



# APPRENTICESHIP WORKFORCE DEVELOPMENT: FINAL CASE STUDY

## Better Employer Engagement (BEE)

### Organisations/Partnership Names:

SETA (Sunderland Engineering Training Association)

PETA (Portsmouth Engineering Training Association)

JCB

IAE

The University of Sheffield, AMRC Training Centre

Xtrac

CREATED BY



SEPTEMBER 2023







The findings should be of particular interest to:

**Employers** . to work harder to retain apprentices to retain skills and knowledge in ways that the project has seen to address:

Better employer knowledge and understanding of the apprenticeship standards (Simplified Training Plan).

Better employer engagement in the progress reviews (4 Part Progress Review)

Better training of mentors of apprentices (Mentor Handbook & Presentation)

Better efforts to retain apprentices working with training providers in collaboration . identifying the cost of replacement as a real cost to both parties.

**Training Providers** . to work more closely with employers to engender better understanding of apprenticeship standards, better engagement in progress reviews with better target-setting to include employers. Many providers offer mentor training, and the project has developed a 1-day course to support this.

### **Government / College & Training Provider Associations**

To recognise the cost of recruiting an apprentice in the whole funding regime

To support the sector through the easing of compliance and regulations relating to breaks in learning to enable re-engagement of early leaver apprentices or easier transfer to different apprenticeship standards.

## **2. The value of employer contribution to the training plan/deliver0.000ET6sn2he cost of replace**



To improve apprentice self-development in preparing for progress reviews independently

**Ofsted Inspection Report 23-26  
May 2023:**

inform staff training. For example, they identified that employer involvement in apprentice progress reviews was an area for improvement. There is now much -increased employer involvement

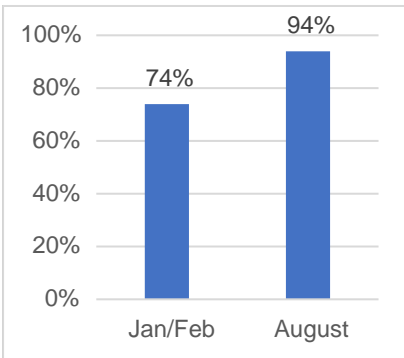
Notable improvements in the quality of progress reviews by introducing the new format and process. As can be seen below:

**Section A: Employer Engagement**

<p>Q2. How many employers added comments about the progress of the learner? 19% improvement, albeit still insufficient.</p>	<p>Q4. How many employers added comments about the behaviour of the learner? 23% Improvement albeit still insufficient.</p>	<p>Q5. How many simply "ticked the boxes" and are perhaps unclear about the Apprenticeship Standards? Improvement in employer understanding by 28%.</p>
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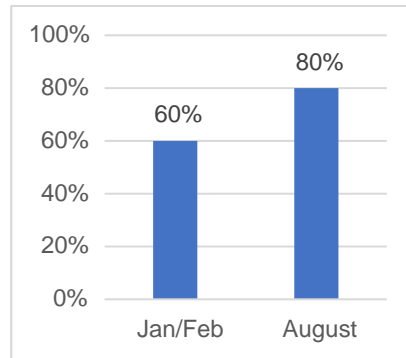
Q7. Is there a clear record of maths, English and digital learning that continues throughout the apprenticeship?

20% improvement and now reaching high level.



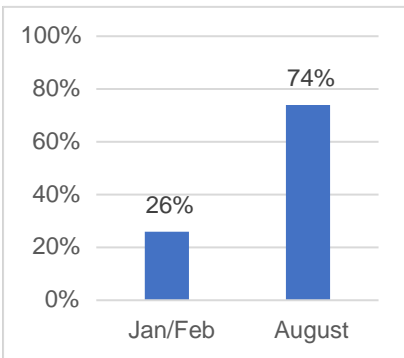
Q7. Is there a clear record of maths, English and digital learning that continues throughout the apprenticeship?

20% improvement albeit still too low.



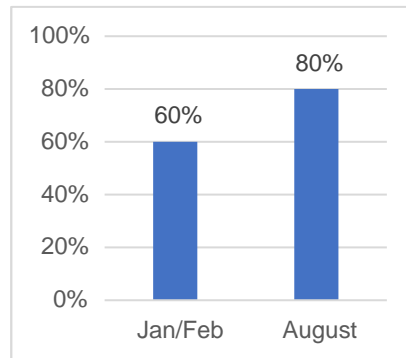
Q8. Is there a clear record of IAG . continuing careers and sector information?

48% marked improvement albeit still too low.



Q10. Is there a clear record of mandatory qualification hours of learning?

20% improvement albeit still insufficient.

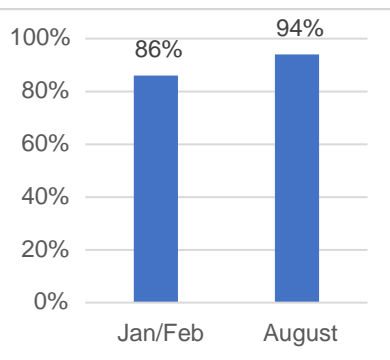


### Section C: Progress



Q13. Is progress against the Apprenticeship Standard clear?

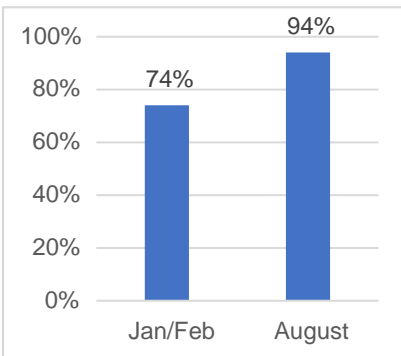
8% Improvement but high-level indicators already which would be expected.



## D: Target Setting

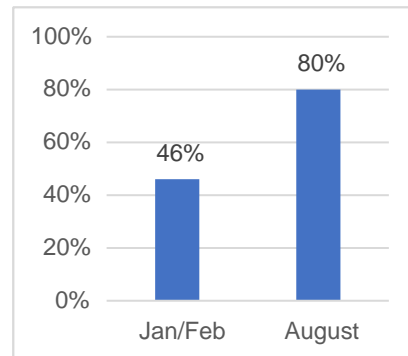
Q16. Are targets set for the apprentice?

20% Improvement in target-setting.



Q17. Are targets set for short, medium, and long-term?

34% Improvement, which is a marked increase.



Q18. Are targets set for the employer?

28% Improvement albeit still too low.

Q19. Are targets set for the personal development and behaviours of the apprentice?

6% Improvement albeit still too low.

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In summary . the revised format of the progress review and revised process has seen some marked improvements.

**Employer engagement** . 19% more employer comments and 23% more commentary about the behaviour of the apprentice and anecdotally much better understanding of the apprenticeship standards. However, both indicators are below **75% which indicates around 25-30% of employers are not engaging in the progress review. Around 40% of employers are not set or engaged in target-setting although this has improved from around 80% not being involved prior to the new progress review.**

**Off the Job Learning** . 20% increase in accurate recording of off-the-job learning hours, inclusion of maths/English embedding. 48% marked increase in the recording of IAG on progress reviews.

**Progress** . 94% of progress reviews sampled now show clear progress against the apprenticeship standards.

**Target-setting** . perhaps the weakest area with 56% now engaging employers, and only 60% setting targets for personal development and behaviours.

All 3 training providers have had their individual results from Survey 1 to Survey 2 and

## Quotes

<sup>3</sup> Z benefit any company looking to progress and support D S S U H Q W L F H

<sup>3</sup> , I H H O P X F K P R U H S U H S D learners and able to understand what is needed from me and expected from the O H D U Q H U '

<sup>3</sup> W K L V F R X U V H K D V R S H Q F learned which I wish I had known 6 months ago at the start of working with my D S S U H . Q W L F H '

<sup>3</sup> W K L V F R X U V H K D V R S H Q F number of stages an apprentice will go through as part of their learning. I aim to support t K H P I X U W K H U R Q . W K

## Section Feedback

A. Developing Yourself as A Mentor

<sup>3</sup> , O L N H S S e s s i n g O n y self against the . 6 % V '

<sup>3</sup> / R R N L Q J D W P \ V H O I D Q G Z K S W , Z D Q ' \$ V V H V V P H Q W '

<sup>3</sup> & O D U L W \ R Q E H Q H I L W V D Q G G L I I H U H

B. Duty of Care

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E. Scenarios and Tactics

3: LOO KHOS PH NHHS RQ WUDFN ZLWK  
DSSUHQWLFH`  
3/HDUQHGD LQRWU PYDULYH`  
3(QMR\DEOH DQG JRRG VWRQ SUDEFWLVH  
3\*RRG DQG VLP SOH ZD\ WR XQGHUVWI  
LVVXHV WKDW FRPH WR OLJKW DQG G  
3\*RRG WR KDYH STTA SRVLRQ :`

PETA and AMRC have adapted the materials to their documentation and have tested the course.

Seta has such a waiting list that there are planned events on 10<sup>th</sup> October and 7<sup>th</sup> November 2023.

## Project Outputs

- Progress Review New Format & Process (May 2023)
- Level 3 Machining Apprenticeship Standard Delivery Model (May 2023)
- Mentoring an Apprentice Handbook & Presentation (July 2023)
- Cost of Recruiting An Engineering Apprentice Report (August 2023)
- Better Employer Engagement in Progress Reviews Report (September 2023)

## Future Activity

### Level 3 Machining Apprenticeship Standard Delivery Model

Seta has run 3 courses by the end of the project with very good feedback.  
Seta will train another trainer and will expect all apprentices to have a trained mentor in 2023-24 academic year . and assess the impact.  
Peta . has adopted the course and will run with its mentors.  
AMRC . has adopted the course and will trial online delivery.

### **Cost of Recruiting An Engineering Apprentice (August 2023)**

Seta has shared with partners and with AELP and GTA England who will use the findings to support future funding discussions.

GTA England Operational Group . will share the findings to assess if the products can be adopted by its members considering poor Ofsted apprenticeship grades.

### **Recommendations for effective collaborative partnership working to address quality improvement in apprenticeship delivery.**

1. **Address the real costs of recruiting (and losing) an engineering apprentice** . for employers and training providers to work more closely together to offset this high hidden cost of apprentice attrition. With rates around 35% of engineering apprentices leaving their programmes, the first point must be closer employer engagement in the apprenticeship standards and process. (See Cost of Recruiting An Engineering Apprentice Report August 2023).
2. **Better employer and apprentice understanding**



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