

Context

- The council's apprenticeship employer provider provision delivers apprenticeships through two specialist centres:
 - The business support centre delivers the customer practitioner and business administrator apprenticeship programmes
 - The leadership & management centre delivers the team leader / supervisor and operations / departmental manager apprenticeship programmes.
- During 2022/23 a total of 125 apprentices are on programme of which 40 completed during this academic year
- The 'grow your own model' has benefited individuals and our organisation which has been demonstrated through surveys, destination data and case studies

Apprenticeships are good because:

- To date all apprentices who have concluded their apprenticeships and successfully completed their end point assessment, with a high proportion achieving a distinction
- Leaders promote health and well-being effectively as part of our People Strategy. Apprentices can access a range of support mechanisms, including mental, physical and financial health & wellbeing support, along with a broad range of holistic support initiatives.
- The enrichment programme provides apprentices with learning and development opportunities that cover a broad range of themes that include safeguarding, health & wellbeing, career progression and equality, diversity and inclusion to name a few.
- Experienced and enthusiastic tutors and assessors serve as outstanding role models for learners; they are supported to develop their expertise and regularly share best practice and participate in standardisation meetings and collaboration events.
- A high proportion of apprentices' line managers are very supportive of their apprenticeships.
- Survey results indicate that apprenticeships have had a powerful impact on apprentices' personal growth.
- Safeguarding is integrated into our culture and learning and apprentices have a clear understanding of how to keep themselves safe.

Apprenticeships need to improve further because:

- In isolated cases timely completion of apprenticeships have not been achieved, as a result the provision will look to refine the apprentices learning and development journey.

Arrangements	Evidence
<p>Observations, reflective accounts, professional discussions, verbal questioning, and witness testimonies are all part of the learning and can be adapted to ensure the learner achieves long-term memory retention. The apprenticeship teaching provision builds a strong and trusting working relationship with apprentices which are evident in the case studies. Managers are also heavily involved in supporting apprentices. Some learners move from a L2 apprenticeship into a L3 demonstrating positive experience on programme and awareness, by the learners, of progression opportunities. High level of learner satisfaction at 94%.</p> <p>Following feedback from apprentices in our Leadership & Management centre the order in which some of our standards are delivered has been changed to allow for better progression through the apprenticeship.</p> <p>The apprenticeship teaching provision keeps up to date with CPD to create breadth of knowledge within the team.</p> <p>Managers work closely with apprentices to give them the opportunity to increase their skill set. They also work closely with apprenticeship tutors and assessors to ensure their off the job training is mapped and relevant.</p>	<ul style="list-style-type: none"> • Staff experience (Curriculum vitae) • DBS check • Staff continuous professional development records (CPD) • Observation of teaching, learning and assessment (OTLA) • Learning walk outcomes • Schemes of work reviews • Teaching observation records • Staff one to one meetings (every 4-6 weeks) • Staff annual review • Impact report (Case studies) (Appendix 8)
<p>The provision has high expectations for learners and embeds the council's core values into the curriculum. The centres build the confidence of learners, and within business support they go on to achieve permanent employment, most in higher grade roles.</p> <p>Managers monitor attendance and punctuality, and the expectation is that any minor issues are proactively addressed at the onset so as not to create a bigger issue in the long term. Learners' attendance is good with no issues recorded during this academic year.</p> <p>There are clear policies in place to protect all staff at LCC. Additionally, a safeguarding policy for further education and skills provision is in place and reviewed annually. Apprentices are informed during their induction about the escalation process should they experience any instances of bullying, peer-on-peer abuse, online safety, or discrimination. Safeguarding is a standard agenda item at monthly meetings.</p>	<ul style="list-style-type: none"> • Induction records • Information, advice & guidance (IAG) records • Learner progress reviews • Progression data • Staff one-to-one meetings (every 4-6 weeks) • Staff annual review

Our enrichment programme is constantly evolving to ensure apprentices receive a greater awareness and a holistic view of good practice across LCC and partner organisations. Managers give apprentices the opportunities to experience new areas (through shadowing opportunities) that are of interest to the individual and their career pathway. This is recorded within their off-the-job training and is an excellent way of showcasing our apprenticeship provision. The skills scan, which is undertaken during the apprentice's induction, identifies areas of strength and improvement. The apprenticeship tutors and assessors work alongside managers to provide enrichment in these areas.

For business support apprentices, apprenticeship week takes place in November. This involves team activities, guest speakers, employability, and interview skills, visits to Lincoln Castle and The Collection to name a few.

Apprentices are supported by managers and their tutors and/or assessors on an individual basis which involves regular check-ins and one-to-ones. Outcomes of the programme indicate apprentices are resilient and confident; this is evident in completion rates and destination data.

Managers work closely with apprentices to give them the opportunity to increase their skill set. Apprentices also work closely with their tutors and assessors who ensure their off the job training is mapped and relevant. Each apprentice has protected time to focus on their apprenticeship.

All apprentices are introduced to British Values as well as Prevent training, Health & Wellbeing (including Mental Health First Aiders and Employee Support and Counselling Service) along with Equality, Diversity & Inclusion, including protected characteristics as defined by law. This knowledge is embedded within the programme and is also demonstrated through their behaviours within their work role.

- Induction records
- Enrichment tracker
- Information, advice & guidance (IAG) recorded in e-portfolio
- Learner progress reviews
- Learner final reviews
- Digital learning
- Progression data
- Staff one-to-one meetings (every 4-6 weeks)
- Staff annual review
- Achievement data

All tutors and assessors delivering on the Employer Provider programme meet monthly in a supportive and continuous professional development (CPD) focused environment.

Standard agenda items include: apprentice progress update, equality, diversity, and inclusion, off the job training and safeguarding.

Standardisation meetings take place on a regular basis. Within the Business Support provision 4 apprenticeship tutors and assessors are qualified Internal Quality Assurance (IQA) Assessors and they work together when delivering workshops, refining best practice and supporting each other. The team is very supportive and work well together. The team attend webinars delivered by the awarding body (City & Guilds and ILM) which improves practice and provides indepth in subject knowledge. Continuous professional development (CPD) is reviewed and refined on a quarterly basis as a minimum. The same applies to the Leadership team who have 3 qualified IQA assessors in their team.

All apprentices are assessed and supported from the beginning of their programme where an individual learning plan (ILP) is developed by their tutor and/or assessor. This is then signed off by the apprentice's manager.

The apprentice, their line manager and the assessor undertake quarterly 3-way reviews (progress reviews). The curriculum lead proactively deals with any escalations and reviews all case studies and surveys to validate effective programme delivery and refine as needed.

The apprenticeship tutors and assessors are supported & developed through observations and IQA of work which includes portfolios, level of experience with knowledge of standards, also considered. The feedback from IQA is constructive and supportive.

The awarding bodies, City & Guilds and ILM, visit the centre annually. The centre has achieved direct claim status for the following diplomas that are embedded into the respective apprenticeship:

- Customer Service practitioner L2
- Business Administrator L3
- Team Leader / Supervisor L3

The apprentice's line manager and centre lead ensure that they operate within the boundaries of LCC's policies and procedures.

- Observations and audits of individualised apprentice programme progress reviews
- Monitor against Objectives in-
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- Staff one-to-one meetings (every 4-6 weeks)
- Staff Annual Review

Apprentices have a good understanding of their rights and responsibilities as employees and as citizens. They understand the British values of democracy, individual liberty, and the rule of law. They are aware of the risks of radicalisation and extremism and can explain these issues well. Apprentices understand and observe the council's health and safety policies and procedures when at work.

All staff working within the apprenticeship employer provider provision are DBS cleared and are included in the wider service's safeguarding policy that is updated regularly and reviewed annually. A clear escalation route is in place. No issues of safeguarding concerns have been reported during this academic year. Safeguarding is a priority for the provision and is a standard agenda item at team meetings.

- E-Learning Digital Learning
- Progress reviews
- Staff one-to-one meetings (every 4-6 weeks)
- Staff annual review
- Record of external training/guest speakers
- Impact report (Case studies) (Appendix 8)