

Provider Readiness Report

PRACTICAL INSIGHTS AND GUIDANCE

FOR DELIVERING APPRENTICESHIP STANDARDS

Insurance Professional Practitioner

Leading Partner:



Strategic Partners:



Provider Readiness Report – Insurance Practitioner Level 3 and Insurance Professional (Level 4)

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	Level 3 Insurance Practitioner Level 4 Insurance Professional
Assessment Plan (end point)	Level 3 Insurance Practitioner Level 4 Insurance Professional
Organisations involved with the development of the standard for Insurance Practitioner and Insurance Professional	<ul style="list-style-type: none"> • Aon • Aviva • AXA • Barbican Insurance Group • Bluefin Group • Chaucer • Covea • Lloyd's • RSA • Willis • Association of British Insurers (ABI) • British Insurance Brokers Association (BIBA) • Chartered Insurance Institute (CII)
SASE Overlap	Providing Financial Services (England)
Mandatory Qualification(s) on standard	<p>Level 3 Insurance Practitioner</p> <p>Certificate in Insurance (Cert CII) or the Certificate in Claims Handling (Cert CILA).</p> <p>Level 4 Insurance Professional</p> <p>Diploma level qualifications from either the Chartered Insurance Institute (CII) or the Chartered Institute of Loss Adjusters (CILA) are required to complete this apprenticeship.</p>
Additional optional qualifications recommended by the trailblazer group.	No optional qualifications recommended
Maximum Core Government Contribution (CGC) ,	<p>The funding cap is set at the same level for both Insurance Practitioner and Insurance Professional</p> <p>£6000 maximum CGC, subject to employer £3000 contribution.</p>

subject to employer contribution (15/16 & 16/17)	<p>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.</p> <p>The employer may be eligible for incentive payments, which they can use as they wish.</p> <p>See current funding rules for further guidance.</p>
Anticipated Volume	Moderate
Level	<p>Level 3 Insurance Practitioner</p> <p>Level 4 Insurance Professional</p>
English and Maths Requirements	<p>For Level 3 to 7 apprenticeships, apprentices must achieve Level 2 English and maths prior to taking their end-point assessment.</p> <p>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 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. If English and maths at Level 3 is a requirement, it must be funded from the core government contribution and employer contribution.</p> <p>See current funding rules for further guidance.</p>
End-point Assessment Methods	<p>Level 3 Insurance Practitioner</p> <p>Level 4 Insurance Professional</p> <p>Both levels have the same end-point assessment methods detailed below;</p> <ul style="list-style-type: none"> • A portfolio of evidence from the final months of the apprenticeship which contains a range of evidence demonstrating that the apprentice has met the requirements of the standard. At least 70% of learning outcomes must be achieved through the portfolio. • A reflective discussion that focuses on the softer skills of the standard, exploring what has been produced in the portfolio, how it has been produced and how well they are performing in their role.

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>
End-point Assessment Organisation	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

Term	General Definition within Trailblazers
On-Programme	<p>This is the period from start until the end-point assessment gateway is met. Apprentices require a minimum period of 12 months on-programme training, with 20% off-the-job training prior to taking the end-point assessment 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.</p>
Gateway	<p>Any requirements that must be completed/achieved as a pre-requisite to undertaking the end-point assessment 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.</p> <p>Level 3 Insurance Practitioner</p> <p>English and maths qualifications, minimum level 2 and completion of either the Certificate in Insurance (Cert CII) qualification or the Certificate in Claims Handling (Cert CILA) qualification.</p> <p>Level 4 Insurance Professional</p>

	English and maths qualifications, minimum level 2 and completion of either the Diploma in Insurance (Dip CII) qualification or the Diploma in Claims Handling (Dip CILA) qualification.
Trainer	<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 providers to deliver some or all parts of the on-programme phase of training. This includes delivering any mandated qualifications, preparation for the end-point assessment 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 refers to this role as a trainer.</p>
Independent Assessor	<p>Individuals involved in administering and delivering the end-point assessment are commonly termed the assessor, end-point assessor or independent assessor and must be appointed by an approved EPA organisation.</p> <p>The assessment plan refers to the assessor, working for the independent assessment organisation.</p>

Themes	Considerations / Implications for Delivery	Resources
<p>On programme components: <i>to develop the skills, knowledge and behaviours detailed on the standard and to prepare apprentices for end-point assessment</i></p>	<p>The assessment plan is heavily dominated by the progression through technical qualifications in the first 9-12 months (typically) of the Level 3 standard and the first 18-24 months (typically) of the Level 4 standard.</p> <p>Training providers will be expected to track and review progress towards these qualifications. Many learners will need additional support and resources to achieve these qualifications and training providers will need to have qualified, experienced delivery staff and a variety of resources.</p> <p>The on-programme feedback and progression toward gateway will tie into employer's in-house Performance Management (PM) process, which is a standard and recognised way of working within the insurance sector. For those employers who do not have such systems, training providers will need to support them with guidance and templates for PDPs, reviews and performance management.</p> <p>This additional support may incur additional costs to the employer within the agreement.</p> <p>Regular checkpoints between the line manager and training provider (aligned with the PM Process) will take place to ensure that the apprentice is on track and to agree how any issues will be addressed.</p> <p>The Training Provider will play an important part in supporting this by:</p> <p>Ensuring that, prior to starting the apprenticeship, both employer and apprentice understand the detail of the learning journey and their respective commitments to this</p> <p>Ensuring that the requirements of the apprenticeship are fully reflected in the PM process, with any gaps being filled through their work with the apprentice.</p> <p>Supporting the apprentice throughout the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility.</p> <p>Supporting the line manager in their commitments to the apprenticeship and providing any training if required.</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>
<p>Delivery models/ Infrastructure: <i>the drive towards effective</i></p>	<p>The standard has been designed to integrate with the in house performance management process.</p> <p>The training provider will offer support and guidance throughout the learning journey; they will be required to regularly monitor progress against the development of skills,</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
<i>competence-based and situational training</i>	<p>knowledge and behaviours throughout the programme.</p> <p>The training provider will ensure that mandatory qualifications are completed in a timely manner, ahead of the end assessment gateway.</p> <p>The training provider will work closely with the employer to confirm readiness for the end assessment gateway.</p> <p>The training provider will oversee compilation of the portfolio of evidence, ensuring that the requirements within the assessment tools are met. They will also conduct the reflective discussion and submit evidence to the independent assessor.</p> <p>At the time of writing (May 16) the relevant professional bodies that have supported the process have begun to look at further developing assessment tools including;</p> <ul style="list-style-type: none"> • PM tools for smaller businesses; • Sample (or example) portfolio so training providers can see what the portfolio should look like. <p>A group of training providers will be supporting this process over the next few months and these tools will be made available for all providers on completion.</p> <p>Distinction criteria and detail for EPA is still under development by the employer group and more detail should be released soon.</p>	will provide description of high level learning outcomes to support employers and providers to prepare apprentices for assessment
Resources: <i>materials/ resources/ equipment</i>	<p>Use of laptop/computer for learners and trainers.</p> <p>E- Portfolio system to contain learning/delivery materials and also store evidence for EPA. At the time of writing (May 16) we have asked the professional bodies if there will be an e-portfolio system available through the assessment organisations. It appears that something will be developed. Most providers will continue to use independent systems and re-adjust for new standards, however there will be costs around this that will need to be factored in.</p> <ul style="list-style-type: none"> • Digital Voice Recorder (DVR) (optional but preferred for EPA) • Software to deliver and support remote learning (e.g. WebEx) • Materials required to support functional skills delivery • Study materials for professional qualification including membership to the chosen professional body, registration and examination costs. • Additional face to face study days ahead of exams would be an additional cost. 	
Staffing: <i>Staff qualifications</i>	Training providers involved in delivery of this apprenticeship are expected to specialise in financial services.	

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<p><i>and</i> <i>skills needed</i></p>	<p>The standards state that assessment staff and trainers should hold or be working towards relevant Level 4 diploma qualifications. We have questioned an inconsistency within the assessment plans for Insurance Practitioner and Professional. The Level 3 standard states that it is a <i>requirement</i>; however the Level 4 standard only <i>recommends</i> this level of qualification. We have queried this with the professional bodies and employer group. They have revised their initial thoughts and have said that any ROTO registered organisation could be used by an employer, so this will be altered in any revision to the assessment plan. The CII are offering accreditation over and above this to help employers differentiate, but it is at the discretion of the training provider whether or not accreditation is sought.</p> <p>The CII apprenticeship training provider accreditation will specify that all trainers must be qualified at least to the level that they are mentoring; however accreditation is voluntary, not mandatory.</p> <p>This means that all trainers will need to be ‘specialists in financial services’. If a training provider chooses to become CII Accredited then all trainers must be qualified at least to the level that they are mentoring. The employer will ultimately decide if the training provider’s staff is sufficiently qualified on an individual basis and training providers will have the option to decide if accreditation is of benefit to them.</p> <p>Experience of programme delivery would also be beneficial. If trainers do not hold current qualifications to support training and assessment in the workplace, this would be recommended.</p> <p>Trainers will need to be able to manage all aspects of the learning journey and be able to adapt delivery to meet the needs of the individual. Excellent communication skills and effective time management will be key.</p> <p>Training providers adopting an e-portfolio system will also need to train assessment staff to use this system.</p> <p>Training providers also need to consider the role of their internal quality assurance teams to support delivery of this apprenticeship and maintain high standards. At the time of writing (May 16) we have asked what additional support will be given to training providers via professional bodies and existing assessment organisations. The professional bodies have responded stating that support for internal quality and benchmarking will be provided through accreditation with a professional body. Further details will be released soon.</p>	

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Costing: <i>costs associated with the resources</i>	<p>Licence costs for e-portfolio and software to support remote delivery</p> <ul style="list-style-type: none"> • Use of laptop/computer • DVR one off initial cost <p>Professional qualification costs vary depending on package purchased.</p> <p>Additional costs for providers both in trainer salaries to reflect higher level of qualification and also to upskill any current staff qualifications.</p> <p>EPA costs are also still to be confirmed. Again at the time of writing (May 16) we have requested any additional information on EPA and costs. The professional bodies have explained that they are still working on the finer detail of this process and will hopefully be able to give more detail very soon.</p>	<p>SFA funding guidance</p> <p>FA website example contracts, costings for on-programme activity</p>
Marketing / Communication: <i>promoting the offer to employers/ apprentices</i>	<p>Training providers will need to develop fact sheets and literature for new standards and progression routes.</p> <p>Training providers will need to develop fact sheets for clients regarding funding changes and the levy.</p> <p>There is no distinct trailblazer logo; these new standards will be absorbed into apprenticeship logos and trademarks.</p> <p>Some useful guidance on marketing and business development can be found in the Toolkit developed as part of the Future Apprenticeships programme.</p>	<p>BIS/NAS materials</p> <p>Toolkit</p>
End-point Assessment:	<p>At both Level 3 and Level 4, the trainer will support the apprentice to compile the portfolio of evidence, ensuring that it fully meets the requirements of the standard and the guidance within the assessment tools.</p> <p>The trainer must ensure that a minimum of 70% of the learning outcomes are covered within this portfolio and that it includes at least 1 learning outcome per competency.</p> <p>Following completion of the portfolio, the trainer will also conduct a reflective discussion with the apprentice to further explore portfolio content and evidence any aspects of the standard not covered in the portfolio. This will be recorded using a DVR.</p> <p>The trainer will upload the portfolio and reflective discussion to the apprentice's e-portfolio and submit this to the independent assessment organisation to sample.</p> <p>Assessment tools will be needed to support completion of the end assessment portfolio.</p>	<p>The Assessment Plan</p> <p>RoAAO</p>

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	<p>Training providers are to consider how they are internally quality assuring the learner journey.</p> <p>At the time of writing (May 16) we have asked if any assessment tools are being developed by professional bodies. The professional bodies are currently working on developing some of these resources with a group of training providers and the employer group. Once completed this will be made available to providers.</p> <p>Distinction criteria and detail for EPA are still under development by the trailblazer employer group and more detail should be released soon.</p> <p>Further details on approved assessment organisations for insurance standards are due to be released shortly. We have also asked about any requirements for training provider registration. There will also be some more information made available soon on registration for accreditation with professional bodies.</p>	
Managing relationships with employer and apprentices: <i>Employer/ Provider/ Apprentice Contracts</i>	<p>Employer and line manager involvement and linking this apprenticeship to the in-house performance management process is a fundamental part of this programme.</p> <p>Communication and managing expectations for all involved needs to be clear from the start of the programme.</p> <p>The learner's English and maths skill support may need additional time and resources, as those who have not previously reached GCSE C Grade and above often need a considerable level of support to achieve. Initial assessments will be key to setting out the time and resource needed here for achievement.</p> <p>The trainer is to plan regular points throughout the journey to review progress and ensure individual needs are being met.</p>	SFA funding guidance
Sub-Contracting relationships: <i>Lead provider role and potential for collaboration on apprenticeship delivery</i>	<p>Smaller training providers and FE colleges may look to use the larger financial services training providers for support with technical qualification delivery and resources. They may choose to partner with larger providers offering some of the provision.</p> <p>Further details on approved assessment organisations for insurance standards are due to be released shortly.</p>	SFA funding guidance

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Progression: <i>professional registration</i>	<p>At the time of writing (May 16) there is currently a Level 3 and Level 4 standard for insurance. Professional bodies are recommending the development of a level 5/6 standard to take learners to full ACII. There may also be a degree apprenticeship in development over the next few years. There is currently a group of employers interested in creating a Level 2 standard, which would precede the Level 3 in some cases, but this has not yet been approved for development.</p>	