

HUMBER, COAST AND VALE APPRENTICESHIP TOOLKIT

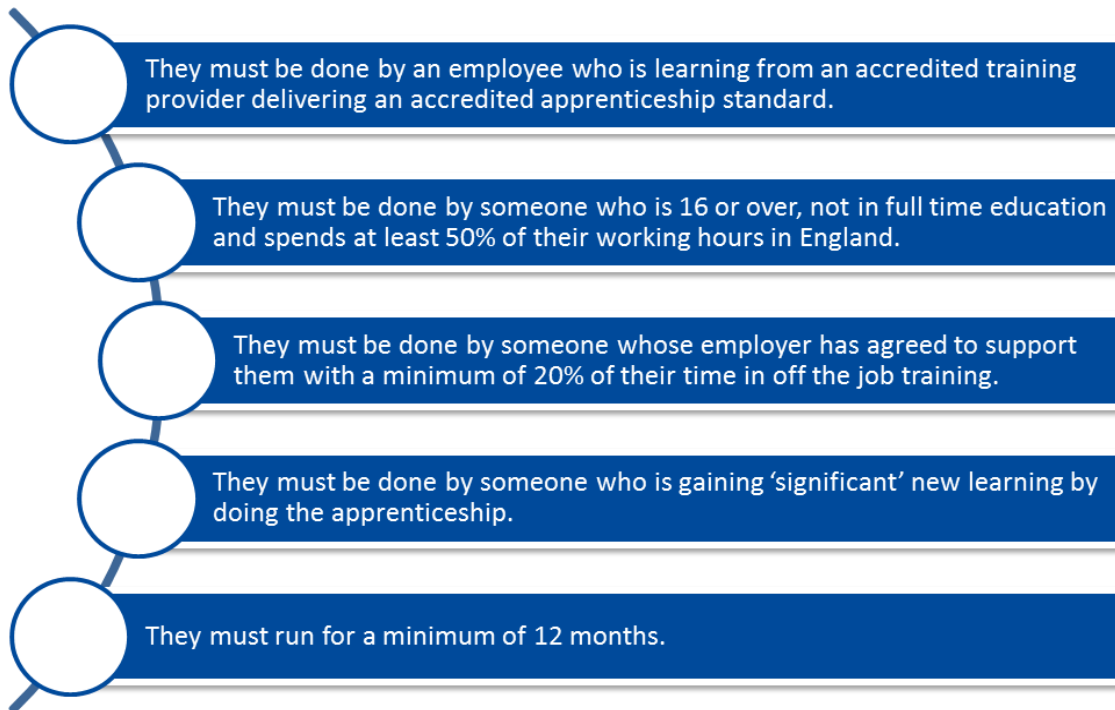


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What is an apprenticeship?

Apprenticeships cover a great variety of different activities and job roles. The Government simply defines apprenticeships as “combining practical training in a job with study.” There are, however several additional features that make an apprenticeship, and these are outlined below.



The Government describes apprenticeship standards as documents that show what an apprentice will be doing and the skills required of them, by job role. For example, the Healthcare Support Worker Level 2 apprenticeship standard sets out:

- The occupational profile
- The responsibilities and duties of the role
- The level of the qualification
- The behaviours expected of an apprentice being assessed against the standard
- The knowledge expected of the apprentice
- The skills that an apprentice healthcare support worker should have acquired at the end of the apprenticeship

All apprentices are trained to fulfil the requirements of a particular standard with the aim being that, by the time of the final assessment of the apprentice’s progress, they will have developed the skills and behaviours outlined in whichever standard they are being judged against. Therefore, it is vital that the organisation chooses the right standard for their purposes.

What are the different levels of apprenticeship standard?

Each apprenticeship standard is assigned a level and despite there being over hundreds of different apprenticeship standards there are currently only 6 different levels of apprenticeship qualification, with these falling into 4 broad categories. Each category of

qualification will be useful for different staff depending on their experience, job role and abilities.

Intermediate	<ul style="list-style-type: none">• Level 2• Usually aimed at those just starting in the field or who have less than 5 GCSEs
Advanced	<ul style="list-style-type: none">• Level 3• Usually aimed at those who have 5 GCSEs or above
Higher	<ul style="list-style-type: none">• Level 4 or 5• Equivalent to a foundation degree, usually aimed at those who already have 2 or more A-Levels
Degree	<ul style="list-style-type: none">• Level 6 or 7• Equivalent to a full bachelor's degree or master's degree

It should be noted that new apprenticeship standards are being developed all the time, and the Government holds a central list of these standards. A full list of all available standards can be found on the Institute for Apprenticeships [website](#).

Apprenticeship teaching, learning and assessments; what's involved?

Each training provider will approach the delivery and teaching of an apprentice in a different way, therefore it is important you speak to different providers to find the most suitable delivery model for your service.

Learners should continually be assessed whilst they are on programme and these assessments will take many different forms, some of which may include:

- Projects
- Observations of practice
- Exams
- Discussions
- Written work

The aim of on-going assessments is to ensure the learner is making the correct amount of progress, and is achieving all the knowledge skills and behaviours they require for their job and to achieve their apprenticeship.

20% off the job training

Off the job training is defined as any activity that is not part of an apprentice's day-to-day role which supports their apprenticeship training. All apprenticeship standards have been developed under the guidance that they must be sufficiently stretching the learner's knowledge, skills and behaviours and with off-the-job training accounting for at least 20% of the apprentice's normal working hours over the duration of their qualification. The government have recommended that 20% should be the bare minimum to provide the strongest apprenticeship programmes.

Many employers are nervous about the 20% as it equates to around one day per working week, however this can be made up of smaller amounts of time over the duration of the learner's apprenticeship, with most off the job training occurring naturally from their apprenticeship, to learn more about the Myths and Facts of off the job training click [here](#). To learn more about what is and is not off the job training click [here](#) to access the Government's guidance on off the job training.

Supporting an Apprentice on programme

Over the course of the apprenticeship programme it is vital that the apprentice is supported by both the employing organisation and the training provider to enable them to complete the course. This section details some of the support that an employing organisation should expect an apprentice to receive during their course.

A mentor

Apprenticeships can often be challenging. They require staff to balance work with academic study, the latter of which can be particularly rigorous for staff that may not have much recent experience of studying. With this in mind apprentices should have support from a named workplace mentor. The role of the mentor varies from employer to employer but the

core tenants are that they should be able and willing to support apprentice development across several areas, including within their job and with regards to their wellbeing.

Anyone could potentially act as a mentor to an apprentice but the below criteria will often define a good mentor:

- They should know your organisation and workplace
- They shouldn't be the apprentice's line manager or part of their management team
- They should understand the role the apprentice is doing and be able to offer advice
- Have highly developed levels of emotional intelligence to be able to talk sensitively about issues regarding health and wellbeing
- They should be accessible to the apprentice
- They should have an interest in developing the capability of other team members.

It is best practice for organisations to support this role by offering protected time for mentor and apprentices to meet, even if it's only a couple of hours a month. The role of the mentor does not have to be time consuming but it is one that can be invaluable to the apprentice.

Initial assessment

A training provider will often undertake an initial assessment of the apprentice's skills and abilities. This assessment may look at a few different elements, including the apprentices English and Maths skills, ability to write assignments and practical job-related areas. The employer of the apprentice should be aware that this assessment needs to be carried out, and should feel comfortable in challenging the training provider if it is not carried out.

Individual learning plan

It is considered best practice that the training provider develops an individual learning plan for the apprentices they are training. This plan could include a description of the methods used to assess the apprentice's progress, a record of the learning activities which will be undertaken to support the apprentice and provide a roadmap of the different stages of the apprenticeship. Again it is useful for the employer is both aware of this document and can challenge the provider if they feel that this plan will not meet their apprentice's needs.

Blended learning

Many apprenticeships are delivered through what is known as 'blended learning'. An apprenticeship will, by its very nature, include the teaching and assessment of theoretical knowledge (through lectures, essays etc.) and practical knowledge (through online and face to face training sessions, observations etc). The 'Individual Learning Plan' will often give an indication of the blended learning that the apprentice will undertake.

Employers should be aware that some of the learning (in particular the practical skills) will be delivered in the work-place by themselves. This need not be arduous, and can be as simple as showing the apprentice how a particular process works. As stated earlier the employer and the provider should clearly communicate to one another how each will help the apprentice to develop and complete the course.

Ability to be flexible

A further element for employers to consider is that apprentices are working to an apprenticeship standard, not just an organisation specific job description. Whilst there will

be crossover between the standard and the job description the apprentice skills, knowledge and behaviours will be assessed against the standard alone. This means that any organisation looking to host an apprentice should be flexible and focuses on helping the apprentice to fulfil the requirements of the occupational standard, rather than just the organisation specific job description.

Progress checking, monitoring and review

All the partners involved in the apprenticeship, the employer, apprentice and training provider, have a responsibility for ensuring that the apprenticeship is successful. All parties should have a shared view of how well the apprentice is doing and what is needed to ensure successful completion. One of the key elements that facilitate this is the constant review of their progress.

The employer has the most interaction with the apprentice and so will often take the lead in many aspects of these reviews. The duties of the employer in practice include:

- Being ready and willing to give feedback on the apprentice's work performance, as the training provider should do regarding their academic performance. This feedback will help the apprentice chart where their strengths and weaknesses lie so that they can address these weaknesses prior to their assessment.
- Being aware that apprentices will often need to pull together a record of their achievements and the skills gained on the course, and support this where required.
- Being clear with the apprentice that they must take responsibility for their own learning, and holding the apprentice to account.
- Ensuring, along with the apprentice and the training provider that all three parties are aware of the progress of the apprenticeship and any issues that have been discovered.
- Manage the apprentice as they would any employee in relation to sickness, absence and conduct etc.

Managing any apprentices that leave or take a break in learning

If an apprentice should choose to leave the programme before completing the apprenticeship, then the employer has a few responsibilities. The apprentice can continue their training at any organisation they move to so the employer should provide records of the apprentice's work to the new employer where possible. They must also inform the training provider.

If the apprentice wishes to stop their training entirely or take a break in learning, then the payments from the employer to the training provider should cease. The employer can use their DAS account to do this.

Gateway

The Institute for Apprenticeships defines the Gateway as the requirements that need to be met in order for the employer to put forward their apprentice for End Point Assessment (EPA). This stage is reached when the apprentice nears the end of their apprenticeship and starts whenever the employer, training provider and apprentice make a joint decision that the apprentice has achieved all the standards criteria and GW requirements that they need to pass the final End Point Assessment.

The apprentice can only leave the Gateway stage when they have achieved all the mandatory aspects of their programme. These mandatory aspects should have been made clear between the employer, training provider and apprentice at the start of the apprenticeship. They can include:

- Minimum English and Mathematics requirements
- Mandatory qualifications detailed in the standard
- Employer confirmation that the apprentice is working at or above the level required in the standard.

There is no one right way to prepare an apprentice for Gateway but there are a few simple measures that an employer can take to make sure that the staff member is prepared. The most crucial of these is to make sure that they are having open and honest conversations with the apprentice about their progress, and making plans with the apprentice and training provider to address worrying issues. This should be done throughout the apprenticeship but it is vitally important at the Gateway stage, as this will be the last chance to address any gaps before the apprentice takes their assessment.

A further measure is to make sure that the apprentice is aware of the mandatory qualifications they require at the start of the course. This will enable them to devote adequate time and effort to working towards these qualifications.

The final simple measure relates to the apprentices accountability. Ultimately the apprentice is responsible for their own learning and so it can be useful to engage with the apprentice and receive assurance that they are prepared for the Gateway stage, understand what it entails and are able to fulfil the necessary requirements.

End Point Assessment

The EPA is defined by the Institute for Apprenticeships as an independent assessment at the end of the apprentices training to confirm that the apprentice has achieved occupational competence. The nature of this final assessment differs between apprenticeships but often includes elements such as exams, work-based scenarios, observations and interviews. The End Point Assessment Organisation (EPAO) is chosen by the employer but the organisation chosen will normally be one that the training provider has recommended.

The EPA is the final step in the apprentice's journey, with everything that they have done so far should have supported them to get to this stage. Best practice would be for the employer to review the requirements of the EPA from the start of the apprenticeship, with an eye to making sure that all necessary elements are covered.

However, given the fact that this is a final assessment of the apprentice's abilities it is necessary to consider whether any further support or encouragement is needed. Some potential ideas are listed below, though it is important to note that many of these would be considered discretionary measures that the employer does not have to take, but it may be advantageous to the apprentice if they do so.

- Additional time off for studying (or allowing the apprentice to take annual leave to study)

- Additional protected time with their mentor for wellbeing purposes and to discuss the assessments.
- Consistently high levels of feedback on work performance so as to ensure the apprentice is aware of their gaps.
- Consider adapting the type of work done in response to needs of EPA assessment. i.e. if the EPA assessment requires giving a presentation allow the apprentice an opportunity to develop presentation skills.

If the apprentice has successfully passed the EPA then they have successfully completed the apprenticeship! If they have not then they will often have the option to re-sit the EPA although it is important to note that the cost of the standard will normally include the cost of only one EPA assessment, and any resits that are required will often incur an additional cost not covered by apprenticeship levy funds. If the apprentice fails the EPA repeatedly then it is likely that they will not pass the apprenticeship, and the employer should consider disciplinary measures or dismissal in line with their own processes and procedures.

Employing an apprentice

Apprenticeships are increasingly being seen as a valuable element of organisations recruitment and retention strategies. There are many reasons for why organisations should employ apprentices and this toolkit will outline four crucial areas.

Money saving

This point is especially pertinent to all organisations that pay the apprenticeship levy. An organisation looking to employ an apprentice can, rather than letting this money go back in the hands of central Government, employ an apprentice and pay for the training with the money that they have already been required to pay via the apprenticeship levy tax. This means that the organisation gets to control how their levy is spent locally, rather than having it absorbed into the Treasury pot.

Up skilling of staff

Apprenticeship training programmes are open to both new and existing staff, meaning they can be used to up skill the current workforce. To use an example of this, a team member could be recruited into an apprentice team leader role and enrol onto the level 3 team leader apprenticeship. The benefit of this is that the staff member will receive high quality Ofsted assessed training whilst working in the role, meaning that they will gain the knowledge, skills and behaviours to perform the job at a high level.

Retention of staff

Apprenticeships help staff to develop new skills and advance their careers, which can help to retain staff. Research from [HR Review](#) magazine in 2019 shows that 36% of staff surveyed had previously left a job because of these lack of opportunities to grow and advance, therefore demonstrating the importance of offering learning opportunities to keep the current workforce engaged.

Cost effective and efficient way of introducing new staff (including younger workers)

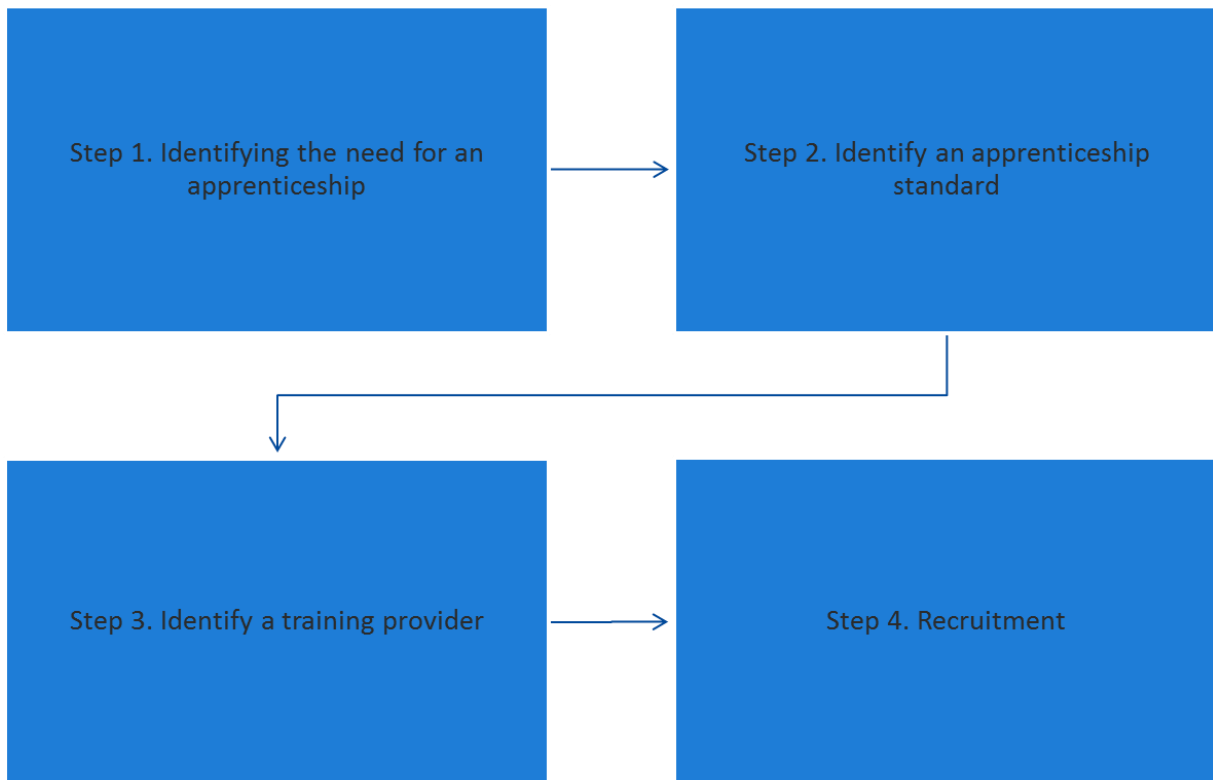
Health and social care needs to attract young people to keep organisations and services running. Younger workers often cite a desire for development and career advancement as two of the elements that most attract them to a role ([Deloitte, 2018](#)). By their very nature apprenticeships, as training and development programmes, will appeal to these individuals. Furthermore, apprenticeships offer employers an opportunity to utilise training salaries whilst new ap-prentices are gaining their skills. Salaries can then increase once the knowledge and skills gained are demonstrated, making apprenticeship routes cost effective and accessible for both employers and employees.

Apprenticeship Wages

Apprentices are employees and are entitled to a wage like all members of staff. However, apprentices' wages can differ from other members of staff whilst they are on the apprenticeship. Apprentices' aged 18 or under, or in the first year of their apprenticeship are entitled to the apprenticeship minimum wage. Apprentices who are aged 19 or over and have completed the first year of their apprenticeship are entitled to be paid the national minimum wage for their age.

Please note that, much like the minimum wage, the national minimum apprenticeship wage can change. Employers should therefore review Government advice on apprenticeship wages rates periodically. For the most up to date information on apprenticeship wages click [here](#).

A road map to employing an Apprentice



Step 1. Identifying the need for an apprenticeship

Apprenticeships present an opportunity to forward thinking businesses and organisations. The fact that all standard based apprenticeship programmes involve at least 12 months of training for a specific role means that there are several ways an organisation can look to utilise apprenticeships.

Covering retirement

As an example of this an organisation might be aware that a receptionist plans to retire in the next 12 months. In this situation an organisation might wait for the staff member to retire and then employ someone, creating a delay whilst they wait to recruit and then train the new member of staff.

Alternatively an employer could instead recruit a Customer Service apprentice prior to the receptionist retiring. This employee could receive training from a specialist training provider for 12 months whilst working in the organisation, meaning that they can easily step into the role of the receptionist when they retire. In short the employer would gain a highly trained member of staff with little negative impact on services. Although there may be a short term salary overlap this could be balanced by lower recruitment costs and no interruption to service delivery.

Skill gaps

Organisations undertake a skills audit to assess where they have skill gaps. Skills audits work by comparing the skills needed to deliver an organisations services against the skills currently held in the organisation. A draft guide of how to do this is available in appendix five. These audits can also be used to assess what skills your organisation will require in the future against capacity to deliver. After recognising the skills gaps an organisation can seek to fill them through the use of apprenticeships.

Hard to recruit roles

If an organisation is attempting to recruit to roles that are traditionally hard to fill or where demand outweighs current supply (e.g. Nurses) they could look to use apprenticeships to fill these gaps. This entails hiring apprentices within these roles instead of fully trained members of staff. The staff member can then train whilst working, and in doing so pick up new skills that they can use to benefit the organisation. At the end of their training they can take on the role as a fully trained staff member- thus addressing the workforce gap.

Business growth areas

An organisation can also look ahead at what their growth areas will be in the future. For instance, increasing levels of obesity in the UK could mean that organisations in the health and care sector need to look at developing roles that seek to help members of the public to lose weight through exercise etc. This would represent a growth area for the organisation and an apprentice could be hired and then trained to fulfil this role.

Step 2. Identifying an apprenticeship standard

The apprenticeship standard that an employer chooses is one of the most crucial decisions taken in the entire process. The right standard will help ensure that the apprenticeship matches the needs of the organisation and sets the apprenticeship off on the right path from the very start. The wrong standard can mean the opposite.

How to find an apprenticeship standard

You can search all available apprenticeship standards by looking on the [Institute for Apprenticeships and Technical Education website](#). This website enables you to filter results by standards already approved for delivery, level of qualification and industry.

It is really important that the apprentice will be able to learn new knowledge skills and behaviours (KSB) as part of their apprenticeship, therefore when selecting a standard do not look at the KSB to check if they can achieve them now but instead consider if they will be able to achieve them by the end of their apprenticeship. Your chosen apprenticeship provider should work with you to ensure that the correct standard has been selected.

Step 3. Identifying providers

Provider success rates

There are several markers of quality against which training providers are often judged:

- Achievement rate - The percentage of apprentices that complete the standard with that provider.

- Employer satisfaction rating - The percentage of employers that have used that provider and record themselves as happy or satisfied with them.
- Learner satisfaction rate - The percentage of apprentices that have used that provider and record themselves as happy or satisfied with them.
- Ofsted rating - Providers are reviewed by OFSTED, and their inspection reports are available on the Ofsted website.

An organisation in your local area may well have used a certain provider before, and can provide an employer with soft intelligence as to their capabilities.

You can search the Government [website](#) for training providers in your area. HEE procurement toolkit can also be found [here](#).

Entry requirements

Different training providers will set different minimum entry requirements that need to be met before they will consider adding an apprentice to a training cohort. These could include the apprentice passing an interview with the provider or meeting minimum standards in English and Maths. Many providers for higher level apprenticeships will request that, as a minimum, apprentices have a level 2 functional skills qualification in English and Maths (the equivalent of a grade C or above or 9 to 4 at GCSE). You can find out more about the Functional Skills Qualifications [here](#).

Culture fit

The employing organisation will need to be able to work closely with the training provider, and so a close culture fit is crucial. Fundamentally it is the employing organisation that chooses which training provider, and so they have the option of choosing which provider they think they could work most easily with.

Step 4. Recruitment

After deciding what provider, you want to use and talking to the provider the next step is to recruit the apprentice. Below is a step by step guide on how to do this. The key element to note is that many of the processes that the employer organisation will follow are the same as the processes they would follow in any recruitment of new staff. Please note that if you are already employing the apprentice in some capacity then step 2 can be missed.

1: Write the job specification and job description

This should already have been written to help select which apprenticeship standard and training provider are required. The job description should be closely aligned with the apprenticeship standard as this will help make sure the employer is selecting someone who is fully aware of what they will be undertaking as part of the apprenticeship. It is important that the minimum requirements for the role and the training provider match because, if the provider requirements are not met, the apprentice will not be accepted onto the course.

2: Advertise the vacancy (unless it shall be taken by an internal candidate)

With the above in place the vacancy can be advertised. For apprenticeships there is an option to advertise on the Governments website. In addition to whichever way the organisation normally advertises vacancies. The job advert should emphasise that it is an apprenticeship post.

3: Picking the right person.

Most recruitment involves two stages; shortlisting and interview. Some employers also choose to use other methods, such as an assessment centre. Regardless of the method used however it is important to note that candidates for apprenticeships are by their very nature currently untrained for the role and so traditional recruitment techniques (such as assessing prior experience at doing aspects of the job) may not be as effective.

Alternatively, an organisation could instead focus on assessing the values, skills and behaviours of the apprentice, and comparing these to the values, skills and behaviours required for the role. Focussing on these areas will enable candidates to demonstrate whether they can do the role, but will not punish them for a lack of job-specific experience.

4: Getting the right documents

There are several key documents that must be produced as part of the apprenticeship, these include: the contract of employment, the apprenticeship agreement and the commitment statement.

5: Starting Apprentice

The employing organisation can try to arrange the apprentice start date to coincide with the date of their induction with the training provider.

How are apprenticeships funded?

One of the most important changes to apprenticeship funding over the last five years has been the introduction of the apprenticeship levy. A lot has been written about the levy and apprenticeship funding rules, the information below summarises a few of the key points regarding the rules that employers should know.

Levy Paying Organisations

The levy was introduced in April 2017 and is effectively a tax on organisations with annual salary costs of over £3 million. All businesses that meet this criterion have to place the equivalent of 0.5% of their salary costs per month into a virtual bank account (known as a Digital Apprenticeship Service Account or DAS) though they are given an allowance of £15,000. This money can only be accessed to pay for apprenticeship training.

If the money in the levy pot is not sufficient to pay for the apprenticeship training then organisations will be expected to pay what they can out of existing levy funds and then pay 5% of the remaining cost of the apprenticeship, with the government paying 95%. This is also known as co-investment. Funds can only be used for the training cost and not salary so the employer must be able to pay the salary of the apprentice. There are some roles that do attract additional funding, see below on page 22 and 23.

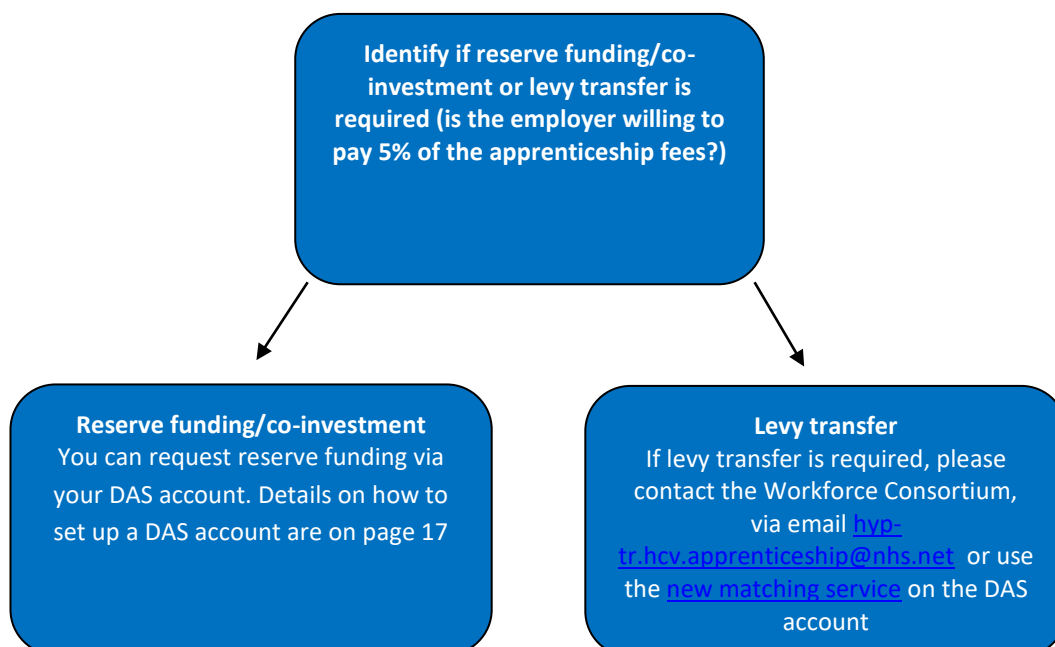
Twenty-four months after money is paid into the account, money that is not used in that period is returned to the Government. Across the country organisations have not been spending their apprenticeship levy, and this has led to the money in the DAS accounts being transferred back to the Government.

Non Levy Paying Organisations

Organisations that do not pay the levy can use their own finance to pay for apprenticeships with the Government providing 95% of the cost of the training, and the organisation contributing the remaining 5% by reserving funding via the DAS account. This is also known as co-investment. Guidance on how to apply for reserve funding can be found [here](#).

In cases where organisations do not wish to spend 5% of their finance they can contact the Humber, Coast and Vale Workforce Consortium, via email hyp-tr.hcv.apprenticeship@nhs.net to request a transfer of levy funds in order to pay for the apprenticeship or alternatively you can use the [new matching service](#) via your DAS account. Guidance on how to use the new matching service to request a transfer of levy funds can be found [here](#).

The levy transfer will cover 100% of the fees. You cannot get levy transfer to cover the 5% reserve funding costs. It is advisable to reserve funding whilst the Workforce Consortium are seeking a levy transfer, just in case there is no available levy to transfer.



These rules change regularly and employers must frequently check out the latest Government advice [here](#) in order to be kept up to date. More in-depth details on reserve funding/co-investment can be found below and levy transfers on page 18 onwards.

HEE apprenticeship funding guidance can be found [here](#)

Ensuring that your organisation can fund the apprenticeship

The employer also has a responsibility to ensure that they can fund the apprenticeship and salary costs. The DAS account will inform levy paying employers of the funds that they have available to help manage this. Any organisation that is transferring their levy to another employer has this same responsibility, regardless of that fact that they are not personally employing the apprentice. For full information on funding responsibilities employers should review the funding rules guidelines which are produced annually by the ESFA and are available [here](#).

Setting up a DAS Account

You will need a DAS (Digital Apprenticeship Service) account to manage your apprenticeship funds. It will also enable you to pay a training provider and send or receive donated levy to fund an apprenticeship. Additional information on what a DAS account is and how to set it up can be found [here](#) or by watching this short [video](#), alternately you can contact us via the Humber, coast and Vale website and we will support you to set up and use your DAS account.

In order to set up a DAS account you will need to have your PAYE number and accounts officer reference number, or you can also use your Government Gateway ID. If you are using your Government Gateway ID, you will need to log in to your Government Gateway and link this account to your PAYE number.

Please do not to STOP your apprentice in your DAS account at any time. This will permanently stop the funding for your apprentice and there is no way of setting up the funding transfer again without being in breach of ESFA funding rules.

A HEE DAS Account set up guide for employers can be found [here](#).

ESFA Contracts

The ESFA contract will need to be signed by the employer upon creation of the DAS account but the superuser will also be asked to re-sign annually in line with the new funding rules updates. If this contract is not signed and in place your apprentice cannot start their apprenticeship and you will not receive levy funding.

Reserving Funding/Co-Investment

Smaller employers that do not pay the apprenticeship levy can reserve apprenticeship funding for training and assessment in their DAS account.

How it works

The funding will cover 95% of the cost of the apprenticeship (up to the funding band maximum), smaller employers will need to pay the remaining 5% directly to the training provider. The 95% funding is paid directly by the government to the training provider. This is also called 'co-investment'.

There are some [exemptions for co-investment in the apprenticeship funding rules](#).

What you can reserve

Employers that do not pay the apprenticeship levy can reserve funds for up to 10 apprenticeship starts.

From 1 April 2021, all non-levy employer reservation levels will be reset to 0, enabling each employer who does not pay the Apprenticeship Levy to make up to 10 new reservations to fund new starts in the financial year 2021-22.

Any reservations made before 1 April 2021 can be converted to starts within the reservations period. These will not count towards the number of reservations made in the financial year 2021-22.

To reserve funding, you will need to enter the apprenticeship start date and standard. The Government will fund up to the funding band maximum, but employers must negotiate the cost of the training and assessment with the training provider.

If you agree a training cost that is above the funding band maximum, your organisation will have to fund the additional cost.

You can change the apprenticeship start date and standard when you add the apprentice's details, without losing the reservation.

How to reserve funding

What you will need

You will need to know:

- which apprenticeship standard the apprentice will be doing
- what month the apprenticeship training will start

Before the apprentice starts their training, you can change the apprenticeship start date and standard.

When you can use reserved funds

From 1 April 2021, you can reserve funds up to 6 months in advance of the expected apprenticeship start date.

The reserved funds are available to use from the selected month of the apprenticeship start date and the following 2 months. The reservation will expire at the end of the 3rd month if you do not use it.

Reserved funds cannot be used for apprenticeships that started before the reservation was made.

Example

If you access your account in April 2021, you can reserve funding for an apprenticeship that has an expected start date between April 2021 and September 2021.

You choose July 2021 as the apprenticeship start date. This funding reservation can then be used for an apprenticeship that starts in July, August or September. You must use this reservation and create a commitment on the service before the end of September 2021. If you do not do this your reservation will expire.

As you have selected July 2021 as the start date in the apprenticeship service, you cannot use this reservation for an apprenticeship that starts before this.

Funding status

There are 3 funding statuses:

- active - you've reserved funds, but have not added or saved the apprentice's details (if you can see 'add apprentice details' in your account, then the reservation is 'active')
- used – you've reserved funds and added the apprentice's details
- expired – you did not add or save the apprentice's details to a reservation within the 3 months that the reservation covers

You can find HEE guidance on reserving funding [here](#) or watch this [video](#) for further information.

How Funding Flows to employers

20% of the funding is retained by the ESFA to be paid upon successful completion of the apprenticeship. The remaining 80% is divided by months on programme and goes from the gifting employer, via the employer account and then directly to the training provider. The employer will not have to do anything with the transferring of funds, although they will see the funds going in and out of their DAS Account.

If the learner withdraws from the programme, no further payments will be drawn down by the training provider and the gifting organisation will retain their levy funds.

Process for levy transfer in Humber, Coast and Vale

The following Levy Transfer Process was agreed by the Humber, Coast and Vale Workforce Board in 2019.

	ACTION	RESPONSIBILITY
1.	<p>Employer to identify if reserve funds/co-investment or levy transfer is required. If reserve funds/co-investment, employer to use DAS account to apply for this. If levy transfer, employer to contact the Workforce Consortium Programme Team via email hyp-tr.hcv.apprenticeship@nhs.net</p> <p>or</p> <p>Apply for funding using the new matching service on the DAS account. If you are using the new Matching Service, the process is managed solely through the DAS account and no further involvement from the Workforce Consortium Team is required. Guidance on how to use this service is available here.</p>	<ul style="list-style-type: none"> • Employer • Workforce Consortium Programme Team
2.	<p>Workforce Consortium Programme Team to send employer application form to complete to obtain details of levy transfer required. Employer to complete and return form to Workforce Consortium Programme Team via email as above.</p>	<ul style="list-style-type: none"> • Employer • Workforce Consortium Programme Team
3.	<p>Workforce Consortium Programme Team to submit application form to appropriate organisation to request levy funding, confirming costs and any specific stipulations are agreed between transferor and receiver.</p>	<ul style="list-style-type: none"> • Workforce Consortium Programme Team • Transferor
4.	<p>If the levy transfer is agreed, the receiver is asked to begin setting up their DAS account.</p>	<ul style="list-style-type: none"> • Employer • Workforce Consortium Programme Team
5.	<p>Once the employer has set up the DAS account, the account number needs to be shared with the Workforce Consortium Programme Team who will pass it on to the transferor.</p>	<ul style="list-style-type: none"> • Employer • Workforce Consortium Programme Team
6.	<p>Once the transferor has received the DAS account number of the employer, they will enter the details into their DAS account and set up a link with the employer. The employer will then need to go into their DAS account and accept the linking of organisations.</p>	<ul style="list-style-type: none"> • Employer • Workforce Consortium Programme Team • Transferor
7.	<p>Once the employer and transferor are linked, the employer needs to add the apprentice details (add a cohort on the DAS account) to the DAS account and submit those details.</p>	<ul style="list-style-type: none"> • Employer
8.	<p>Once the cohort details have been submitted, the transferor will receive an alert to approve the transfer of funds and the training can commence.</p>	<ul style="list-style-type: none"> • Transferor • Employer
9.	<p>The employer's chosen Apprenticeship Provider begins the necessary process of starting the apprentice(s), negotiating requirements with the employer and drawing up an SLA. Induction and start date arranged.</p>	<ul style="list-style-type: none"> • Apprenticeship Provider • Employer
10.	<p>Workforce Consortium Programme Team ensures all data is captured and records are up to date.</p>	<ul style="list-style-type: none"> • Workforce Consortium Programme Team

*Activity aligned to HCV Workforce Strategy and locally developed workforce plans

Levy Transfer Process in more detail

1. Requesting Support with Levy Transfer from the Workforce Consortium Programme Team

Once an employer has identified they need support with levy transfer, they should contact the Workforce Consortium Programme Team, via email hyp-tr.hcv.apprenticeship@nhs.net detailing their request. The Workforce Consortium Programme Team will then identify a levy transferor. The employer can then either use the new Matching Service on the DAS account to request funds directly from the levy paying employer or complete the relevant levy transfer application form for the Workforce Consortium Programme Team to request on your behalf.

If you have chosen to use the online Matching Service through the DAS account, the levy transfer process will be managed through your DAS account and not the Workforce Consortium Programme.

If the receiving organisation needs to set up a DAS account, details can be found on page 16 "How to set up a DAS Account". If any support is needed with this, please email the Workforce Consortium.

2. Levy Transfer Application Form Submission

Once the Workforce Consortium Programme Team receive the Levy transfer application form from the employer, they will submit the application form. Once the Workforce Consortium Programme Team has been informed the request has been approved, the DAS account number will need to be given to the transferor by the Workforce Consortium Programme Team. The ESFA agreement will also need to be signed and uploaded to the DAS account at this point.

At this point, the Workforce Consortium Programme Team will contact the receiver to confirm they have set up a DAS Account and obtain the number for the transferor.

3. Transferor and Receiver DAS Accounts are linked

Once the transferor has received the DAS account number from the Workforce Consortium Programme Team, the transferor will then link DAS accounts with the receiver.

The receiver will then need to go into their DAS account to approve the linking of the accounts.

4. Setting up a Cohort in the DAS Account

Once the accounts are linked, the receiver then needs to add your apprentice details which will create the cohort details into their DAS account. You will need details of the apprentice, price, standard individual training provider number which you can find [here](#). Guidance on how to do this can be found [here](#).

Once the apprentice has been added, the cohort goes to the training provider to accept the apprentice onto the programme. Once accepted this generates a request to the levy transferor to give their final approval. Then the apprentice will show as live in the employer DAS account and the employer should receive final confirmation from the Apprenticeship Service that final approval has been completed by the levy transferor.

Universities will not accept a cohort until 6 weeks before the start date of the course.

All cohorts must be on and approved prior to the individual starts any training.

5. Transfer of Levy Funds

20% of the funding is retained by the ESFA to be paid upon successful completion of the apprenticeship. The remaining 80% is divided by months on programme and goes from the gifting employer, via the employer account and then directly to the training provider. The employer will not have to do anything with the transferring of funds, although they will see the funds going in and out of their DAS Account.

If the learner withdraws from the programme, no further payments will be drawn down by the training provider and the gifting organisation will retain their levy funds.

Responsibilities

Levy funding **must** be in place before the individual starts the course, in accordance with ESFA funding rules for levy transfers. Throughout this process, each party has an element of responsibility as detailed above in the levy transfer process:

Workforce Consortium Programme Team

- Ensure the agreed process is followed and all actions are carried out
- Liaise with the transferor and receiver when part of the process had halted for whatever reason
- Provide advice and guidance to the receiver when required

Employer/Receiver Responsibilities

- Ensure DAS account has been set up and account number has been passed to Workforce Consortium
- Ensure they approve the linking of DAS accounts
- Ensure they add cohort details (apprentice details) to enable the transfer of funds to take place
- Ensure ESFA contracts with the education provider are in place, all signed and on the DAS system so the transferor can approve the funds to be transferred. Failure to do this will result in a hold up of levy transfer and may result in the learner not be able to start their training

Transferor Responsibilities

- Consideration be given to all applications submitted
- Link the transferor and receiver applications
- Make final authorisation for Levy funding transfer

All the above actions need to take place timely to ensure the process doesn't halt for an unnecessary amount of time, resulting in learners not being able to commence their training.

Additional Funding

Some roles attract additional funding, some of which you can find below:

Trainee Nursing Associates (TNA)

Cohorts starting in the financial year 2021/2022 the following funding will apply:

- £8000 per TNA as standard over the 2-year programme
- £15800 per TNA to those in learning disability settings where 50% or more of time is spent with LD clients over the 2-year programme

Employers do not need to do anything prior to their employee starting on programme. Once their TNA starts on programme the university informs HEE of details of starters and employers. These details are then forwarded to HEE contracts and finance teams. The contracts team will contact the employer to arrange paperwork and contracts and how the employer would like funds. Usually the money is paid in two instalments; £4000 in first year £4000 in second year (as long as TNA is still on programme)

(NOTE: The above process is for non NHS foundations trusts i.e. GP/Care homes/PIVO etc. Trusts have a separate process as they already have contracts of education in place with HEE so they don't get separate contracts and therefore their money is paid automatically based on validated start numbers)

Advanced Clinical Practitioners (ACPs)

Cohorts start in the financial year 2021/2022 will receive a £10k training grant from HEE for each ACP employed.

Registered Nurse Degree Funding (RNDF)

There are two different funding grants that are available for the RNDF from HEE; one for the full programme completed over 3 or 4 years and another for top up training completed within 2 years.

Full Programme Funding

£8300 per learner per year up to March 2024. At present there is a risk that no funding will be given for year 4 as this will fall after the March 2024 deadline. Details will be confirmed nearer to this deadline.

Funds are allocated to employers in two payments of £4150.

Applicants must have signed up to the programme before the 1 September 2021 to be eligible for this funding.

Top Up Training Funding

£8300 per learner over the 2 years they are on programme. This will be pro rata to the amount of time it actually takes them to complete the programme.

Funds are allocated to employers in two payments of £4150.

Applicants must have signed up to the programme before the 31 December 2021 to be eligible for this funding. There may be another cohort after this date but details are to be confirmed.

Primary Care – Direct Enhanced Service (DES)

12 roles in Primary Care have been identified as attracting additional NHSE funding. Click [here](#) for details.

Each practice must complete the necessary form and send to their CCG. Funds go from the CCG to the PCN and then finally to the employing practice. Each CCG/PCN has a different way in working so each CCG/PCN lead needs to be involved.