

Provider Readiness Report

PRACTICAL INSIGHTS AND GUIDANCE

FOR DELIVERING APPRENTICESHIP STANDARDS



Retailer

Leading Partner:



Strategic Partners:



Provider Readiness Report – Retailer (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.

Standard	Link to standard
Assessment Plan (end point)	Link to assessment plan
Organisations involved with the development of the standard for Retailer	The Co-operative Group, Ryman, John Lewis PLC, Tesco Stores Ltd, Asda, Goulds Dorchester Ltd, HTA The Horticultural Trades Association, AS Watson UK, B&Q, Boots UK Ltd, Screwfix Ltd, Debenhams PLC
SASE Overlap	None
Mandatory Qualification(s) on standard	No mandatory qualification with the retailer standard
Additional optional qualifications recommended by the trailblazer group.	No recommended qualification for the retailer standard
Maximum Core Government Contribution (CGC) , subject to employer contribution (15/16 & 16/17)	£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.
Anticipated Volume	14,000 starts p.a.
Level	2
English and Maths Requirements	For Level 2 apprenticeships, apprentices must achieve Level 1 English and maths and take the test for Level 2 prior to taking their EPA. Apprentices must start English and maths at Level 2, unless the provider has conducted a formal, recognised assessment that demonstrates they need to study at Level 1 first in order to

	<p>successfully achieve their Level 2.</p> <p>SFA provides a flat rate for English and maths up to Level 2 as part of an approved apprenticeship standard. Employers will not need to make an employer contribution.</p> <p>See current funding rules for further guidance.</p>
EPA Methods	Multiple choice test/ observation/ professional discussion

Supporting information and Glossary of Terms

Assessment Role	Notes
Employer	Supports the apprentice in the workplace, may provide training, coaching or mentoring.
Training Provider	<p>Employers wishing to access funding must appoint an SFA approved lead provider via the Register of Training Organisations (ROTO) https://www.gov.uk/government/publications/register-of-training-organisations</p> <p>Employers may choose to engage with one or more providers to deliver the on programme training.</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. https://www.gov.uk/government/collections/register-of-apprenticeship-training-providers</p>
EPA Organisation	<p>Employers must select an end point assessment organisation from the SFA Register of Apprentice Assessment Organisations (RoAAO), approved to deliver this particular standard: https://www.gov.uk/government/publications/register-of-apprentice-assessment-organisations</p>

Term	General Definition within Trailblazers
On-programme	This is the period from start until the EPA gateway is met. Apprentices require a minimum period of 12 months 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 knowledge, skills and behaviours (KSBs) 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 an area of significant interest for apprenticeship training providers.
Gateway	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.
Trainer	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 providers 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).

	The assessment plan uses the term on-programme assessor to identify the person who has supported the learner prior to EPA.
Independent Assessor	<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>In this standard this is termed an independent end assessor</p>

Themes	Considerations / Implications for Delivery	Resources
On-programme components: <i>to develop the skills, knowledge and behaviours detailed on the standard and to prepare apprentices for EPA</i>	<p>Training providers will need to work with the employer to establish their requirements, but should also be in a position to make recommendations based on the circumstances of the learner. Schemes of work need to be developed which take into account the delivery of the teaching and learning, relating to developing knowledge skills and behaviours (KSBs) including legal & governance, diversity, environmental and technical; plus any required support for English and maths.</p> <p>Behaviours are assessed in context and will form part of the EPA in the professional discussion. The trainer will need to ensure that the apprentice has had opportunities to focus on the core behaviours on-programme and that these can be evidenced.</p> <p>Annex E of the assessment plan details the criteria for the knowledge test, observation, professional and discussion. These must be well covered in programme in preparation for the EPA.</p> <p>For example, the standard includes knowledge, skills and behaviours for customer, business, communication and brand reputation, these must be observed by the EPA within the 2 hour observation. The EPA may observe further KSBs as detailed in the plan however the remaining can be captured within the 1 hour professional discussion.</p> <p>Learning providers will need to embed functional skills into individual learning plans to ensure relevance and ongoing development in preparation for EPA. Communication skills will need to be developed and apprentices supported so that they feel confident to present themselves at EPA interview.</p> <p>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 an on-programme progression template (an example is available from People 1st). 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 the employer.</p> <p>The on-programme assessment log is not a portfolio of evidence, but a record of what the apprentice can do following periods of training, development and assessment.</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>http://fisss.org/wp-content/uploads/2014/05/Facilitator-toolkit-apprenticeship-standards-May2014.pdf</p> <p>http://www.people1st.co.uk/</p> <p>Future Apprenticeship Toolkit</p>
Delivery models/ Infrastructure: <i>the drive towards effective competence-based</i>	<p>On-programme delivery from the training provider will take the form of a member of staff acting in a support/coach/mentor/trainer role; with regular interaction with the apprentice and employer (frequency can be agreed with the employer – e.g. monthly, six weekly etc.).</p> <p>These visits will be known as a progress review. This must be a three way meeting with</p>	<p>The Standard</p> <p>The Assessment Plan</p> <p>The employer brief (under development) to accompany the plan</p>

Themes	Considerations / Implications for Delivery	Resources
<p><i>and situational training</i></p>	<p>the employer, learner and provider, and the meeting must review the initial learning needs and check progress towards all elements of the standard, but also the preparation for end assessment.</p> <p>Training providers may plan to deliver supporting training e.g. workshops, online delivery/training etc. to support the development of competence, teaching and learning for any professional qualification.</p> <p>Training providers will need to work closely with the employer to secure agreements on pathway/stages (such as induction) and ensure this complements rather than duplicates in house delivery of training for the role. Expectations should be set out in the initial contract and recorded on the ILP. It is expected that this interaction will include a review of monthly one to ones taking place between the employer and the apprentice with support from the line manager, along with an update in terms of training completed in the workplace.</p> <p>Providers should be aware there are no mandatory qualifications to be completed with the apprenticeship standard, however a qualification can be completed as an option by agreement with the employer.</p> <p>It is anticipated that the gateway to EPA could be completed at month 13-14 in agreement with the employer. Training providers will need to think about how this decision will be recorded; there could be a template to be completed which has the agreement of all parties. The assessment plan indicates that electronic recording is preferred, this may sit within the providers existing e-portfolio arrangements/systems and needs to be agreed with the assessment organisation. The employer is responsible for judging whether the learner is ready to move into the gateway.</p> <p>The retail employer group have suggested templates for the recording of the on-programme learning & gateway arrangements, however these are not mandatory and providers can develop a template for their own use if they so wish.</p> <p>The 20% off-the-job requirement needs to be planned for with the employer at the start of programme and incorporated within the learning plan. The off-the-job interpretation requires the learner to be away from their normal duties within their role e.g. the learner could be learning by completing tasks within another workplace department and not away from the workplace. The off-the-job element could also include, but not be exclusively, e-learning.</p> <p>Safeguarding & Prevent duty requirements from Ofsted will also need to be considered</p>	<p>will provide description of high level learning outcomes to support employers and providers to prepare apprentices for assessment</p> <p>http://www.people1st.co.uk/</p> <p>http://www.people1st.co.uk/Apprenticeship-services/Support-for-providers/Standards</p> <p>http://www.people1st.co.uk/Apprenticeship-services/Support-for-providers/Webinars</p> <p>http://www.people1st.co.uk/Apprenticeship-services/Support-for-employers</p>

Themes	Considerations / Implications for Delivery	Resources
	<p>for standards.</p> <p>An employer brief has also been written to accompany this report and the apprenticeship standards; the brief gives an overview of the content within KSBs</p> <p>Question</p> <p>Training is intended to be workplace led; how will a change in delivery model impact your current employer relationships?</p>	
<p>Resources: <i>materials/ resources/ equipment</i></p>	<p>E-portfolio system developments – most providers will have to make adjustments to any system they currently use. The recording of on-programme progress and the possibility of linking to employers internal systems will all need to be taken into account.</p> <p>Resources will have to be developed in a number of ways due to the requirements of the employers. Larger employers may require a ‘pick list’ of resources where they only have gaps in their own internal training. However, SMEs and smaller employers may require a full package of training to be delivered. Those larger employers who may just require elements of training, may also have a need for internal programmes to be linked to the apprenticeship standard</p> <p>Work based learning providers often use a model of a remote assessment team with very few centres or offices. Some providers will need to consider availability of accessible training facilities should group training be a requirement or the 20% off-the-job requirement will be classroom learning.</p> <p>Question</p> <p>How will the possibility of increased classroom learning impact you if you currently deliver remotely/within employers’ premises?</p>	<p>http://www.people1st.co.uk/</p>
<p>Staffing: <i>Staff qualifications and skills needed</i></p>	<p>Training providers will need lead in time to adjust their structure and define the roles of the current assessment and verification teams. There will be more of a focus on teaching, learning and mentoring and this in turn may see the shift from staff holding assessment qualifications to more uptakes of teaching qualifications (currently not a mandatory requirement).</p> <p>Delivery teams will need specific training on the standard as this will be a very different delivery model. There will be a period where staff are working on two differing programmes until the old frameworks expire. There will also be a very clear need for</p>	

Themes	Considerations / Implications for Delivery	Resources
	<p>development teams to work closely with employers to maximise and utilise their internal inductions and training programme to link to the standard.</p> <p>Questions</p> <p>How will you prepare your staff for the transition from currently assessing the diploma to being able to prepare learners for the EPA?</p>	
<p>Costing: <i>costs associated with the resources</i></p>	<p>A provider will need to consider how to give an accurate costing which takes into account the variance in the delivery model. Providers will need to develop a costing model which estimates costs to be finalised, once the agreement has been made with the employer to the level of learning/input that will be given by the provider and the employer, as this could vary substantially between employers.</p> <p>Funding bands for April 2017 will be announced in June 2016, these will state maximum levels of funding for the apprenticeship standard.</p> <p>The interim funding rules for standards identify what would happen should a learner leave the programme early and how a refund could take place. This would also be applicable when a learner chooses to change employer whilst on the programme. Further details on funding post April 2017 are not available at the time of writing.</p> <p>Question</p> <p>Delivery costs could vary greatly between employers; how will you calculate the average cost of the overall programme, bearing in mind the figures identified by the cap/band?</p>	<p>SFA funding guidance</p> <p>FA website example contracts, costings for on-programme activity</p>
<p>Marketing / Communication: <i>promoting the offer to employers/ apprentices</i></p>	<p>Ensuring employers have an awareness will be critical in communication of the changes in the standards as well as the funding.</p> <p>Holding information events and/or development of guides for employers, ensuring communication links are maintained with employers.</p> <p>It should be noted that People 1st have a comprehensive section on their website to help employers understand the changes and this should be promoted, as it will help when employers ask questions to engagement teams within providers.</p> <p>Having marketing/communication materials customised to retailers will help with ongoing understanding of the changes and the impact the new standards can make within a business.</p> <p>Progression into the standards may come through traineeships and study programmes. When promoting the standard to potential apprentices, career development in retail can</p>	<p>BIS/NAS materials</p> <p>http://www.people1st.co.uk/</p>

Themes	Considerations / Implications for Delivery	Resources
	<p>be described as the enhanced role of team leader and eventually retail manager, which would present a clear progression route from Level 2 to Level 3.</p> <p>Initial discussions to determine the prior learning which will result in how much additional learning is required.</p> <p>A comprehensive development plan is required to justify the period of training, taking into consideration the standards and requirements of the EPA.</p> <p>Learners must complete both English & maths prior to the gateway. The minimum requirement for the standard is Level 1 but to complete an apprenticeship they need to have at least studied for and sat the Level 2 tests. This rule causes concern as it was felt in some cases, lower entry level learners would be set up to fail as they would not be at a level to be able to take and pass a test at Level 2.</p> <p>Initial assessment, diagnostic and support/learning would be required for learners. If there are no exemptions, English and maths will be required to be delivered by the lead provider or a partner, who will need to ensure that appropriate training is offered and available to all learners.</p> <p>Eligibility rules need to be checked closely. Progression learners will be required to be in a new role before progressing to a higher level e.g. retailer to team leader.</p> <p>Question</p> <p>How will your organisation promote the new standards/funding changes with your employers?</p>	
EPA:	<p>In this standard an independent end assessor must be someone who has nothing to gain from the outcome of the assessment and must not have been involved in training or line management of the apprentice. 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 either the learning and development or line management of the apprentice) however, during independent end assessment they are responsible to the assessment organisation. The end assessor is independently appointed from any of the assessment organisations approved by the RoAAO to administer EPAs for the standard.</p> <p>As stated in the assessment plan:</p> <p>'Where independent end assessors are sourced from the employer's workforce they must</p>	<p>The Assessment Plan</p> <p>RoAAO</p> <p>http://www.people1st.co.uk/getattachment/Apprenticeship-services/Assessment-plans/20160322-Assessment-plan-for-the-retailer-apprenticeship-Final-approved-ex-costings.pdf.aspx</p>

Themes	Considerations / Implications for Delivery	Resources
	<p>be able to demonstrate independence from the apprentice and will act under the remit of the assessment organisation during the period of the assessment.'</p> <p>The concession for employers does not extend to providers who have assessors in the same organisation. Training providers may set up separate operating arms to act as dedicated assessment organisations but they will not be able to assess their own learners.</p> <p>Timescale of testing – tests will be on demand, on screen, multiple choice tests (paper based alternatives will be available should an individual have a dictated need). Tests will need to be carefully planned within the gateway to ensure they can be taken in a timely manner by the learner and there are no delays.</p> <p>The EPA must take place within a three month window of the gateway meeting.</p> <p>The assessment plan contains the methods of assessment and guidance for EPA, including timings which will be in place for the test, observation, professional discussion and grading.</p> <p>The 30 minute on demand test must be the first assessment component, followed by the observation and finally the professional discussion.</p> <p>The assessment plan states that:</p> <p>'Should an apprentice fail one assessment activity this should be retaken as soon as the apprentice is ready and when practicable for the business. Should they fail two or more activities a period of further training and development lasting between one and three months must take place before a resit. A maximum of two resits per assessment activity will be permitted. When retaking an assessment activity, the maximum grade that can be achieved for that activity is a pass.'</p> <p>At the time of writing (May 2016) the cost of the EPA and any subsequent resits is yet to be confirmed.</p> <p>External quality assurance for retail will be overseen by a Retail Apprenticeship Board, conducted and managed by People 1st; at the time of writing the nomination process for board members has not commenced. Full detail of the external quality assurance (EQA) requirements is stated within the Retailer Assessment Plan.</p> <p>Question</p> <p>How do you see the relationship between yourself as a provider and the independent organisation that will be completing EPA?</p>	

Themes	Considerations / Implications for Delivery	Resources
Managing relationships with Employer and Apprentices: <i>employer/ provider/ apprentice contracts</i>	<p>In the first instance, communication with employers is key to give an understanding of the changes which are due to take place as some employers still don't have an awareness of the implications the changes will have.</p> <p>The employer relationship will be critical to ensure the learning and development of the learner is maximised and they are able to achieve the required standard and EPAs.</p> <p>The employer, learner and provider contracts will be a new process and will have to be clearly explained and implemented in a way that does not have a negative impact on new starts, as the term 'legally binding' could be a concern to some employers.</p> <p>Lead providers will need to have a close working relationship with the employer to ensure that delivery meets their requirements; including streamlining/matching in-house induction and training to apprenticeship standard.</p> <p>Quality assurance will be the responsibility of the assessment organisation in terms of the EPA. Training providers should still be quality assuring the delivery by their delivery staff and ensuring internal standards are maintained. Quality assurance of delivery will likely focus on; quality of teaching and learning, that the training provider's delivery plan and standards are being maintained and adherence to Ofsted/Common Inspection Framework requirements. This will be the mandate, as is usual now, of Ofsted.</p>	SFA funding guidance
Sub-Contracting relationships: <i>Lead provider role and potential for collaboration on apprenticeship delivery</i>	<p>The current funding arrangements which hold until April 2017, show a clear role for the lead provider managing contracts for their employer. With the Digital Apprenticeship Service the contracting relationships may change. SLAs will need to be in place for all partnerships and quality checks will also be important with the delivery partner, with regular reviews to ensure learners are progressing with learning towards the standard and also the EPA.</p> <p>Assessment services will be offered by approved assessment organisations that will look to partner, in some cases, with providers. However, providers may be looking at setting themselves up as independent assessment organisations, but they cannot assess their own learners.</p> <p>There is still some work to be done and points to be considered before the standard is fully ready for delivery; providers will need to have lots of clarification questions answered before they can then disseminate to employers.</p> <p>External quality assurance of the EPA for the retail apprenticeship standard is described in the assessment plan. All assessment organisations listed on the RoAAO must follow the external quality assurance process in this plan. The external quality assurance will be</p>	SFA funding guidance

Themes	Considerations / Implications for Delivery	Resources
	<p>overseen by a Retail Apprenticeship Board and conducted and managed by People 1st on a non-profit making basis. Supporting information on the external quality assurance can be found at: www.people1st.co.uk.</p> <p>Question</p> <p>Lead providers and subcontractors will have to work seamlessly in order to provide strong employer relationships; how will you review your subcontracting arrangements or SLAs to reflect the changes in the standards/delivery and EPA?</p>	
<p>Progression:</p> <p><i>Professional registration</i></p>	<p>There is no requirement for professional registration within the retailer standard.</p> <p>Progression to the retailer standard may come from a direct entrant or a traineeship; progression route to the next level is Retail Team Leader.</p>	