

The Apprenticeships Maturity Model

3rd Iteration – August 2022

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What is the Apprenticeships Maturity Model?

The Apprenticeships Maturity Model is a self-assessment tool developed by the LGA for local authorities to use to benchmark their performance on apprenticeships.

First created by the LGA in December 2017, the Apprenticeships Maturity Model provides a framework for local authorities to develop and grow their apprenticeship programme and offers best practice ideas from around the sector to help councils put their programme on a sustainable footing.

The Maturity Model has proved to be one of the LGA's most popular tools and has been used by councils across England to assess and review their performance on apprenticeships. The tool has also been adapted by other areas of the public sector, like the NHS, to help them benchmark and develop their own programmes.

This edition of the Maturity Model represents its third iteration (2017, 2019, 2022) and the first one to make any substantial changes to how it works. Previously, the Maturity Model had five 'strands', each based on a different element of a successful apprenticeships programme, with four different levels of achievement – Early, Developing, Maturing and Mature. The third iteration of the Maturity Model changes that.

Instead of five strands there are now six 'pillars' that form the model (we have removed one and added two more), while an additional level of achievement has been added 'Sustainable'. These changes reflect the changes that have taken place in how apprenticeships work, the progress the sector has made and how ideas of best practice have changed since the Apprenticeships Levy was introduced. The changes also include some elements of streamlining as well as reflection that some of the original criteria could be improved to be a better fit.

Although we have made changes, if you have already used the Maturity Model to self-assess your council's own performance, or received an Apprenticeships MOT from the LGA, you are unlikely to see your ratings decrease because

of our changes – you may even see a slight increase. You will however need to assess your progress against the new criteria to confirm this as well as to consider the new pillars that have been added.

What has changed?

The key changes are to the pillars. Gone is the Engagement strand present in the previous iterations. In practice, this strand became focused more on how councils interacted with maintained schools on apprenticeships, while some elements, like the regular interaction and engagement with the Education and Skills Funding Agency is no longer a fair assessment metric since the number of councils that receive an account manager has been reduced. As some other elements of the strand overlapped with criteria listed in other areas it became clear that they could be reallocated to other parts of the Maturity Model, such as Procurement and Provider Management or the revamped and renamed Leadership, Culture and Engagement pillar.

In place of Engagement, we add two new pillars. The first is an optional one – Maintained Schools. This pillar extracts all the schools' elements from Engagement and expands on them, using our Apprenticeships in Schools Toolkit as a guide. Having a pillar solely dedicated to schools rather than be an active element of another pillar also means the Maturity Model is more easily accessible for District Councils. In the past, if a District council wanted to use the model, there were awkward decisions about how to rate them on Engagement with a third of the strand removed. Now, all a District has to do is disregard the Maintained Schools Pillar completely and assess against the other five.

The second new pillar added was a logical addition based on an element of the Apprenticeships MOT process. In an MOT, we include a section looking at the apprentice experience at the council. When developing the MOT process this was added in as it was felt that it hadn't been properly incorporated into the Maturity Model but was still a key part of assessing whether a council was delivering an effective apprenticeships programme. We have now added this as a formal pillar of the new Maturity Model.

Lastly, the rather clunkily named strand Planning, Delivery Structures and Processes from the previous versions of the model is renamed as 'Implementation', which we hope will be a clearer (and simpler) description of what is contained in that pillar. This pillar has also undergone minor changes to reflect the scrapping of the public sector apprenticeships target which was previously part of the assessment criteria.

Why add a new level of assessment?

It became clear to us that councils were progressing well on apprenticeships, that new ideas and best practice was being shared, and that councils needed a more definitive goal to strive for. When developing the Maturity Model initially one of our goals was to make all the levels achievable for councils to meet based on where the sector was and could aspire to be in the medium term. Given the progress over the last five years, we needed a new goal for councils to aspire to but did not want to require councils to reassess their performance and find they had gone down a level if we completely redesigned the spine of the Maturity Model. Adding an additional level to the Maturity Model solved this problem.

We hope that our new level of 'Sustainable' – added at the top of the Maturity Model – helps to create a more rounded image of what a council needs to do to ensure their approach to apprenticeships is as effective as it can be and is genuinely sustainable. Much of the criteria at this level is related to resources and staffing. In our work with councils, it was clear that those authorities with larger apprenticeships teams or more financial resources were the ones able to make more significant progress. Given that the Apprenticeship Levy as a policy is now fully embedded and that local government is seeing significant funds returned to government unspent after 24 months (councils lose an average of £4 million per month in unspent levy) it is clear we will need to invest more resources internally to ensure more of that money is spent on our workforce or in our communities. We hope the activities suggested by this new assessment level provide councils with a blueprint for what they should look to do if they want to invest more in apprenticeships and stem this tide.

Has the rating system changed?

Yes! We wanted to provide a clearer explanation of the assessment process as well as making it clearer if a council was only just doing enough to achieve a certain rating or was on the cusp of moving up to the next level. We hope the new scoring system makes this clearer.

How to use the Apprenticeships Maturity Model

The Maturity Model now underpins the bulk of the LGA's apprenticeships support programme, with webinars, action learning, surveys and the Apprenticeships MOT process all heavily based around the elements and principles of the model.

Using the Maturity Model is a simple process. It is formed of six pillars, each covering a different element of a successful apprenticeships programme. These include:

1. Leadership, Culture and Engagement
2. Procurement and Provider Management
3. Workforce Development
4. Implementation
5. The Apprentice Experience
6. Maintained Schools (Upper and Single Tier Councils only)

It employs a simple method of assessment, with each strand containing five stages – Early, Developing, Maturing, Mature and Sustainable to highlight key outcomes and milestones as an apprenticeship programme progresses. For a council to secure a particular rating they must have completed all of the elements listed under that rating.

We introduced intermediate ratings at the last revision of the Maturity Model, which were denoted by a plus sign after a rating to show the council was part-way between that rating and the next (e.g. 'Developing +' would denote a council that has completed everything listed under 'Developing' and some of the elements listed under higher levels 'Maturing' and 'Mature', though not enough to rate at those levels). However, this wasn't always clear on how much progress a council had made and treated a council that had perhaps only done one or two elements of a higher rating the same as one that just needed one more to complete that higher rating.

That's why we are introducing a new scoring system for this version of the model, which we hope will be clearer and better reflect progress made. The new scoring system is displayed in the chart below.

Level	Rating
Sustainable	Sustainable 'A' : Achieves all criteria listed under Sustainable
	Sustainable 'A-' : Achieves all criteria listed under Mature AND 50% or more of the criteria listed under Sustainable
Mature	Mature 'B+' : Achieves all criteria listed under Mature AND less than 50% of the criteria listed under Sustainable
	Mature 'B' : Achieves all criteria listed under Mature
	Mature 'B-' : Achieves all criteria listed under Maturing AND 50% or more of the criteria listed under Mature
Maturing	Maturing 'C+' : Achieves all criteria listed under Maturing AND less than 50% of the criteria listed under Mature
	Maturing 'C' : Achieves all criteria listed under Maturing
	Maturing 'C-' : Achieves all criteria listed under Developing AND 50% or more of the criteria listed under Maturing
Developing	Developing 'D+' : Achieves all criteria listed under Developing AND less than 50% of the criteria listed under Maturing
	Developing 'D' : Achieves all criteria listed under Developing
	Developing 'D-' : Achieves all criteria listed under Early AND 50% or more of the criteria listed under Developing
Early	Early 'E+' : Achieves all criteria listed under Early AND less than 50% of the criteria listed under Developing
	Early 'E' : Achieves all criteria listed under Early

Pillar 1 – Leadership and Culture

Element	Early	Developing	Maturing	Mature	Sustainable
Leadership Engagement	Working to secure support from politicians and senior leaders	Basic political and senior leadership support	Moderate support and engagement from political and senior leadership	Strong support and engagement from political and senior leadership	Leadership of apprenticeships is embedded in the council governance and structures, with senior leaders engaged in leading in their own area and political and senior leadership steer and drive the programme. Cabinet Member and member of SLT have apprenticeships within their portfolio.
Governance of Programme	No governance process in place	Ad hoc reporting on apprenticeships progress is made on request to senior leaders	Existing governance structures monitor and review apprenticeships work. Regular reporting to SLT/Cabinet on progress	Officer-led Apprenticeship Group in place to govern programme, which reports into the council's existing governance structures and drives delivery of the programme	Clear governance process in place to oversee implementation of apprenticeships programme through a standalone Apprenticeships Steering Group led by a politician or senior leader with representation from all departments or service areas. with clear action and ownership from across the council.
Apprenticeships Strategy	No Apprenticeship Strategy OR action plan	Apprenticeship Strategy OR action plan in development	Apprenticeship Strategy OR action plan in place to set parameters of apprenticeship programme	Annual Apprenticeships Strategy in place to set parameters of apprenticeship programme. Separate action plan developed to identify key tasks and deliverables	Multi-year Apprenticeships Strategy in place to embed apprenticeships throughout the council including an action plan with a series of measurable KPIs. KPIs progress reviewed monthly, and strategy reviewed annually. Measure apprentices' impact on council objectives and establish ROI to drive change and improvements

Staff Resources	No dedicated Apprenticeships Lead in place	In process of identifying lead officer for the programme	Apprenticeship lead in post and champions apprentices across organisation	Apprenticeships Delivery Team in place with at least basic resources to deliver on the apprenticeship plan	Apprenticeships programme fully resourced with an Apprenticeships Delivery Team in place. Resources cover what is needed to deliver all elements of the plan and manage the volume of apprenticeships. Resources grow in accordance with workload and council ambitions.
Manager Buy-in	Little to no support from managers across the LA	Engagement underway with managers to secure support for apprenticeships	Secured support from some managers and department heads for principle of apprenticeships	Secured support from all managers and department heads for principle of apprenticeships	Apprenticeships fully embedded throughout the council with ownership and buy-in from managers, department heads and staff. Apprenticeships are considered for use in all areas of the council and used by the council as befits their needs
Apprenticeship Champions	No real advocacy of benefits of apprenticeships from individuals across council	Identifying possible apprenticeship champions	Lead officer for apprenticeships champions the programme, occasionally supported by experienced managers or former apprentices	Managers and ex-apprentices routinely champion benefits of apprenticeships to other staff	Network of Apprenticeship Champions in place to proactively advocate for and promote the benefits of apprenticeships to others, with at least one champion in each service area
Alignment with Council priorities	No linkage of apprenticeships to the LA's strategic priorities, role as a local employer, or promotion of apprenticeships to underrepresented groups	Exploring how to align role as employer in local economy with the LA's strategic priorities, including promoting apprenticeships to underrepresented groups	Considered LA's role as an employer in the local economy and aligned apprenticeships programme with some strategic priorities	Have considered role as an employer in the local economy and aligned apprenticeships with the LA's strategic priorities	Council has fully aligned apprenticeships programme with its strategic priorities.

Equality, Diversity and Promotion of Apprenticeships to underrepresented groups	Aware of benefit of apprenticeships for underrepresented groups but no plan in place to promote opportunities. No monitoring of diversity of apprentices	Conscious of need to use apprenticeships to promote equality and diversity; plan to promote apprenticeship opportunities to LACs, care leavers and underrepresented groups in development	Basic plan in place to promote apprenticeships to LACs, care leavers and underrepresented groups	Apprenticeships promoted to LACs/care leavers/underrepresented groups as key pillar of apprenticeships plan, supported with funding; Traineeships or other pre-apprenticeship support offered to help underrepresented groups get apprenticeship ready	In addition to promoting apprenticeships to LACs, Care Leavers and underrepresented groups, the council uses data to monitor gender, age, ethnic background and other characteristics of all apprentices to ensure apprenticeships programme is delivering key equalities outcomes
LGA Engagement	No engagement with LGA	Limited or occasional engagement with LGA Support Programme, Events and Surveys	Some Engagement with LGA Support Programme, Events and Surveys	Frequent engagement with LGA Support Programme, Events and Surveys	Fully engages with LGA support programme, events, webinars and surveys; shares best practice and engages with other councils nationally at events or on the KHUB platform
Networking	No partnership working with other LAs or public-sector organisations	Part of a local authority apprenticeships network in region or sub-region	Part of a local authority apprenticeships network in region or sub-region and exploring partnership work with other public sector partners	Part of a local authority apprenticeship network and engaged in some further partnership working on specific projects	Active part of a regional or sub-regional local authority apprenticeship network and engages in regular partnership working on specific projects across sectors with councils and/or other public sector partners

Pillar 2 – Procurement and Provider Management

Element	Early	Developing	Maturing	Mature	Sustainable
Procurement Process	Reactive approach to provider selection – on an as needed basis	Limited procurement provisions in place, exploring developing an agreed approach.	Procurement approach agreed and in development	Developed agreed approach to procurement of training and in use	Council has an agreed procurement process in place that is flexible, responds quickly to new opportunities and facilitates collaborative working where desired, supported by the procurement team where needed
Collaborative Procurement with Partners	No joint working on procurement	In early discussions with other LAs about options for joint procurement	Limited joint working on procurement with other the LAs where appropriate	Some collaborative and tactical working with other LAs/public sector orgs to procure joint training or shared cohorts for specific apprenticeships	Regular collaborative and tactical working takes place with other LAs/public sector organisations to procure joint training and develop cohorts
Strategic local partnership working	Not yet developed a strategic approach with local FE and HE providers	Work with a small number of local providers. No strategic approach in place	Developing a strategic approach with local FE and HE providers	Developed a strategic approach [partnership] with local FE and HE providers	
Resources	No dedicated support from wider procurement team in place		Lead Apprenticeships Officer leads on most aspects of apprenticeship procurement with ad hoc support from procurement professionals as required		Council ensures Apprenticeships Delivery Team is sufficiently resourced to create and support a network of providers, develop and maintain strong partnerships with each one and deliver early and prompt intervention in response to risk to outcomes for apprentices, quality or performance trends. Procurement Team provide dedicated support to apprenticeships programme

Provider Management Process	No process to manage providers or assess provider performance	Exploring performance management with providers but robust processes not yet developed. Issues and feedback raised with providers on an ad hoc basis.	Basic provider performance management framework in place; providers submit reporting to aid this and provider contract and delivery is managed and reviewed to a schedule	Shared performance management framework in place. Providers submit reporting to aid this and provider contract and delivery is managed and reviewed to a schedule. Providers offer intelligence on and contribute to future action plans - collaborative working to address skills issues	Effective provider management framework in place to assess and manage provider performance, including a clear set of KPIs to assess providers against. Use of consistent metrics and reporting from providers enables council to easily compare and contrast performance, mitigate against poor performance and create a clear process for intervention and benchmarks to assess potential new providers
Assessment and Evaluation of Training Providers	No effective assessment of provider performance. Council adopts apprenticeships on an ad hoc basis, joining pre-existing provider cohorts, using whatever provision is available	Council develops clear criteria for selecting providers and assessing suitability to incorporate into the procurement process	Effective contract review and evaluation is in place – regular flow of information from providers against an impact and compliance KPI framework	Collaboration with providers is in place – regular flow of information from providers, staff and line managers / business leads against an ROI, impact and compliance KPI framework	Council adopts an evolutionary approach to providers, regularly assessing pros, cons and performance of each, while exploring alternative options and considering value for money. This includes working with high performing providers to support expanding, bespoke or developing new provision where possible
Surveying and Feedback	No feedback obtained from apprentices or managers to inform procurement of training providers	Limited feedback obtained from apprentices at end of qualification	Annual surveys of Apprentices and line managers carried out with problems identified addressed with providers directly	Regular feedback from apprentice and line managers informs future procurement requirements	A cycle of surveying of apprentices and managers takes place that includes feedback on training provision and programme effectiveness. Feedback forms part of provider management process and influences decisions on future of provider contracts and procurement.
End Point Assessment	End Point Assessment options not considered until late in the apprenticeship	Council is aware of its ability to choose own EPAO but makes conscious decision to rely on provider recommendations	Council is aware of its ability to choose own EPAO but exercises this discretion less than 50% of the time and typically uses EPAOs recommended by training providers	Council assesses options available to carry out End Point Assessment and makes its own choice as to which EPAO is selected every time	

Pillar 3 – Workforce Development

Element	Early	Developing	Maturing	Mature	Sustainable
Communication	Limited to no communication of approach to the workforce	Basic communication of approach to workforce	Good communication of approach to workforce	Wide communication of approach to the workforce	Comprehensive communication of approach to the workforce emphasising senior level buy-in, importance of apprenticeships to the council's workforce development approach and range of apprenticeships available to staff
Recruitment and Retention	Apprenticeship recruitment is limited and ad hoc	Some external apprentice recruitment, bulk of apprenticeships offered to existing staff	Apprenticeship recruitment focuses on some, but not all, skills shortage areas and entry level roles. Apprentices used to upskill staff as requested by managers/staff	Apprenticeships recruitment seeks to help council to address skills shortages in key service areas and bring in new starters into entry level roles. Apprenticeships proactively offered as staff development opportunities through appraisal process (or equivalent)	Apprenticeships are a key pillar of council's workforce development strategy and strong components of approach to recruitment, retention and talent management
Apprenticeships First	No Apprenticeship First approach is in place	Council is actively considering whether to implement Apprenticeships First approach to recruitment	Apprenticeships First approach to recruitment and staff development is in place in one or two service areas	Adopted an Apprenticeships First approach to recruitment across ALL service areas	An Apprenticeship First approach has been adopted for BOTH recruitment and staff development across ALL service areas
Apprenticeships Mapping	Not mapped Apprenticeship Standards to job roles	In process of Mapping Apprenticeship Standards and identifying skills gaps with one service area	In process of Mapping Apprenticeship Standards and identifying skills gaps and/or mapped specific roles/pathways across multiple key roles and service areas	Mapped Apprenticeship Standards to key roles and identified skills gaps across the council	Full mapping of apprenticeship standards to all job roles across the council by department/service area. This should be a living document and updated as more apprenticeships are approved or revised.

Workforce Data Analysis	Not carried out workforce data analysis	Planning workforce data analysis exercise in future	Conducted gap analysis, mapped 'hotspots' and analysed key workforce data in limited number of key service areas	Conducted gap analysis, mapped 'hotspots' and analysed key workforce data across the council	Conducted the full spectrum of workforce data analysis to identify current skills gaps and identify future skills needs, cross-referencing with apprenticeship mapping to identify areas apprenticeships can be used. Data should be reviewed annually. This should include - o Conducting gap analysis - o Mapping hot spots and identifying pockets of concern (e.g. clusters of staff near retirement age) - o Analysing vacancy data - o Analysing recruitment and retention data
Career Pathways, Talent and Succession Plans	No career pathways, talent or succession plans in place	Limited development of career pathways using apprenticeships in some key skill shortage areas	Succession plans and career pathways in development across most key skills shortage areas; council considers developing talent plans to aid staff development	Focus on key skill shortage areas by developing talent and succession plans: use apprenticeship standards to build pathways to grow your own future workforce	Developed and implemented talent and succession plans across all service areas; Career pathways developed in key service areas to enable staff to understand full range of apprenticeship options that can assist with staff development and career progression
Development of Apprenticeship Standards	Not involved in Trailblazer	Will consider engaging in future Trailblazers depending on capacity	Ad hoc approach to taking part in trailblazers with staff participation dependent on availability, expertise and opportunity	More strategic approach taken to monitoring trailblazer development. Staff members join wider groups or mailing lists of key standards to monitor the development of key standards for the council and take part in their development if appropriate	Council monitors development of apprenticeship standards and considers where staff members may help to develop standards that are key to the council's skills development needs. Staff members have been involved in trailblazers to develop new standards.

Pillar 4 – Implementation

Element	Early	Developing	Maturing	Mature	Sustainable
Strategy Development	No Apprenticeships Strategy or Action Plan in place	Apprenticeships Strategy or Action Plan in development	Apprenticeships Strategy developed and reviewed periodically	Multi-year Apprenticeships Action Plan in place. Plan is driven by available resources rather than need but is reviewed annually	Robust, multi-year, ‘needs-based’ Apprenticeship Strategy for the council workforce in place, informed by analysis of workforce data and LA strategic priorities. Strategy should explain what the council is trying to achieve, why apprenticeships are being used to achieve it and identify clear needs-based goals.
Action Plan			Basic action plan in place to highlight key elements of the plan and who is responsible for them. Discreet list of KPIs developed to assess progress	Strategy underpinned by an apprenticeships action plan that identifies what activities will be undertaken to implement the goals of the strategy, who will be responsible for delivering them and include a series of KPIs to monitor and measure performance.	Overarching apprenticeships plan in place to underpin the strategy, including multi-year spending plan, a set of targeted priorities – roles, functions and volumes – to drive actions of leaders and managers. Plan is tracked, reviewed and updated regularly based on workforce analysis data and experience of delivering programme
Setting and Reviewing KPIs			Regular reviews of progress against the KPIs in the action plan take place throughout the duration of the strategy, including the involvement of senior leaders.	Regular reviews of progress against the KPIs in the action plan take place throughout the duration of the strategy, including the involvement of senior leaders. Annual reviews take place of the action plan itself to revise and update based on workforce analysis data and practical experience of delivering the programme as well as updates to reflect new council objectives or changes required to meet future ambitions	

Measuring Impact	No assessment of apprenticeship programme impact		Basic assessment of apprenticeship programme impact on selected key metrics in council plan / corporate plan		Impact of apprenticeships measured against the LA strategic objectives annually and feeds into reports to senior leaders and politicians
Resources	No internal delivery plan developed, or delivery team identified	Limited resources and ad-hoc internal delivery team	Delivery team and resources identified and in place to deliver plan objectives	Resources and internal Apprenticeships Delivery Team identified, resourced and in place	Apprenticeships programme is fully resourced to deliver on its aims with an Apprenticeships Delivery Team in place. Annual review of resources undertaken to ensure programme remains cost-effective, value for money and appropriately supported.
Spending Plan	No spending plan in place - Levy is spent ad hoc with no formal tracking	One-year spending plan in development	One-year spending plan in place, limited forecasting of future spend	Multi-year spending plan in place to forecast and monitor spending profile	
Levy Transfers	No plan in place for transferring unspent Levy to other employers	Initial internal planning underway to explore options for Levy transfer to other employers.	Plan to transfer Levy to other employers in development, employers and standards being identified. Occasional one-off transfers made on ad hoc basis	Plan to transfer Levy to other employers in place, employers and apprenticeship standards identified. At least one transfer complete following this plan	Levy Transfer policy in place covering council priorities for transfers, process for allocating funds and identifying resources to deliver. Multiple transfers completed and council aiming to allocate maximum available funds (up to 25% of previous year's levy payments or whatever is affordable based on spending profile)
Best Practice Sharing	No sharing of best practice on apprentice	Limited sharing of good practice on request. Case studies in development	Successful practice shared with service areas as they take on apprentices	Successful practice included in action plans and proactively shared	Successful apprenticeship practice cascaded across the council.

Pillar 5 – The Apprentice Experience

Element	Early	Developing	Maturing	Mature	Sustainable
Culture and Values	Few apprentices employed, limited communication of opportunities to staff and peripheral involvement within the council outside of their own teams	Apprentices have an emerging role within the council, with some recognition of their performance. Value of the programme is mostly spread through word of mouth rather than structures apprentices take an active part in.	Value of apprenticeships clearly embedded in multiple service areas, though not yet the full council; emerging opportunities for apprentices to network and share ideas; apprentices are sometimes involved in promoting the success of the programme and their feedback is considered when reviewing the programme. Apprentices increasingly recognised by senior leaders	Apprentice success is actively celebrated within the council, with apprentices embedded across all service areas. Apprentices are increasingly advocates of the programme and value of the qualifications, while senior leaders take the time to promote success and case studies through all staff communications.	Apprentices are a valued community within the council, they are part of communication process with staff, represented on staff forums and engaged in representing the council and promoting the benefits of learning and skills internally and externally as part of their role. They are routinely involved in the review of the apprenticeship programme success and how this can be further developed and enhanced
Mentoring	No apprentice-specific induction or mentoring programme	Line managers act as mentors for apprentices and are relied on to monitor underperformance from apprentice or training provider	Buddy scheme in place partnering all new apprentices with a former apprentice for mentoring purposes	Mentors provided to all new starter apprentices	Trained Mentors provided for all apprentices, both new and existing staff, Council provide a mentor training programme, available to staff and particularly line managers with apprentices.
Apprentice Network	No apprenticeship network in place	One-off events organised to allow apprentices to meet each other	Basic apprenticeship network in development; Online channel in place for apprentices to share ideas and keep in contact (e.g. Teams, Yammer)	Apprenticeship network in place with quarterly meetings	Apprenticeship network in place, run by apprentices, to allow both new starters and existing staff to meet up, share experiences and obtain additional training opportunities. Attendance from managers/senior leaders as appropriate

Progress Reviews	Tripartite meeting held at outset of apprenticeship between Apprentice, Line Manager and Provider. Review meetings take place if a problem arises			Tripartite meeting held at outset of apprenticeship between Apprentice, Line Manager and Provider. Review meetings take place quarterly. Problems highlighted to Apprenticeships Delivery Team as they arise	There are regular reviews to ensure the apprentice makes progress throughout their apprenticeship, including the Tri-partite reviews.
Training and Support	Apprentices undergo general corporate induction, but no specific apprenticeship-focused content. Time for off the job training made available as standard and recorded	Apprentices undergo limited induction specific to their apprenticeship and job role	Apprentices undergo full induction specific to their apprenticeship and job role. Some on the job learning is planned in advance	On the job learning is planned throughout the apprenticeship, Apprentices have opportunities to enhance their learning over and above the KSBs set out in the apprenticeship	Workforce plan includes pre-apprenticeship training provision to ensure prospective apprentices are 'apprenticeship-ready'. New entrant and wider talent pathways also present to support apprenticeship recruitment and promote the use of apprenticeships as a talent development tool across the council.
Tackling underperformance	No clear process in place to tackle underperformance	Learner underperformance highlighted and addressed on an ad hoc basis		Process in place to address both provider and learner underperformance through dedicated member of Apprenticeships Delivery Team	Clear multi-step process in place to address both provider and learner underperformance
Feedback and Surveys	No satisfaction or feedback surveys carried out for apprentices	Occasional and irregular surveying of apprentices to solicit feedback	Annual survey of apprentices carried out to solicit feedback	Annual survey of apprentices and managers carried out to solicit feedback	Satisfaction and feedback surveys of apprentices takes place throughout the apprenticeship
Manager Support	No direct support for managers	Basic guide to apprenticeships for managers available	Apprenticeship guides available for all managers.	Support package in place for managers including managers' guide and online channel for managers to share experiences; New managers of apprentices paired up with experienced managers on request	Full support package in place for managers, including training, face-to-face briefings, an apprenticeship handbook and Peer-to-Peer network for managers of apprentices to share experiences and learning. Mentors provided for managers or a manager forum, network is in place

Employability Support	No employability support provided to apprentices at the end of their apprenticeship	Some interview prep provided on request to apprentices at end of their qualification	Employability support provided on request to apprentices or to some categories for apprentices (such as care leavers or new starters)	Employability support provided to apprentices at the end of their apprenticeship	Employability support provided for apprentices at the end of their apprenticeship. Guaranteed interviews or enhanced status offered to apprentices when applying for internal council jobs on completion of their qualification
Advocacy	No use of apprentices as advocates of the programme	Former apprentices available to speak to prospective apprentices about their experience	Some written case studies developed	Some apprentices used as advocates of the programme across the council and to produce case studies (written and digital)	Apprentices regularly used as advocates of the programme to others in the council and at external events as well as to produce case studies
Awards and Recognition	No apprenticeship awards included within staff awards and apprentices not put forward for external recognition	Apprentices are able to be put forward for staff awards	Council includes a specific apprenticeship award within their staff awards to recognise high performing apprentices	High performing apprentices recognised by being entered into both internal and external awards where appropriate	Level 2 and 3 apprentices entered into Local Government Apprentice of the Year annually

Pillar 6 – Maintained Schools (Upper and Single Tier Councils only)

Element	Early	Developing	Maturing	Mature	Sustainable
Promotion and Advocacy	No communication of apprenticeships opportunities to schools. Schools contact council themselves if they want to use levy funds	Limited communication of apprenticeship opportunities and how they relate to schools	Some communication of apprenticeship opportunities and how they relate to schools	There is an embedded schedule and cycle of communication to and from schools on apprenticeships, highlighting school success and promoting achievements	There is a shared commitment to apprenticeships in the school network, with engagement from a core group of Heads or Governors to promote apprenticeships and increase the take up and effectiveness of apprenticeships in school. Schools act as advocates for apprenticeships and take effective and proactive action to engage other schools.
Availability and awareness of Apprenticeship Funding	Schools access levy in an ad hoc manner	Schools allowed to access what they pay into the levy	Schools able to access as much apprenticeship funding as they want to from the schools' portion of the levy pot	Schools able to access as much apprenticeship funding as they want to from the total levy LA pot	Schools are presented with annual reports on how much levy funding they have contributed, how much they have used and what proportion of any expired funds were generated by their school to encourage greater use
Capacity and Resources	No Schools Apprenticeship lead or resources in place	In process of identifying schools' apprenticeship resources; Schools apprenticeship requests handled by council officers on ad hoc basis	Council apprenticeships lead in place who handles both council and schools' apprenticeships	Part-time schools' apprenticeships lead in place.	There is a dedicated lead for schools in place. This role is acknowledged as essential to school engagement in apprenticeships
Engagement Plan	Limited to no engagement with schools	Basic engagement with Schools to raise awareness	Good engagement with maintained schools and plan to spend schools levy in development	A comprehensive plan to engage with schools and increase their levy spend in place as part of the apprenticeship strategy	The apprenticeships engagement plan for increasing apprenticeships in schools and ensuring levy funds are spent is routinely reviewed against key performance indicators for its success. Schools are involved in generating ideas for how to increase success and target support

Programme Governance	No formal governance of the schools' apprenticeships programme		Governance of the schools' apprenticeships programme is part of councils existing internal governance process		Schools Apprenticeships Governance Group, including representatives from maintained schools (e.g. a head teacher) meet regularly to oversee how schools' levy is spent, measure effectiveness of this investment and plan how to help secure wider buy-in from the sector locally
Networks	No attendance by council officers at schools' forums (e.g. Head Teachers forum) to provide updates on apprenticeships	One-off attendance by council officers at schools' forums (e.g. Head Teachers forum) to provide initial information on apprenticeships	Schools invite council officers to attend schools' forums on a semi-regular basis to provide updates on apprenticeships	Council officers regularly attend local schools' forums (e.g. Head Teachers forum) to provide updates on apprenticeships	There is an effective process in place to engaged with boards of schools' governors to understand apprenticeships and how to use the levy to benefit their school
Workforce Development	No Schools Apprenticeship plans completed	Council is developing a process to undertake schools apprenticeship plans with maintained schools	Completed individual schools' apprenticeships plans with some maintained schools	Completed individual schools' apprenticeships plans with all maintained schools	There is a cycle of school apprenticeship planning and review with all maintained schools identifying actions to support implementation and measure return on investment, benefits to the school objectives and staff