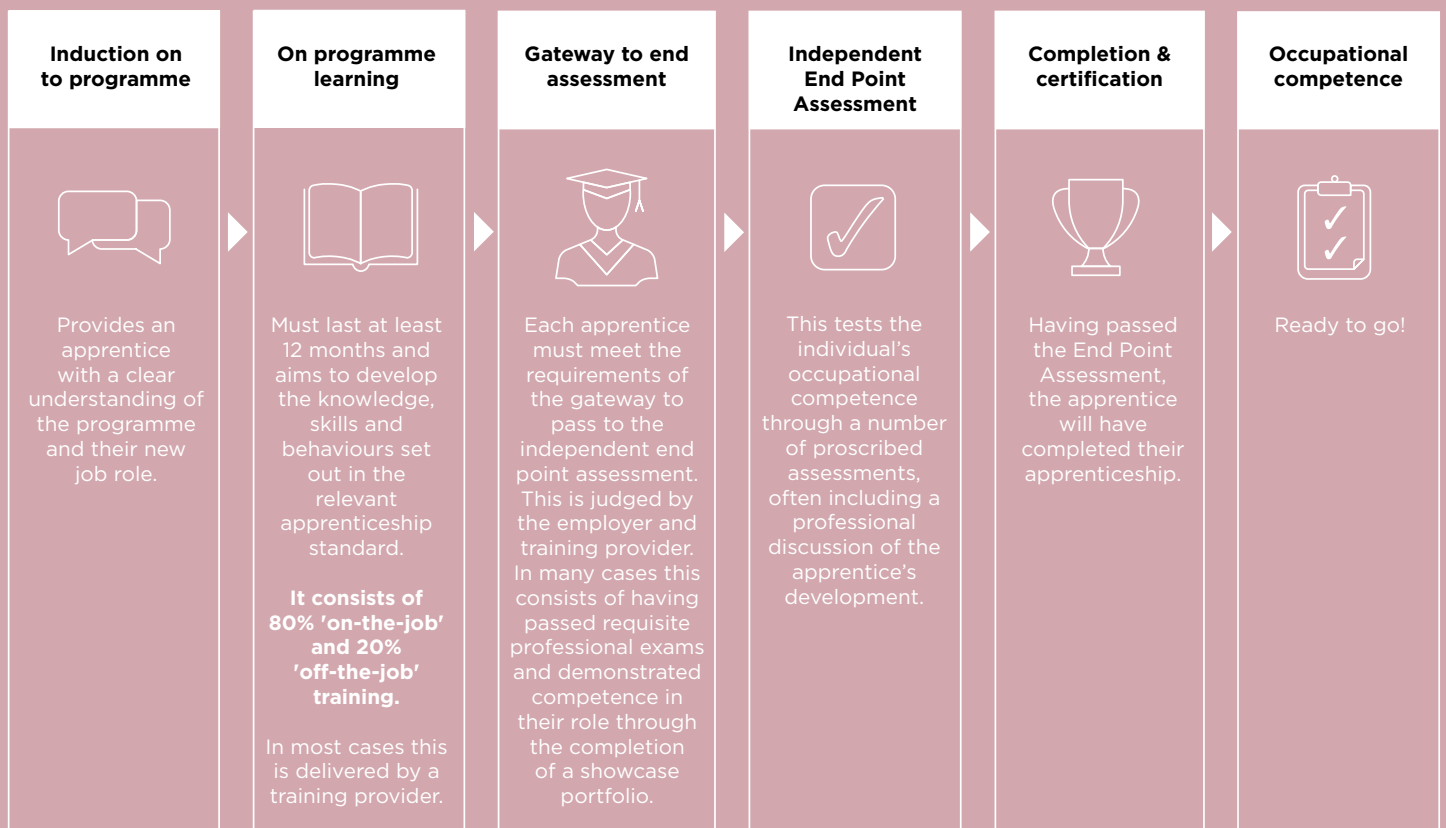


Build
your apprenticeship
programme



Step 5 of 9

All apprenticeships consist of common elements: on-programme learning, a gateway to assessment and the independent end assessment. In devising an apprenticeship programme around these stages, firms and training providers are able to devise schemes that best meet the needs of the employer and apprentice. Areas that can be tailored include methods of training, media formats used and the types of projects set.



Step 5 of 9 - Build your apprenticeship programme

Funding your apprenticeship programme

In developing your programme, it is worth keeping in mind what is and is not covered by funding (levy and government). Funds must only be used for activity directly related to apprenticeship training and assessment in England.

| Eligible costs | What cannot be funded |
|--|---|
| Planned on-programme assessment and formal End Point Assessment, including associated costs for mandatory qualifications. | Registration and examination (including certification) costs associated with a licence to practise. |
| Distance, online or blended learning relating to the off-the-job training to achieve an apprenticeship, including registration, assessment, materials or examination. | Off-the-job training delivered only by distance learning. |
| Accommodation for residential trips, if necessary for the apprenticeship and built into the programme. | Any training, trips or events or additional modules which exceed the need to achieve the apprenticeship or meet the skills, knowledge or behaviours of the apprenticeship standard. |
| Administration directly linked to the delivery of the apprenticeship, including End Point Assessment. | Time spent by the employer mentoring and supporting apprentices, except where directly linked to training and assessment, including End Point Assessment. |
| Costs of an apprentice taking part in a skills competition, if the employer and the training provider have agreed that participation directly contributes to helping that individual achieve the apprenticeship. | Recruitment of apprentices and the cost of any brokerage services. |
| An apprenticeship for existing members of staff covering a new job role or providing significant new skills and knowledge required in to continue in their current role | Paying the apprentice's salary, travel and subsidiary costs. The cost to the business of setting up an apprenticeship programme. |

20% off-the-job training

The requirement for 20% 'off-the-job training' is not as onerous as you might think, and does not necessarily mean you will have to release your apprentice one day a week to sit in a classroom. Training is an essential part of an apprenticeship and must take place during employed time. Employers may find that what they offer as part of their existing learning and development delivery counts towards the 20%. For example, revision towards CII exams, use of Insurance/Broker Assess and attendance at Local Institute events.

| What counts? | What does not count? |
|---|---|
| Induction, where there is an educational element that provides basics of the apprentice's skills, knowledge and behaviours. | Induction e.g. tour of the office or picking up a building pass. |
| Practical training*: shadowing, mentoring and industry visits. | English and maths (up to level 2) which is funded separately. |
| Teaching of theory: lectures/classroom study, role play, simulation exercises, online learning, employer or industry technical training. | Progress reviews or on-programme assessment needed for the apprenticeship standard. |
| Learning support and time spent writing assignments and assessments (i.e revision and exams). | Training which takes place outside the apprentice's paid working hours*. |
| Work-shadowing a colleague/working with someone in the team on tasks that would not normally be done by the apprentice on a day-to-day basis. | |
| CSR activity/apprenticeship network events that enhances skills & behaviours assessed as part of the apprenticeship. | |

*If training, by exception, takes place outside of contracted hours e.g. evening or weekend, this should be recognised e.g. through time off in lieu.

The CII has interpreted government guidance and advice on off-the-job training to create this summary. We therefore recommend that employers visit the Education & Skills Funding website for the most up-to-date guidance and advice, as this may change from time to time.

<http://bit.ly/2yPdFnD>

Step 5 of 9 - Build your apprenticeship programme

Designing your apprenticeship programme

Work with your chosen provider to develop a programme that works for you and your apprentice(s). Apprenticeships are a partnership and you should be involved in the design of your programme.

Here are 12 key points to consider when creating your programme:

1. **Know the standard:** understand the knowledge, skills and behaviours the apprentice will need to acquire and be able to demonstrate.
2. **Define the job role:** an apprenticeship has to relate to an actual job. When defining the role, ensure that what is created allows the apprentice to learn and to demonstrate their competence. Consider the tasks, projects and opportunities that will enable this. The role profile should also take into account future business processes/needs – ensuring the apprenticeship is part of the long-term people and business strategy. Consider future progression opportunities beyond the initial apprenticeship.
3. **Duration of the programme:** how long do you expect the apprenticeship to last?
4. **Induction:** more relevant for new hires than existing ones. You will need to ensure there is a strong induction so the programme gets off to a good start. Your existing induction programme could be incorporated to the design of your apprenticeship programme. Your training provider can help create an appropriate induction, should you require help.
5. **Incorporating/re-purposing existing training programmes:** consider your existing L&D offering – are there elements that can be incorporated into an apprenticeship programme? How much of the training you offer can be mapped to apprenticeship standards? Are there elements of your CII related training that can be utilised as part of an apprenticeship (e.g. Assess, face-to-face training)?
6. **Roles and responsibilities:** be clear as to who does what: apprentice, training provider, line manager, mentor, third party/sub-contractor.
7. **Monitor progress:** is everyone achieving what they should be? Ensure that you have processes and procedures in place to keep track.
8. **Delivery methods:** how will the apprentice acquire the knowledge, skills and behaviours? This could include:
 - Project work
 - Training courses
 - Revision days
 - Placements
 - Online videos/quizzes
 - Lectures/talks/visits
 - One to ones
 - Revision for exams & mock exams e.g. RevisionMate
 - Study groups
 - Job swaps/rotations
9. **20% off-the-job training:** how does the training provider plan to meet this requirement. Remember an apprentice does not necessarily need to be off site one day a week. The definition of ‘off the job’ is pretty flexible.
10. **Portfolio collection:** many apprenticeships require the creation of a showcase portfolio of evidence, either as part of gateway requirements or the end point assessment. You will need to consider how the creation of this portfolio will be supported.
11. **Consider funding implications:** to ensure you have the best possible programme, you may decide to incorporate elements not covered by funding or that would take the programme cost over the funding cap for that apprenticeship standard. You are able to do this, but would have to cover the full cost.
12. **Graduation ceremony:** celebrate the achievements of your apprentices.

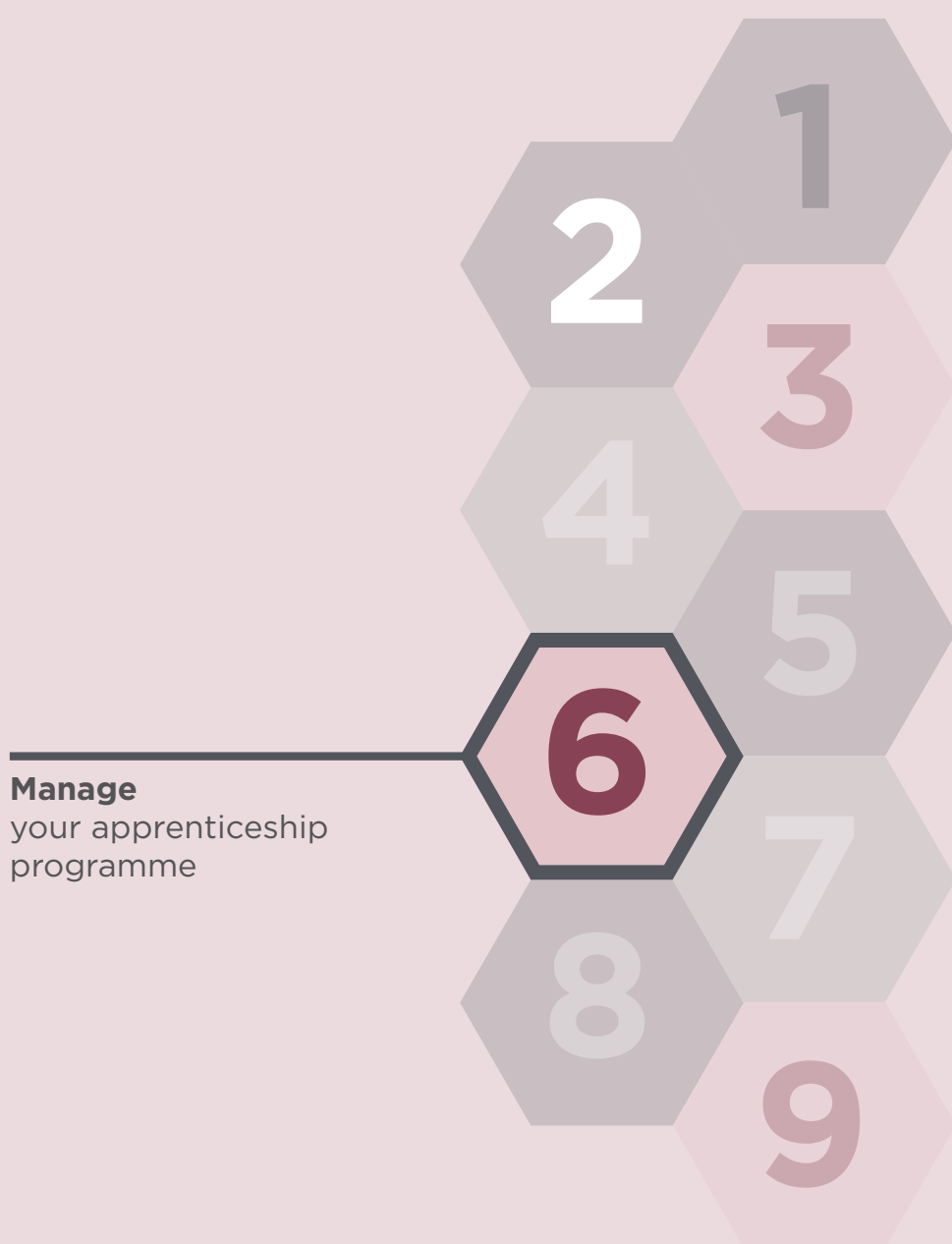
Step 5 of 9 - Build your apprenticeship programme

Sample apprenticeship timeline and responsibilities

| Month | Apprentice | Employer / Line Manager | Training Provider |
|-------|---|--|---|
| 0 | Understand job role and apprenticeship commitment | Deliver induction training and understand role in apprenticeship | Explain apprenticeship, roles, timetable and commitments |
| 1-12 | Works to role objectives and KPIs. Develops knowledge and skills in line with learning outcomes | Manages as any other employee inc Performance Management via monthly one-to-ones Ensures that job role provides scope to develop and demonstrate required knowledge, skills and behaviours | Monitors progress; identifies gaps; supports employer and apprentice learning as required. Delivers training to meet the requirements of the apprenticeship standard |
| 1-12 | Study towards and sits CII exams | Supports and mentors | Supports and trains |
| 10-11 | Continues in role and completes CII exams | <p>'Gateway' to final assessment</p> <p>Line Manager and Training Provider review progress and agree whether apprentice has:</p> <ul style="list-style-type: none"> • Passed required professional examinations (where relevant) • Achieved competency levels required against all learning outcomes <p>If yes: ready to start End Point Assessment / If no: agree remedial plan</p> | |
| 12+ | Independent End Point Assessment | An Apprenticeship End Point Assessment Organisation undertakes an examination of the apprentice's occupational competence (comprising of a mixture of assessment methods). | |



Step 6: Manage your apprenticeship programme



In negotiating with your chosen training provider and devising your programme, you will have gained clarity around the roles and responsibilities of the apprentice, the training provider and you, the employer.

To get the best out of your programme, it is important everyone understands these.

Here are key points to consider when managing your apprenticeships programme:

1. Programme logistics

Who is involved internally?

It sounds obvious, but be clear about who does what. What do the internal responsibilities look like?

- Line manager
- HR
- Legal department/contract managers
- Finance department
- Others

2. Managing levy funds

You will need to set up an account to manage your Levy funding. For more guidance visit:

<http://bit.ly/2ynfYO1>

To find out how to sign up visit:

<http://bit.ly/2xMd1XN>

A finite number of users are able to access an account, so think carefully about who will be managing it. Some training providers offer levy management services as part of their support to employers.

The online service allows you to:

- Receive levy funds to spend on apprenticeships
- Manage your apprentices
- Pay your training provider
- Stop or pause payments to your training provider

All firms using the Apprenticeship Service will need to sign a legal agreement with the ESFA (Education and Skills Funding Agency). This allows you to access and allocate your funds.

<http://bit.ly/2iTF5BY>

3. Managing non-levy funds

At present, this will be handled by your training provider. In time (expected to be 2018), non-levy paying employers will have access to the online Apprenticeship Service.

4. Contract management

You may have one apprenticeship provider, you may have a number. Whatever your situation you will need to manage the contract(s), monitor deliverables and targets etc. You will also need to contract with the ESFA (Education and Skills Funding Agency) and draw up a number of documents relating to the apprentice and apprenticeship (employment contract, apprenticeship agreement etc.).

5. Managing the training provider relationship

Ensure that your chosen provider(s) understand their responsibilities and deliverables. These will have been agreed as you negotiated your contract. Keep in regular contact and monitor progress closely.

6. Programme delivery (internal)

Although the training provider is responsible for delivering the content of the programme, line managers play a central role in any apprenticeship. Ongoing one-to-ones, performance reviews and all-round line manager support are important apprenticeship ingredients.

Evidence from performance reviews will be required to ascertain whether an apprentice is ready to enter the end point assessment stage, and will, in many cases, form part of the apprentice's showcase portfolio.

7. Supporting the apprentice

- Manage them as you would any other member of staff with clear work plans and development goals - this can be a collaboration between employer and training provider.
- Have the required support mechanisms in place to support the apprentice. The mechanisms are likely to differ depending on whether the apprentice is a new hire or an existing member of staff. In the case of professional exam study, you might consider creating study groups.

- Ensure the apprentice receives and is able to provide, regular feedback. This can be with their line manager and/or training provider. How satisfied are they with the apprenticeship?
- Consider the provision of a mentor and/or buddy. This helps the development of an apprenticeship culture, as well as offering opportunities to develop the management and coaching skills of those involved.

8. Preparation for the Gateway and End Point Assessment

Early thought needs to be given to the end point assessment. It should not be left until the last minute. Decide upon your EPA delivery organisation during the early stages of your programme so that you and your training provider gain a thorough understanding of the process and of what is required.

In considering end point assessment, you should also give thought to the gateway requirements. Work with your provider to ensure your apprentice will be ready to pass through the gateway.



Step 7: Recruit and onboard your apprentices



Recruit
and onboard
your apprentices

Step 7 of 9 - Recruit and onboard your apprentices

Apprentices can be existing, as well as new, members of staff. No longer are apprenticeships simply a means of starting a career, they can be a way of developing an existing one. As long as the individual is over the age of 16, anyone can now be an apprentice.

External recruitment

When bringing in an apprentice from outside your firm, there are a number of ways to approach recruitment. Methods employed could depend upon the age of the apprentice, though in the main, recruiting an apprentice is no different to recruiting any other type of employee.

Approaches to consider include:

1. **Advertise vacancies** as you would normally.
Company website, local media, social media, jobsites.
2. **CII's Discover Risk** website & CII jobs board
www.discoverrisk.co.uk www.ciicareers.co.uk
3. For school/college leaver/graduate programmes – **create links with local schools, colleges and universities** to create local talent pipelines. Always be mindful of term times and examination periods. Most school/college leaver/graduate programmes begin in September/October.
4. When recruiting younger apprentices, it is likely this will be their first experience of a recruitment process. Take their potential lack of work experience into consideration when designing your selection process. It could be that you choose to implement a **'strengths based' interview** rather than a typical competency based interview that draws on previous experiences.
5. If using apprenticeships to support a **return to work programme** (e.g. parents, carers, or armed forces) consider advertising vacancies where they are most likely to be seen by the audience you want. This could mean working with a specialist organisation.
6. Most training providers offer **recruitment support services**. This could include writing the role specification, advertising the role, reviewing applications, pre-interview screening and interview support.
7. **National Apprenticeship Service** – utilise their free vacancy matching service. <http://bit.ly/2ghaCcd>
8. Running **'open' days** at your company and opening your doors to students, parents and teachers.
9. Get involved with **National Apprenticeship Week** (March 2018), share case studies of successes and develop an ambassador network of apprentices that visit schools and careers fairs.

10. Traineeships are designed to help young people who want to get an apprenticeship but do not have the appropriate skills/experience. For more visit:

<http://bit.ly/2A1dnHy>

Existing staff as apprentices

You may want to use apprenticeships to support the development of existing members of staff.

Two approaches include:

- Re-skilling or upskilling of members of staff as part of ongoing individual development plans
- Internal development programmes – could be new schemes or repurposing existing programmes (fast-tracks, qualifications, management pathways etc). Staff could be identified as participants or you could undertake an application process.





Employing an apprentice

1. Legal obligations:

When employing an apprentice, there are a number of legal requirements that have to be taken into consideration and met.

<http://bit.ly/2zeDF80>

2. Apprenticeship agreement:

You must sign an apprenticeship agreement with your apprentice. It needs to include:

- Length of employment
- Training included in programme
- Qualifications being studied
- Working conditions

<http://bit.ly/2hL2Jfz>

3. Commitment statement:

This is signed by the employer, the apprentice and the training provider. It needs to cover:

- The planned content and schedule for training
- What is expected and offered by the employer, the training organisation and the apprentice
- How to resolve queries or complaints

4. A written contract of employment:

An apprentice's contract of employment does not need to differ from a regular employment contract. Any employment legislation applying to apprentices will apply regardless of whether it is included in the contract.

Apprentices must not be asked to contribute financially to the direct cost of learning or assessment. This includes where an apprentice leaves their programme early - you must not claim training or assessment costs back from ex-apprentices.

5. Minimum wage requirements:

You will adhere to at least the latest minimum wage rates. Many employers pay above these minimum rates.

<http://bit.ly/2xMUo69>

6. Conditions:

The apprentices must be in a real job that provides the opportunities to develop the required knowledge, skills and behaviours to be able to demonstrate occupational competence. All apprentices must be offered the same conditions as others working at a similar level or in similar roles.

7. Redundancy:

Apprentices have the same rights as other employees. If you want to end an apprenticeship early, you should seek legal advice.

Diversity & Social Mobility

Apprenticeships are an accessible means of entry to careers that some might have never previously considered. They enable employers to access a wide pool of talent and support improving workforce diversity as well as social mobility. This could include parents and carers returning to work.

Supporting equality and diversity is critical to how businesses operate, particularly given the value it can bring. Having an active policy in place can support recruitment and retention - apprenticeships have a key role to play in this area. A diverse workforce that better reflects a firm's customers can help develop better products and services, whilst also being a key factor in broadening its customer base.



Step 8: Evaluate your apprenticeship programme



Evaluate
your apprenticeship
programme

Step 8 of 9 - Evaluate your apprenticeship programme

As well as holding regular feedback sessions with apprentices and the training provider throughout the programme, it is good practice to evaluate the apprenticeship upon completion. You will more than likely already do this for existing learning and development programmes and apprenticeships should be no different.

When evaluating your programme consider the following key questions:

Strategic

- 1. Is the programme meeting your strategic aims?
- 2. Is it meeting the targets you set? If not, why not?

The apprentice

- 3. What was the experience like for the apprentices?
- 4. If apprentices do not complete the programme, why is this?

The training provider

- 5. How did the relationship with the training provider work?
- 6. Did they meet their targets?

The programme

- 7. Can the programme content be enriched further?

Internal processes

- 8. How did the programme work from a logistical point of view?
- 9. How did line managers/mentors/buddies find the programme?

Recruitment

- 10. Did you attract the talent you wanted?
- 11. Do you need to look for talent in different places?
- 12. Did you get the diverse intake you were looking for?



Step 9: Evolve your apprenticeship programme



Evolve
your apprenticeship
programme

Step 9 of 9 - Evolve your apprenticeship programme

Apprenticeships are not a quick fix, here today, gone tomorrow. They now represent an important part of workforce development: present and future.

Whether you are new to apprenticeships or have run a programme for years, you should always be looking to improve the effectiveness of your offering. The steps set out in this guide help you to do that. You should also talk to other firms and find out what they do. Are there elements that you could adopt?

As part of the CII's ongoing commitment towards apprenticeships, we will be engaging with employers, large and small to identify their learnings and will share our findings with you.

Having evaluated your apprenticeship programme(s) and considered performance against targets set, you will be in a strong position to identify ways in which enhancements can be made for future cohorts of learners. These could include changes to:

- Recruitment process
- Programme design and content
- Management of the apprentice(s)
- Internal management of the programme
- Training provider

If you have any suggestions about areas of the Apprenticeship Lifecycle where you would value more guidance, please let us know at: apprentice@cii.co.uk



Useful links

Apprenticeship Levy

Apprenticeship funding: how it will work – information on apprenticeship funding, including the apprenticeship levy and the online apprenticeship service.

<http://bit.ly/2gLf7Qz>

Pay Apprenticeship Levy - when you have to pay apprenticeship levy and how to report your payments.

<http://bit.ly/2y7m8CI>

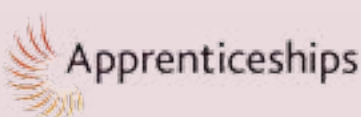
Apprenticeship Levy Manual – this manual is a guide to the apprenticeship levy and published by HMRC.

<http://bit.ly/2zGcsLq>

Apprenticeship Funding

Apprenticeship funding: how it will work - how apprenticeship funding will affect employers from May 2017, including the apprenticeship levy and the online apprenticeship service.

<http://bit.ly/2gLf7Qz>



The National Apprenticeship Service

The National Apprenticeship Service supports the delivery of apprenticeships in England. It offers free impartial advice and support to employers looking to recruit for the first time or expand their apprenticeship workforce. This includes simplifying the process of recruiting an apprentice through the support of employer focused teams and find an apprenticeship recruitment sites on GOV.UK where employers can advertise their vacancies and potential apprentices can apply.

Call 08000 150 600 or search for apprenticeships on www.gov.uk to find out more.

Apprenticeship Standards

Apprenticeship standards – the approved apprenticeship standards developed by employers.

<http://bit.ly/2zS7bSe>

How to develop an apprenticeship standard: guide for trailblazers - guidance for groups of employers (trailblazers) on proposing and developing a new apprenticeship standard.

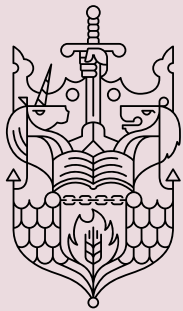
<http://bit.ly/2xq9CJR>

Apprenticeship Training Agency

Apprenticeship Training Agencies (ATAs) recruit, employ and arrange training for apprentices on behalf of employers.

To find out more about ATAs and the ATA framework go to the <http://bit.ly/2i97GyS>





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National Apprenticeship Service Helpline:
08000 150 600

Speak to the CII Corporate Team
0207 417 4477

www.cii.co.uk/apprenticeships

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