

# An overview of the Principles Delivering High Quality Apprenticeships



# Delivering High Quality Apprentices

## An overview of the Principles

### Theme 1:

### Embedding Apprenticeships in your workforce strategy

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Apprenticeship programmes are designed to support your workforce development objectives to deliver better patient outcomes, while at the same time providing the apprentice with the skills, qualifications and ambition to succeed in their role and to progress their career.

2

Apprenticeship delivery across your organisation follows consistent, clearly stated policies and procedures, and a clear and well-understood apprenticeship 'identity', which recognises the employee status of your apprentices and the roles they fulfil, is used to help support positive perceptions of quality and relevance among apprentices and staff.

3

Your Executive Team and Board have approved high quality apprenticeship provision as a fundamental component of your long-term workforce development strategy. They receive regular reports as to the success of apprenticeships in addressing specific hard-to-fill vacancies/skill shortages and in improving patient care by providing a more flexibly skilled workforce.

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There is highly visible endorsement of high-quality apprenticeships by your CEO, Board and senior management team (SMT) including medical directors/nurse directors and your chief nurse. This provides a clear affirmation for service leads and builds long-term management commitment to apprenticeships.

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Apprenticeship completion rates and subsequent progression routes are monitored and benchmarked, alongside wider workforce development benefits such as improved staff retention rates, improvement in productivity, reductions in hard-to-fill vacancies, improved equality and diversity and reduced use of agency workers. These are collated and reported on a regular basis to the SMT, within a culture that strives for improvement and seeks to ensure that your organisation is among top performers for your region and nationally.

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Lessons learned, for example on good practice and provider market intelligence, are actively sought out and shared to drive improvements in organisational performance. Managers recognise that good practice may be common across different employers and different Apprenticeships and that learning can and should come from a range of sources.

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### Theme 2: Management Commitment

- 7 There are regular opportunities for service managers to explore common workforce development issues arising in different service areas and to identify where apprenticeships can be utilised alongside other solutions.
- 8 Service managers routinely use Apprenticeships in staff development plans as an effective mechanism to build skills and progress talent. Design choices for delivery rest with service managers so they can use their understanding to maximise the contribution from apprenticeships to their workforce.
- 9 There is sufficient resource dedicated to the development, procurement and quality assurance of apprenticeship programmes as well as for day-to-day delivery. This allows your organisation to build on the best of local and national knowledge and to demonstrate and celebrate success.
- 10 Apprenticeship leads proactively communicate the benefits of apprenticeships among service managers and develop a shared understanding of how apprenticeships can best meet workforce needs.
- 11 Service managers 'own' the process, from selecting the appropriate apprenticeship standard, recruiting apprentices, agreeing the learning content, providing mentoring and support arrangements through to onward progression planning. Apprenticeship Leads are then able to focus on expansion and development of the organisational apprenticeship offer as a whole.
- 12 Service managers agree what measures of success are appropriate and report back on these, incorporating both qualitative and quantitative data to evidence activity and benefit. These enable the employer to account for their investment in apprenticeships and provide a clear picture of the returns.

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### Theme 3: Effective learning programmes and processes

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Delivery plans agreed with the apprenticeship provider including performance benchmarks including apprentice start and expected completion dates and key progress milestones. The arrangements for on and off the job training, on-programme and end-point assessment and frequency of review meetings between the apprentice, provider and employer are all clearly specified.

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A structured approach to mentoring apprentices is in place, with a dedicated mentor in their practice area that offers mutual benefits to the apprentice and the mentor.

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Apprentices benefit from access to wider development opportunities and additional resources that are effectively integrated into their apprenticeship programme.

Effective selection and recruitment processes for apprenticeship programmes that take account of the specific competences needed for the role and enable sound judgements to be made as to an applicant's capability to succeed.

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Available progression routes, qualifications, duration, timing and location of apprentice support services provided by the organisation, trade unions and apprenticeship providers are clearly defined and describe tangible progression pathways.

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This allows potential apprentices to consider their career options, but also understand what is required of them along with how, where and from whom they can access support throughout their apprenticeship.

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There must be a signed Apprenticeship Agreement in place that specifies the obligations on service managers and apprentices to commit the necessary time to undertake the learning and assessment. Apprentices understand that there is a commitment on their part to undertake any additional learning activities flexibly and outside of their normal working hours/workplace.

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### Theme 3: Effective learning programmes and processes

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Structures are in place for service managers and apprentices to feedback on the delivery of apprenticeships and help contribute to continuous improvement of provision.

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Managers and apprenticeship leads are actively involved in regular review meetings to build ownership, aid improvement and sharing of lessons.

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Close working between the employer and apprenticeship provider means that apprenticeship programmes are delivered using a carefully planned and coordinated combination of on and off the job training, ensuring that apprentices are being taught and mentored using current best practice in a manner that fits with your expectations and ways of working.

### Other Resources

Check out the full "[Delivering Quality Principles document](#)", this document gives further guides, case studies as well as guidance about inclusive apprenticeship recruitment.

You can also check out the [Delivering Quality Apprenticeships](#) on HASO.

