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# Apprenticeships and the new Education Technician apprenticeship standard

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# Aims

- To understand the current apprenticeship landscape
- To provide an overview of the development of a University Technician standard and important considerations when using it
- Q & A





# Background

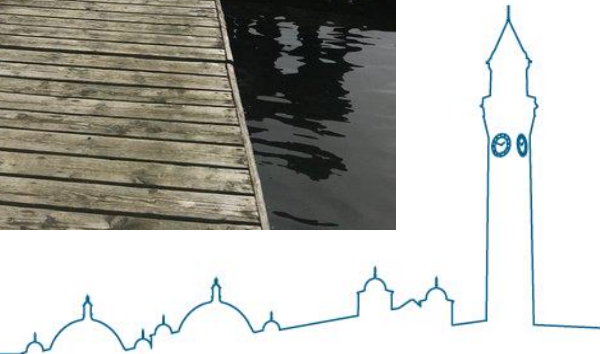
- Apprenticeship scheme started in 2016
- 73 apprentices currently on programme
- 58% new entrants, 42% existing staff
- Levels 2 through to 7 in a range of areas





# Supporting our apprentices and managers

- ❑ Tailored three day induction
- ❑ Apprentice development days
- ❑ Local mentors
- ❑ One-to-ones
- ❑ Apprentice Advisory Group
- ❑ Outward bound trip to the Lake District
- ❑ Line manager training
- ❑ Monthly line manager forum
- ❑ Training provider contract management





# What is an apprenticeship?

*“An apprenticeship is a job with training. Through an apprenticeship, an apprentice will gain the technical knowledge, practical experience and wider skills and behaviours that they need for their immediate job and future career.”*

*(Education Skills Funding Agency – Employer Rules, P.7, 2020)*

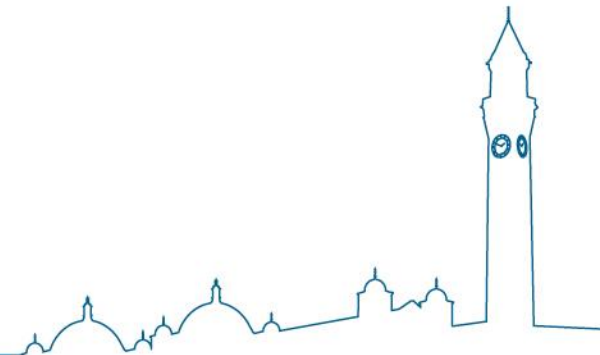
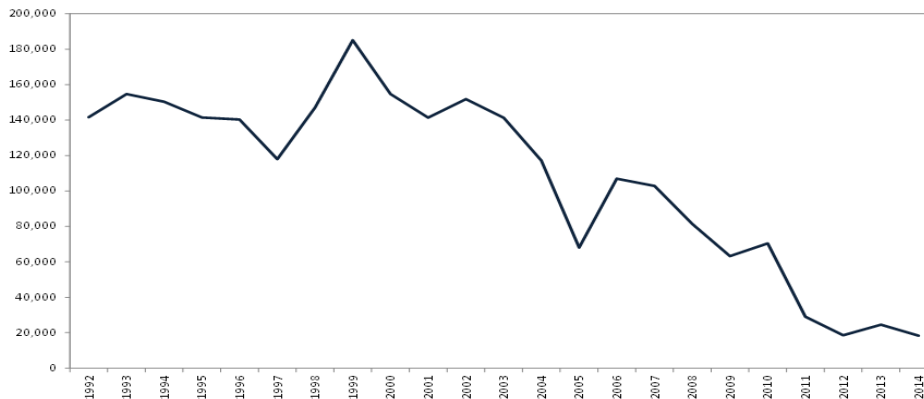




# Funding for apprenticeships

- ❑ Government target of 3 million apprenticeships by 2020
- ❑ Concern that business is not investing in learning and development
- ❑ Economic plan requires cuts to budgets, view that apprenticeships increase productivity.

Number of employees who worked fewer hours than usual because they attended a training course away from their workplace (BIS, 2014)





# Funding for apprenticeships

- ❑ From April 2017 0.5 % of payroll has been deducted by HMRC for all employers with a pay bill over £3 million
- ❑ Money goes into an online digital account for employer to access within 24 months
- ❑ No age restrictions on funding
- ❑ Funding can be used for training costs only. Funding cannot be used for wages or for expenses of administering the scheme





# Regulation

## Education Skills Funding Agency (ESFA)

- Employer and provider funding rules
- Compliance and complaints
- National Apprenticeship Service (NAS)



Education & Skills  
Funding Agency

## Institute for Apprenticeships and Technical Education (IfATE)

- Development of standards
- Quality of standards
- Funding caps



INSTITUTE FOR  
APPRENTICESHIPS

**Ofsted** – Inspectorate for providers

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# Funding rules

- 20 % rule
- Genuine apprenticeship
- Contract duration
- Contracts
- Apprentice eligibility



Skills Funding  
Agency

## Apprenticeship funding and performance-management rules for training providers

May 2017 to March 2018

Version 2

This document sets out the funding rules which will apply to all training providers delivering the apprenticeship programme following the introduction of the apprenticeship levy. It also sets out the performance-management rules which will apply to all training providers delivering apprenticeships to non-levy-paying employers.





# Apprenticeships in the future

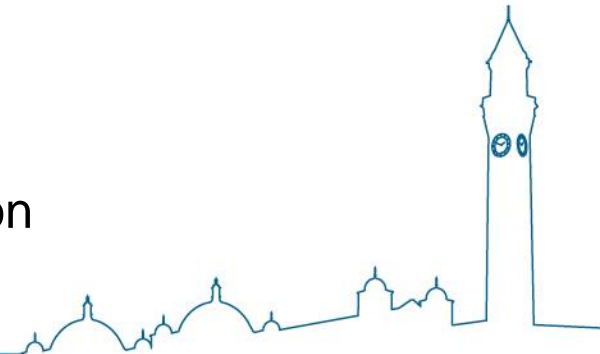
- FE White Paper - parity of esteem for FE, greater local skills funding based on local economic needs, continue to be employer led
- Link with T-levels, Traineeships and Kick Start
- Standards review – funding caps.
- Extension of employer incentives?





# Why an Education Technician standard?

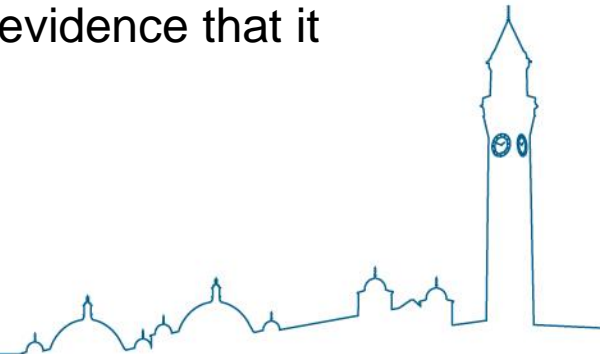
- NTDC identified difficulty in utilising other standards *e.g.* Engineering Technician
- Standards appear less flexible than frameworks
- The University context – students and academics
- Breadth of discipline where the occupation sits
- Increase professional recognition for the occupation





# Initial stages

- ❑ Led by NTDC throughout, the aim is to create an entry level standard that takes into account the University context as well as entry level skills required
- ❑ 10<sup>th</sup> January 2017 – initial meeting to determine if what the sector wanted
- ❑ Throughout 2017 the group developed the expression of interest, this was a rationale for why the standard was needed and evidence that it was different to existing apprenticeship standards
- ❑ January 2018 – Expression of interest is approved





# Challenges to development

- ❑ In 2018 the group was asked to merge with the NHS who were developing a standard for Clinical Simulation Technicians
- ❑ How to develop a standard that covered a wide range of disciplines
- ❑ Institute for apprenticeships standards development process
- ❑ Wording had to reflect the sectors understanding of the occupation but align with the requirements from the Institute
- ❑ Developing knowledge, skills and behaviours the group has to make sure that all of these could be assessed in every role





# Journey to approval

- ❑ The group developed a core and options standard and consulted with the sector
- ❑ Assessment method includes observation with questions and professional discussion based on a portfolio of evidence
- ❑ September 2020 – apprenticeship standard approved
- ❑ January 2021 – assessment plan approved, the aim is to have the standard ready for use by April 2021





# The approved standard

- Level 3 standard (equivalence to 2 A Levels)
- Typical duration is 24 months plus EPA
- Can be used for both teaching and research technicians and across all discipline areas e.g. applied science, engineering, arts and humanities, environmental science, sports science, performing arts or healthcare science





# Preparing to use the standard

1. Make sure the job role aligns
2. Consider if this is for a new entrant or existing member of staff
3. Select a training provider
4. Agree a relevant pathway, for example aligning to a relevant BTEC







# Preparing to use the standard

- ✓ Map out when the apprentice will learn specific duties in the standard. Try and align with the delivery from the college, also make sure the 20% target is met
- ✓ Make sure the apprentice will be able to learn and then demonstrate the skills and behaviours
- ✓ Be prepared to provide witness statements and support for the apprentice
- ✓ Map a pathway with the training provider to take the apprentice to gateway.





# While using the standard

- ✓ Provide as many opportunities as possible to the apprentice but make sure they align to the duties and skills
- ✓ Check on apprentice progress at key milestones during the course
- ✓ Give feedback on the development of the portfolio of evidence
- ✓ Support your apprentice with mock interviews and observations
- ✓ Make sure your apprentice remains on target for end point assessment





# Further resources

- [https://www.instituteforapprenticeships.org/apprenticeship-standards/education-technician-\(he-assistant-technician-and-simulation-based-technician\)](https://www.instituteforapprenticeships.org/apprenticeship-standards/education-technician-(he-assistant-technician-and-simulation-based-technician))
- <https://www.gov.uk/guidance/apprenticeship-funding-rules>
- <https://www.instituteforapprenticeships.org/apprenticeship-standards/>
- <https://www.gov.uk/take-on-an-apprentice>
- <https://www.apprenticeships.gov.uk/>
- <https://nationaltechnicianscentre.ac.uk/he-assistant-technician-standard/>





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# Questions

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