

Appendix E – Process Detail

Stage 1 – Opportunity: When to consider an apprenticeship

Scenario	Involved parties & actions				
	HR	OL	Manager	Employee	ATP
New job or employee: apprenticeships can support recruitment and selection, or an induction programme, or an employee's development into their post.	Give advice / support as required		Consider as part of or instead of recruitment , induction or development		
During employment, and as part of development discussions: apprenticeships can replace employee study requests and support development for movement into specialist or senior posts.			Discuss during CDR , as career development		
When skills gap identified in a post or department: <ul style="list-style-type: none"> - In response to external impact (e.g. GDPR) - Following a period of change (e.g. restructure) - To deliver new tasks or projects (e.g. systems changes) 	Discuss during business consultancy and support (e.g. change management)	Discuss during TNA, as part of business consultancy and support	Consider during development of strategic or business plans, or during TNA		
As part of LSE's L&D offerings		OL to offer apprenticeship programmes to support or replace current development programmes			

Stage 2 – Selection: Select all the elements of a successful apprenticeship

Selection will include any / all of the following – the order that they are confirmed will depend on the type of opportunity (see Stage 1)

Selection task	Involved parties & actions				
	HR	OL	Manager	Employee	ATP
Suitable post: will the job provide a good opportunity for someone to do an apprenticeship? Does it meet the eligibility rules: does it last for long enough, is it enough hours / week, and can it facilitate 20% 'off the job' learning?			Use apprenticeship toolkit (and JD / PS) to do this	May be involved, depending on scenario	May be involved, depending on scenario
Approved programme: search the apprenticeship programmes on the IfA website , and do a matching exercise to get an apprenticeship that will help the employee learn the knowledge / skills / behaviour required to deliver the job description / person specification. Also consider any qualifications that may be required / beneficial.		Provide guidance and support (via apprenticeship toolkit)			
Suitable employee: do a recruitment / selection exercise to identify the right person for the opportunity. Depending on the opportunity, utilise the governments ' Find an apprenticeship ' website.	Provide guidance and support (via recruitment toolkit)		Lead on any recruitment or selection		Can support recruitment of new employees
Registered apprenticeship training provider (ATP): use the governments ' Find apprenticeship training ' website – and if necessary, do a formal tender process – to select a suitable ATP, and potentially end point assessment organisation, for the programme. The employee may be involved, depending on the opportunity.			Use apprenticeship toolkit and guides to do this	May be involved, depending on scenario	

Stage 3 – Starting the apprenticeship: confirming expectations, paperwork, systems and data

Scenario / task	Involved parties & actions				
	HR	OL	Manager	Employee	ATP
Confirming the apprenticeship programme: any workshop dates, milestones to achieve, what the 20% 'off the job' learning will cover and when it will be done.		Provide guidance and support (via apprenticeship toolkit). May need to document any repayment agreements.	May be discussed as part of ATP / programme selection – should be finalised before commencing the course.		
Agreeing end goals – confirm who will facilitate the End Point Assessment, what qualifications will be included in the programme (or in the End Point Assessment) and if those qualifications are covered by the levy, or if the School / employee need to cover these costs. Consider what membership should be included in the programme, or achieved after the programme.	May need to document any repayment agreements		May be discussed as part of ATP / programme selection – should be finalised before commencing the course.		
Assessment of prior learning: <ul style="list-style-type: none"> - Confirmation of functional English & maths certification (if additional training is required the apprenticeship start may be delayed) - Assessment of prior learning and qualifications – this will feed into programme content 				As part of enrolment paperwork, induction and on-boarding	
Paperwork: <ul style="list-style-type: none"> - Enrolment forms, an Apprenticeship Agreement and a Commitment Statement - Potentially, a Service Level Agreement between the School and the ATP (if not already signed) 		Should co-sign LSE's apprenticeship SLA	All parties to discuss and agree responsibilities. Employee, Manager and ATP should co-sign Apprenticeship Agreements and Commitment Statements OL and ATP should co-sign LSE's apprenticeship SLAs		
Data and systems – setting up and recording apprenticeship information <ul style="list-style-type: none"> - In ResourceLink, for LSE employee management - The Manage Apprenticeships portal of the Digital Apprenticeship System, to manage levy funds - The ATP's learning management system, to record achievement and completion information 	HR to support RL data entry?	OL to manage RL data entry. OL and ATP to use the DAS	Manager, Employee and ATP to use learner management systems. ATP and OL to use the DAS		

Stage 4 – Managing the apprenticeship: communication, issue identified and levy arrangements

Scenario / task	Involved parties & actions				
	HR	OL	Manager	Employee	ATP
Ongoing communication between the employee and their manager to: <ul style="list-style-type: none"> - Ensure learning is being applied - Confirm 20% off the job is being facilitated - Raise any issues / discuss any changes of circumstances 			Discussed in 1:1s, CDR, etc		
Frequent communication between the employee, manager, and tutor to: <ul style="list-style-type: none"> - Ensure the apprenticeship is progressing - Ensure the employee is achieving learning / milestones and is preparing for end point assessment - Identify and manage any issues, or changes of circumstance. This communication should include meetings, and may include updating a shared system (e.g. Smart Assessor).			Use learner management systems, meet monthly / 6 weekly.		
Regular communication between the School and the ATP (involving employee, manager and tutor, where necessary) to ensure positive relationship management and smooth flow of information. This communication could include meetings and emails.		Contract management meetings every 3 – 6 months			Contract management meetings every 3 – 6 months
Monthly – ATP to submit ILR returns to claim levy funds, the School to reconcile budget to levy to address any issues.		Monthly reconciliations			Monthly ILR submissions

Stage 5 – Completing the apprenticeship: finishing the programme and passing End Point Assessment

Scenario / task	Involved parties & actions				
	HR	OL	Manager	Employee	ATP (or End Point Assessor)
Successful completion of the apprenticeship programme – attending all workshops, meeting 'off the job' training requirements, compiling portfolio and completing course work. Preparing for End Point Assessment.			Provide support where required	Supported by learner management system	
Successfully passing End Point Assessment – interview, test, portfolio and any qualifications included in the apprenticeship				Sit the EPA	Manage this, coordinate employee and EPAO
Obtaining any additional qualifications and gaining any memberships	May need to document any repayment agreements		Manage this, agreeing any payment arrangements with HR		Provide support where required
Identification of next steps: <ul style="list-style-type: none"> - Continuing in post (if required by funding rules, or if suitable) - Delivery of project / completion of contract - Career planning, etc. 	Provide advice re contractual entitlements	Provide advice re apprenticeship entitlements and career development	Discuss and make arrangements where necessary, involving additional parties where required. Should feed into 1:1s and CDR process.		