

# Provider Readiness Report

PRACTICAL INSIGHTS AND GUIDANCE

FOR DELIVERING APPRENTICESHIP STANDARDS



## Hospitality Team Member

Leading Partner:



Strategic Partners:



## Provider Readiness Report – Hospitality Team Member (Level 2)

### Introduction:

Provider Readiness Reports are delivery guidance documents for an apprenticeship standard. They are created by training providers (including colleges, independent training providers, higher education institutions and others). The reports provide practical insights and guidance to help with planning for delivery and in negotiations with employers. They will help providers make decisions about the commitment of time and other resources required to train apprentices to meet the requirements of the new standards.

<b>Standard</b>	<a href="#">Link to standard</a>
<b>Assessment Plan (end point)</b>	<a href="#">Link to assessment plan</a>
<b>Organisations involved with the development of the standard for Hospitality Team Member</b>	Hilton Worldwide, Sodexo, Lancaster London, SSP, PGL Travel, Brend Hotels, Whitbread, Frederick-Robinson, Red Carnation Hotels, Yum (KFC / Pizza Hut), Royal Navy, Greene King, Bartlett Mitchell, McDonalds Restaurants, Spirit, Aramark, Royal Garden Hotels, Mitchell and Butlers
<b>SASE Overlap</b>	Hospitality (England)
<b>Mandatory Qualification(s) on standard</b>	No mandatory qualifications
<b>Additional optional qualifications recommended by the trailblazer group.</b>	No recommended qualifications
<b>Maximum Core Government Contribution (CGC) , subject to employer contribution (15/16 &amp; 16/17)</b>	£3000 maximum CGC, subject to employer £1500 contribution. The price of on-programme training and end-point assessment (EPA) is subject to employer/provider negotiation and may be higher or lower than combined values above; where higher the maximum CGC remains the same and the employer would need to pay the difference in full. The employer may be eligible for incentive payments, which they can use as they wish. See current funding rules for further guidance.
<b>Anticipated Volume</b>	9050
<b>Level</b>	2
<b>English and Maths Requirements</b>	For Level 2 apprenticeships, apprentices must achieve Level 1 English and maths and take the test for Level 2 prior to taking their EPA.  SFA provides a flat rate for English and maths up to Level 2 as part

	<p>of an approved apprenticeship standard. Employers will not need to make an employer contribution.</p> <p>See current funding rules for further guidance.</p>
<b>End-point Assessment Methods</b>	<ol style="list-style-type: none"> <li>1) 90 minute on demand test</li> <li>2) Two hour observation of the apprentice in the working environment</li> <li>3) 800 – 1200 word business project around suggested improvements to be made to the business</li> <li>4) 40 minute professional discussion</li> </ol>

## Supporting Information and Glossary of Terms

Assessment Role	Notes
<b>Employer</b>	Supports the apprentice in the workplace, may provide training, coaching or mentoring.
<b>Training Provider</b>	<p>Employers wishing to access funding must appoint an SFA approved lead provider via the Register of Training Organisations (ROTO)  <a href="https://www.gov.uk/government/publications/register-of-training-organisations">https://www.gov.uk/government/publications/register-of-training-organisations</a></p> <p>Employers may choose to engage with one or more providers to deliver the on programme training.</p> <p>In the assessment plan there is reference to the education and training provider.</p> <p>Providers wishing to deliver on-programme delivery must registered and be approved on the, Register of Apprenticeship Training Providers (RoATP). Also providers who wish to deliver to employers without a digital account, must register and be approved on the Invitation to Tender (ITT). Please follow the link for further information.</p> <p><a href="https://www.gov.uk/government/collections/register-of-apprenticeship-training-providers">https://www.gov.uk/government/collections/register-of-apprenticeship-training-providers</a></p>
<b>End Point Assessment Organisation</b>	Employers must select an EPA organisation from the SFA Register of Apprentice Assessment Organisations (RoAAO), approved to deliver this particular standard: <a href="https://www.gov.uk/government/publications/register-of-apprentice-assessment-organisations">https://www.gov.uk/government/publications/register-of-apprentice-assessment-organisations</a>

Term	General Definition within Trailblazers
<b>On-Programme</b>	This is the period from start until the EPA gateway is met. Apprentices require a minimum period of 12months on-programme training, with 20% off-the-job training prior to taking the EPA to meet funding eligibility requirements. It will include training to develop the skills, knowledge and behaviours detailed on the standard and completion of any mandated qualifications, including English and maths where required. Preparation for the EPA should be completed in this phase. This is the area of significant interest for apprenticeship training providers.
<b>Gateway</b>	Any requirements that must be completed/achieved as a pre-requisite to undertaking the EPA are termed the gateway. For example English and maths minimum requirements. The gateway components are therefore the key outputs of the on-programme training period.
<b>Trainer</b>	<p>The term trainer is commonly used in relation to roles within the on-programme period. A trainer may be appointed by the employer or training provider to deliver some or all parts of the on-programme phase of training. This includes delivering any mandated qualifications, preparation for the EPA and all gateway components. The trainer has no status within the EPA, unless specifically referenced and approved within the assessment plan (for example, being a signatory to a portfolio or a panel interview).</p> <p>The assessment plan acknowledges that an education or training provider may</p>

	support the employer and that will involve an on-programme assessor.
<b>Independent Assessor</b>	<p>Individuals involved in administering and delivering the EPA are commonly termed the assessor, end-point assessor or independent assessor and must be appointed by an approved EPA organisation.</p> <p>For this standard the final EPA is conducted by an independent end assessor.</p>

Themes	Considerations / Implications for delivery	Resources
<p><b>On programme components:</b></p> <p><i>to develop the skills, knowledge and behaviours detailed on the standard and to prepare apprentices for EPA</i></p>	<p>Employers and training providers are free to design their learning and development phase to meet the knowledge, skills and behaviours required of the apprenticeship standard. There is a requirement that 20% of the training of the apprenticeship will be off-the-job and providers will need to consider how this is worked into the delivery model. The funding rules do not yet provide any advice as to how this may be monitored.</p> <p>The guidelines in the assessment plan state that throughout the period of learning and development, and at least every two months, the apprentice should meet with the on-programme assessor to record their progress against the standard. A minimum of six meetings are indicated which should be recorded and these records are used to inform meetings between the relevant people who have responsibility for the apprentice. The provider will need to build into the delivery plan the milestones against which progress will be reviewed.</p> <p>Once the employer is satisfied that the apprentice has achieved full competence as evidenced by these records, the apprentice can be put forward for the EPA. The guidelines in the proposed assessment plan state:</p> <p><i>“Throughout the period of learning and development, and at least every two months, the apprentice should meet with the on-programme assessor to record their progress against the standard using the on-programme progression template (available at People1st.co.uk). At these reviews evidence should be discussed and recorded by the apprentice. Once the apprentice is deemed competent the relevant section(s) of the standard should be signed off by the on-programme assessor and employer. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is ready for independent end assessment.”</i></p> <p>The on-programme progression template is not a portfolio of evidence, but a record of what the apprentice can do following periods of training, development and assessment. A minimum of six meetings and completed records are indicated, to show ongoing competence across the entire standard, over a minimum of a 12 month period prior to starting the independent end assessment. The template is not mandatory, but the recording of the review needs to be accessible to the employer, apprentice and on programme assessor, whether online or paper based – Training providers may link this into electronic individual learning plans that can be shared with employers.</p>	<p>The Standard</p> <p>The Assessment Plan</p> <p>SFA funding guidance:</p> <p>Apprenticeship standards quality statement</p> <p>Embedded functional skills materials</p> <p>Future Apprenticeship Toolkit</p>

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<b>Delivery models/ infrastructure:</b> <i>the drive towards effective competence-based and situational training</i>	<p>There are no set milestones for formative assessment in the new standards so these milestones need to be determined within the delivery model, and then evidenced as above. There are no mandatory qualifications in this standard, but the assessment plan suggests that the proposed employer led governing body will work with any awarding organisation that wishes to benchmark a qualification against the standard so that employers, less familiar with what is on offer, are able to easily identify solutions which will cover the syllabus.</p> <p>The standard (assessment plan, Annex A), states the specific industry knowledge and core hospitality knowledge skills and behaviours every apprentice needs before EPA. In addition, the apprentice must select one hospitality specialist function.</p> <p>The standard states that all hospitality team members must have core hospitality knowledge, skills and behaviours around first line supervision; this should be discussed with employers at initial sign up. This may provide some challenge working with apprentices in SME establishments.</p> <p>All employers need to be made aware that, if food and beverage service is the chosen hospitality specialist function, learners must have knowledge and understanding of the following four areas:</p> <ul style="list-style-type: none"> <li>• Formal dining</li> <li>• Casual dining</li> <li>• Quick service dining</li> <li>• Carvery/buffet dining</li> </ul> <p>Skills only then need to be demonstrated in <b>one</b> of the four areas during EPA.</p>	<p>The Standard</p> <p>The Assessment Plan</p> <p>The employer brief (under development) to accompany the plan will provide description of high level learning outcomes to support employers and providers to prepare apprentices for assessment</p>
<b>Resources:</b> <i>materials/ resources/ equipment</i>	<p>At the time of writing, the status of the proposed template for recording achievement of milestones every two months had not been finalised but People 1st have indicated this would soon be available.</p> <p>A template for the business project for EPA will be supplied for the apprentice by the assessment organisation.</p>	
<b>Staffing:</b> <i>Staff qualifications and skills needed</i>	<p>Delivery staff may require multiple skills and there may be up skilling required of all staff members. Providers will need to identify the most relevant training to ensure that staff are able to deliver and support the new standards. Providers may therefore consider prioritising a teaching qualification rather than an assessment qualification for staff</p>	

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	<p>delivering on-programme.</p> <p>There is no mandatory qualification levels stated for delivery staff for on-programme, and unless there are qualifications being delivered in addition, assessor qualifications will not be expected.</p> <p>Employer facing staff will need to become familiar with all the standard and assessment procedures and ensure they are able to communicate and clarify this, thus maintaining solid partnerships/relationships with employers.</p> <p>Further CPD may be needed by providers around finance/funding procedures which are, at the time of writing, only described up to April 2017.</p> <p>Sales teams may require development and training to be able to sell to employers, existing and new, as the changes in the reforms don't only affect the delivery teams.</p> <p>Providers need to ensure all staff are adequately trained in the logistics of the voucher system, levy, EPA etc. to be able to discharge their responsibilities with employers or in support services.</p>	
<p><b>Costing:</b></p> <p><i>costs associated with the resources</i></p>	<p>There is no requirement for qualifications with the new standards, although qualifications can be delivered as an option offered to or at the request of employers to develop the knowledge, skills and behaviours required by the standard. In negotiations with employers, there will then need to be clarification of cost and type of on programme qualifications that are desired.</p> <p>If a provider chooses to offer a qualification within a new apprenticeship standard, the costs have to be built into the cost of delivery. Providers can specify in their contract that delivery of learning may include a qualification. When negotiating a price with employers providers may consider whether this is costed separately to the delivery of learning to meet the requirements of the standard. Any charges over the capped/banded amount will not be met by additional government contributions.</p> <p>At the time of writing, the assessment plan was newly approved and no assessment organisations were yet registered. The assessment plan does give some estimates for costing:</p> <p><i>“It is anticipated that the EPA will cost approximately 15-25% of the total available funding for the hospitality team member standard, based on a 2015/16 cap 2 allocation.”</i></p> <p>At the time of writing (May 2016) the costs of the EPA and any subsequent resits are yet</p>	<p>SFA funding guidance</p> <p>Future Apprenticeship Toolkit example contracts, costings for on-programme activity</p>



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	<p>to be confirmed. Clarification on the cost of resits will be available from assessment organisations once they are in place.</p> <p>Standalone English and maths are funded separately so that they employer doesn't pay for them.</p>	
<p><b>Marketing / Communication:</b> <i>promoting the offer to employers/ apprentices</i></p>	<p>There is a need to ensure everyone within the provider organisation is clear about apprentices needing to be in a new job role and/ or needing 12 months training in order to be eligible for a new apprenticeship. This will need to be carefully communicated to employers.</p> <p>There needs to be forums to help convince parents that the apprenticeship is a credible alternative to academic education pathways and demonstrate how the apprenticeship pathway can lead to equivalent academic achievement. There will be a register of successful apprentices so this needs to be promoted to parents and prospective new apprentices.</p>	BIS/NAS materials
<p><b>EPA:</b></p>	<p>There will be grading of the EPA and this is seen as rewarding excellence and achievement. The industry set grading criteria are laid out in the assessment plan (Annex F).</p> <p>EPA will be delivered by separate organisations which, at the time of writing, have not yet been identified. There is further clarification on the EPA organisations in the assessment plan and how these relate to the Hospitality Apprenticeship Board who have been given a quality assurance role.</p> <p>The employer led approach to end assessment allows assessors to originate from the employer's workforce, to assess apprentices in their own organisation; as long as independence from the apprentice can be demonstrated i.e. they must not have been involved in both the learning and development or line management of the apprentice. During independent end assessment they are acting on behalf of, and responsible to, the assessment organisation as stated:</p> <p><i>"Where independent end assessors are sourced from the employer's workforce they must be able to demonstrate independence from the apprentice and will act under the remit of the assessment organisation during the period of the assessment."</i></p> <p>The concession for employers does not extend to providers who have assessors in the</p>	<p>The Assessment Plan RoAAO</p>

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	same organisation. Training providers may set up separate operating arms to act as dedicated assessment organisations but will not be able to assess their own learners.	
<b>Managing relationships with Employer and Apprentices:</b> <i>employer/ provider/ apprentice contracts</i>	<p>There is more importance placed on having effective contracts with employers as the focus has shifted to having more employer choice. At the time of writing, there are some guidelines on the specific procedures and content of the contract in the funding guidance there is no indication of a standard contract being provided. There are some resources in the Toolkit produced under the Future Apprenticeships programme which may assist providers. The SFA funding guidance gives advice on what should be included at section seven of the current version.</p> <p>When considering the structure of delivery, providers need to ensure that the apprentice's ILP covers all aspects of the programme and the needs, wishes and circumstances of the employer will also need to be considered through early negotiation.</p> <p>There needs to be consideration made to what aspects of the skills and knowledge identified in standards are reflected in the apprentice's job role. There needs to be a good match and this may have to be negotiated with the employer.</p> <p>The minimum requirement for learners is to be working to attain English and maths (usually through functional skills) at Level 1 but to complete an apprenticeship they need to have at least studied for and sat the Level 2 tests. There may be further guidance on this but as these requirements as presently confirmed, providers may need to consider the implications of working with a prospective apprentice whose English and maths are at entry level at the point of diagnostic.</p> <p>There is guidance in the funding rules, on the management of payments, if a learner wishes to change their job role part way through their learning journey but, there may need to be consideration on the implications of the change for the learner's progression into new employment. This may be managed through the apprenticeship agreement which is signed at the commencement of the apprenticeship between the learner, the provider and the employer.</p>	<p>SFA funding guidance</p> <p>Future Apprenticeships Programme Toolkit</p>

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<p><b>Sub-Contracting relationships:</b></p> <p><i>Lead provider role and potential for collaboration on apprenticeship delivery</i></p>	<p>The current funding model includes the role of a lead provider who manages all the contracts with and on behalf of the employer.</p> <p>The published assessment plan for Hospitality Team Leader explains the guidelines on the quality assurance procedures and requirements for consistency between all end point assessors and also how standardisation is ensured. This will be managed by the Hospitality Apprenticeship Board and lead providers will need to ensure they are aware of this process, so they can be clear on their expectations if contracting on behalf of the employer.</p> <p>Managing complaints or appeals will be the responsibility of the registered assessment organisations. The assessment plan refers to that responsibility as addressing and administering any appeals and grievances fairly and <i>“in line with the consistent approach”</i>. The consistency will be considered through the external quality assurance overseen by the Hospitality Apprenticeship Board.</p> <p><i>“Assessment organisations will be subject to external quality assurance in order to deliver national consistency across the hospitality sector which is overseen by the Hospitality Apprenticeship Board and managed by People 1st.”</i></p>	SFA funding guidance
<b>Progression:</b>	Progression from this apprenticeship is expected to be onto a hospitality supervisory or team leading role and there is a Hospitality Supervisor standard.	