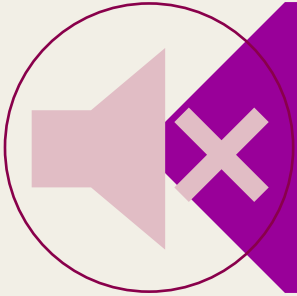
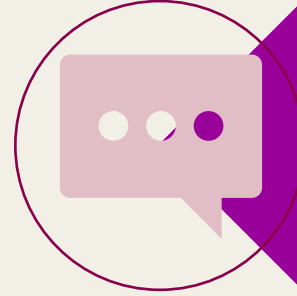


WELCOME TO TODAY'S WEBINAR

Today's session will begin shortly



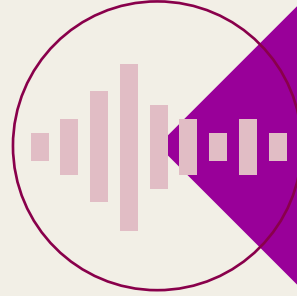
You are on mute today
but you can unmute
yourself at any point



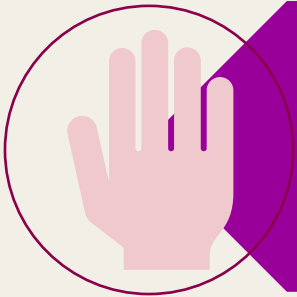
The chat is visible and
also open to everyone for
questions & comments



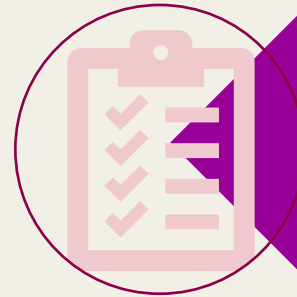
Just open your mic to
ask a question or make
a comment



The link to the slides &
recording will be emailed to
you after the session



Select the 'Hand' icon to
raise your hand or hover
over 'React' for other
icons



Questions to info@spark.org.uk
Slides and Resources are stored
in the Member's area of the LGA
Apprenticeship Gateway

LGA State of the Nation: Summer 2026

23 June 2026

Nigel Carruthers, Senior Advisor, LGA Workforce Team, LGA

Tammie Harwin, Spark & Associates - tammie@spark.org.uk

Rebecca Rhodes, Spark & Associates - rebecca@spark.org.uk

Agenda

- 1 LGA Update
- 2 Apprenticeships 2026/2027
- 3 Units & Modules 2026/2027
- 4 LGA Survey Emerging Highlights
- 5 Resources & Future Support

LGA Update – June 2026

State of the Nation: Skills and Apprenticeships in Local Government

Skills and Apprenticeships in LG 2026



1. Youth Participation and Social Mobility

- Rising numbers of young people not in education, employment or training (NEET).
- Greater focus on Youth Guarantee, Foundation Apprenticeships and entry routes.
- Increasing expectation that employers act as “anchor institutions”.



2. Skills England and Employer-Led Skills

- Shift towards a more responsive and employer-led system.
- Stronger links between skills policy, industrial strategy and local growth priorities.



3. Growth and Skills Levy Reform

- Greater flexibility through shorter courses and modular learning.
- Continued debate over levy rules, expiry periods and employer affordability.



4. AI and Technological Change

- Growing demand for digital, data and AI capability.
- Increasing importance of leadership, adaptability and human skills.
- Many roles will change faster than qualifications.



5. Devolution and Place-Based Skills

- More influence for mayors and strategic authorities.
- Skills increasingly linked to local labour markets and economic growth.
- Greater emphasis on collaboration across sectors.



6. Persistent Workforce and Productivity Challenges

- Ageing workforce and skills shortages.
- Pressure on public finances.
- Need to improve productivity and redesign work, not simply recruit more people.
- Greater emphasis on workforce planning and talent pipelines.

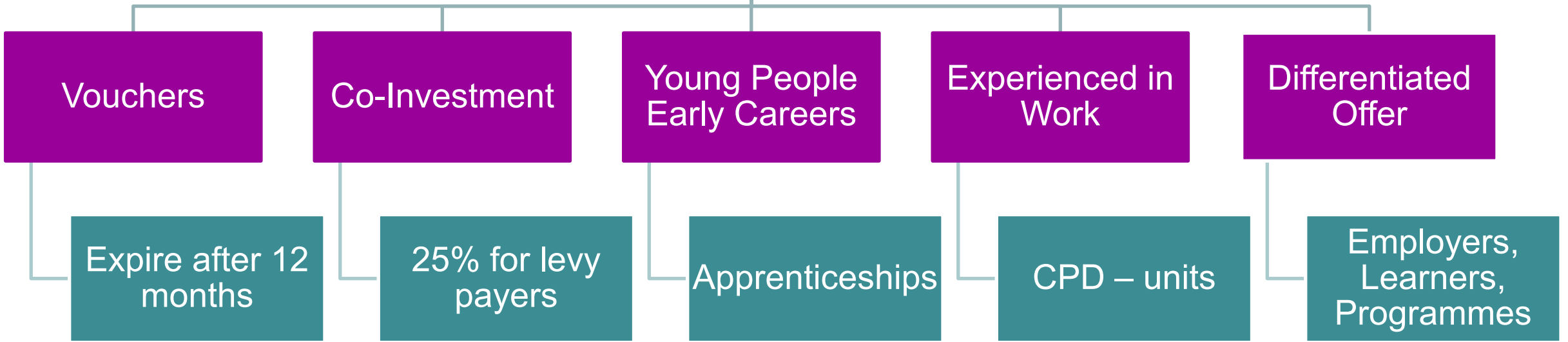


Implication for Councils

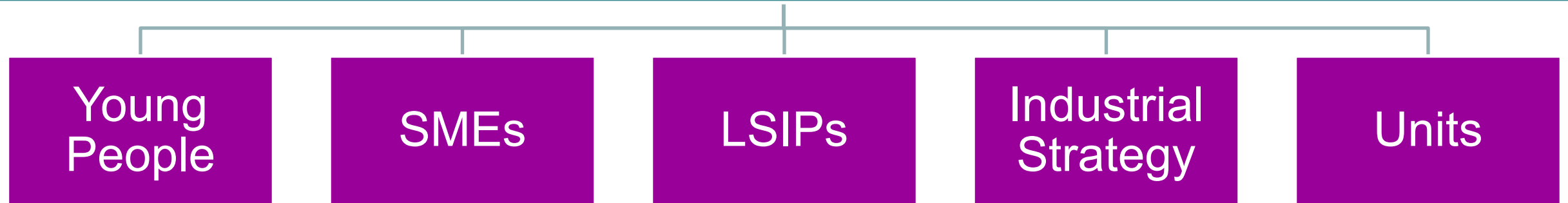
Our ambition should not just be about creating apprenticeship opportunities, but about councils as anchor institutions, strategically using their levy collaboratively across a place

Spotlight: Apprenticeships

2026/2027 Apprenticeships



Focus for 2026/2027 a 'targeted' programme within the funded skills portfolio



A Continuing Changable Landscape

Summer:

LSIPs Live
Young Person's
Guarantee early
findings

Autumn:

£2000 Hiring Fee
Assessment Reform
LLE Opens

Spring:

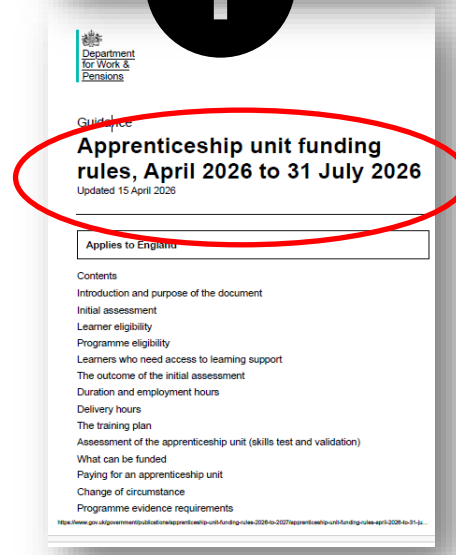
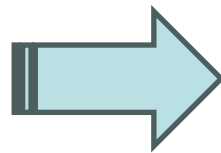
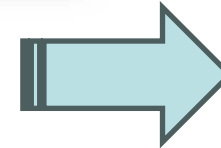
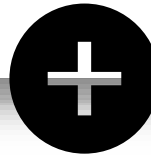
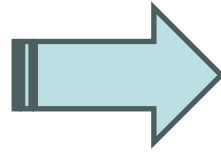
New Units..?
LLE Modules Live
Industrial Strategy
Refresh..?

Also:

Budget/Spring
Statement
White Paper
review?

Where are we.....

<https://www.gov.uk/government/publications/apprenticeship-funding-rules-and-assessment-plan-guidance-2026-to-2027>



Increasing Employer Accountabilities ...e.g.. PAYE & DAS

- The employer must keep their PAYE up to date in the DAS
- We will monitor accounts to check that PAYE schemes are properly used. If we have any questions, we may ask employers to provide evidence that the employers sharing an apprenticeship service account are connected. We may additionally ask employers to provide evidence about the PAYE scheme that apprentices are declared on in the apprenticeship service account.
- Employers must:
 - Remove PAYE schemes from their apprenticeship service account that are no longer operational or not operated by the employer associated with the account (or leaves the group of connected companies);
 - Manage users associated with their account [../..]
- Is this the start of some employer focussed light touch quality assessment ...?

Co-investment - Starts from 1 August

Non-Levy Payer
Apprentice Aged
16-24

• 0%

Non-Levy Payer
Apprentice Aged
25 +

• 5%

Levy Payer with
Insufficient Funds

• 25%

IMPACT & ACTION

- ☐ Update employer information and brief existing employers
- ☐ Identify risks – identify those close to / with a history of exceeding levy funds, those planning new starts
- ☐ Update business development staff, and speak to key employers and groups - For non levy payers link to hiring grant
- ☐ Update collection arrangements – brief finance and update procedures
- ☐ Train staff and Update evidence pack checklist

Targeted Funding Eligibility

Removed

Added

Standard	Level
Chartered Manager (degree)	6
Improvement Leader	6
Coaching Professional	5
Operations Manager	5
Outdoor Learning Specialist	5
Improvement Practitioner	4
Lead Practitioner in Adult Care	4
Learning and Skills Mentor	4
Custody and Detention Professional	3
Facilities Management Supervisor	3
Learning and Skills Assessor	3
Public Sector Compliance Investigator and Officer	3
Security First Line Manager	3
Team Leader	3
Cleaning Hygiene Operative	2
Professional Security Operative	2

**LIMITED
ACCESS**

Standard	Eligibility
L7 All	Aged <22
L7 All	Aged <25 with an EHCP
L2 Admin	<25

Unit	Level	(£)
AI leadership – AI strategy and opportunity	5	750
AI leadership – AI adoption, procurement and governance	5	750
AI leadership – AI delivery and organisational transformation	5	750
Battery manufacturing	2	1650
Solar PV installation and maintenance	3	950
Electric vehicle (EV) charging point installation and maintenance	3	950
Electrical fitting and assembly	2	1650
Welding (mechanised)	2	2100
Mechanical fitting and assembly	2	1650
Permanent modular building assembly	2	3200

SME Hiring Grant

The £2000 Hiring Fund

- For non-levy employers hiring and starting an apprentice within the eligibility guidelines
- Earliest date they can hire someone to be eligible = 1 July and their training plan must start by 1 October
- Paid 50% after 90 days
- 50 % 365 days after the if the apprentice is still employed by them and on their apprenticeship (as evidenced by the ILR).
- For short duration, second payment is 242 days

Eligibility – Apprentice

- 16-24 year old (or 15 with further caveats)
- Hired as an apprentice no more than 90 days before their training plan practical period start date
- Has an apprenticeship agreement containing a practical period / learning start date from 1 October 2026 onwards

Eligibility – Employer

- Apprentice has not been employed by that employer for more than 90 days before their practical period start date
- Apprentice is included in the PAYE scheme added to the employer's apprenticeship service account used to fund the apprenticeship training

Apprentices who have an employment start date of 1 or 2 July 2026 will be eligible if they start their apprenticeship training by 1 October 2026.

SME Hiring Grant

Impact

- Support for SME employers
- Applies to any apprenticeship
- Opportunity for local communities & employers

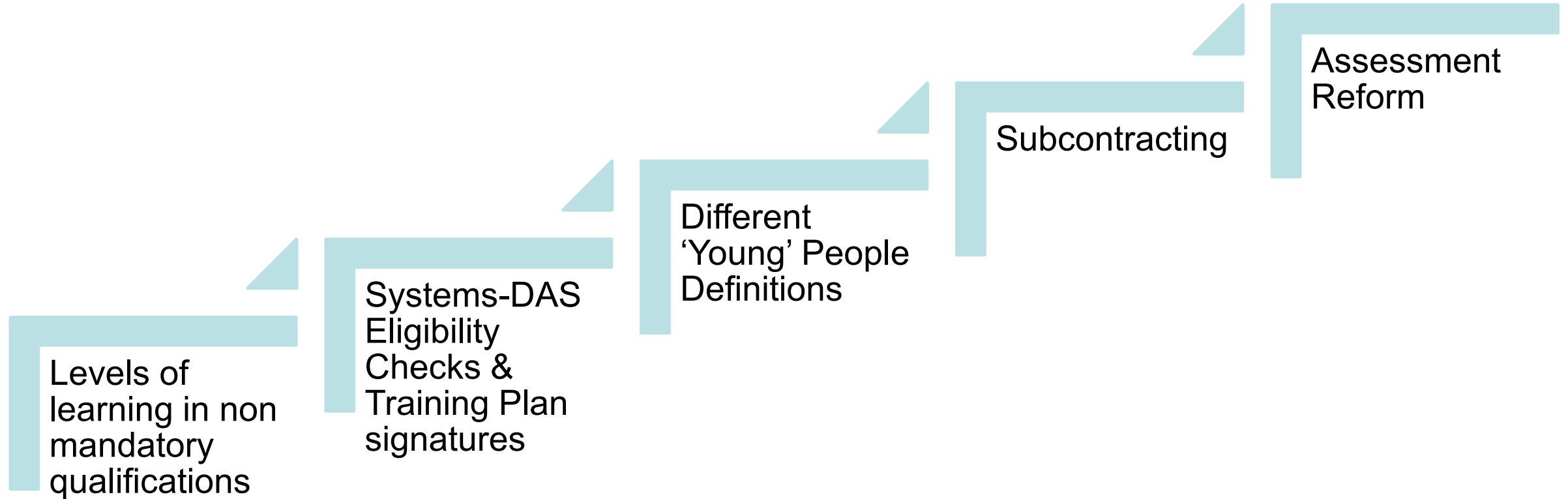
'The apprenticeship hiring payment for non-levy employers is subject to wider policy considerations and we reserve the right to change or withdraw it during the funding year.'

'We will provide at least three months' notice and we will continue to make payments in respect of any existing eligible apprentices'

Action

- Create/update employer information, particularly about the '3 months' hire to start timeline
- Promote with SMEs and schools
- Promote to employer networks and clusters
- Promote as part of Diversity strategy

What is Affecting Providers



Impact & Action

Consider the range of programmes

- For early careers:
- From V-Levels, Foundation Apprenticeships
- For mid career-career change:
- CPD, Units and
- Lifelong Learning Loans
- Remap career and progression

Map to Priorities

- Consider where the learning offer maps well to priorities – have a strong story
- Review
- Identify options for gaps and removed provision e.g. collaborative procurement

Consider Age & Progressions pathway

- Explore younger recruitment possibilities for key roles:
- Finance team to full accountant
- Programmer to data analyst
- Use the new Progression Pathways

Double down on Workforce Planning

- Growth in workforce planning conversations rather than qualification-led purchasing
- Consider where Levy Transfers can have most impact
- Manage any slide towards co-invest

Spotlight: Units & Modules

- Lifelong Learning Entitlement (LLE)
- Higher Technical Qualifications (HTQs)
- Apprenticeship Units

Policy Context: Flexible Skills for the Future Workforce?

Skills White Paper October 2025 – Government Vision for Higher Education:

*‘We strongly support expanded participation in higher education, **but the traditional 3-year degree is not the only option**. Instead, and along with other countries we need to build clear, well understood pathways at these levels underpinned by qualifications which are easier to study close to home **which are both modular and flexible**’*

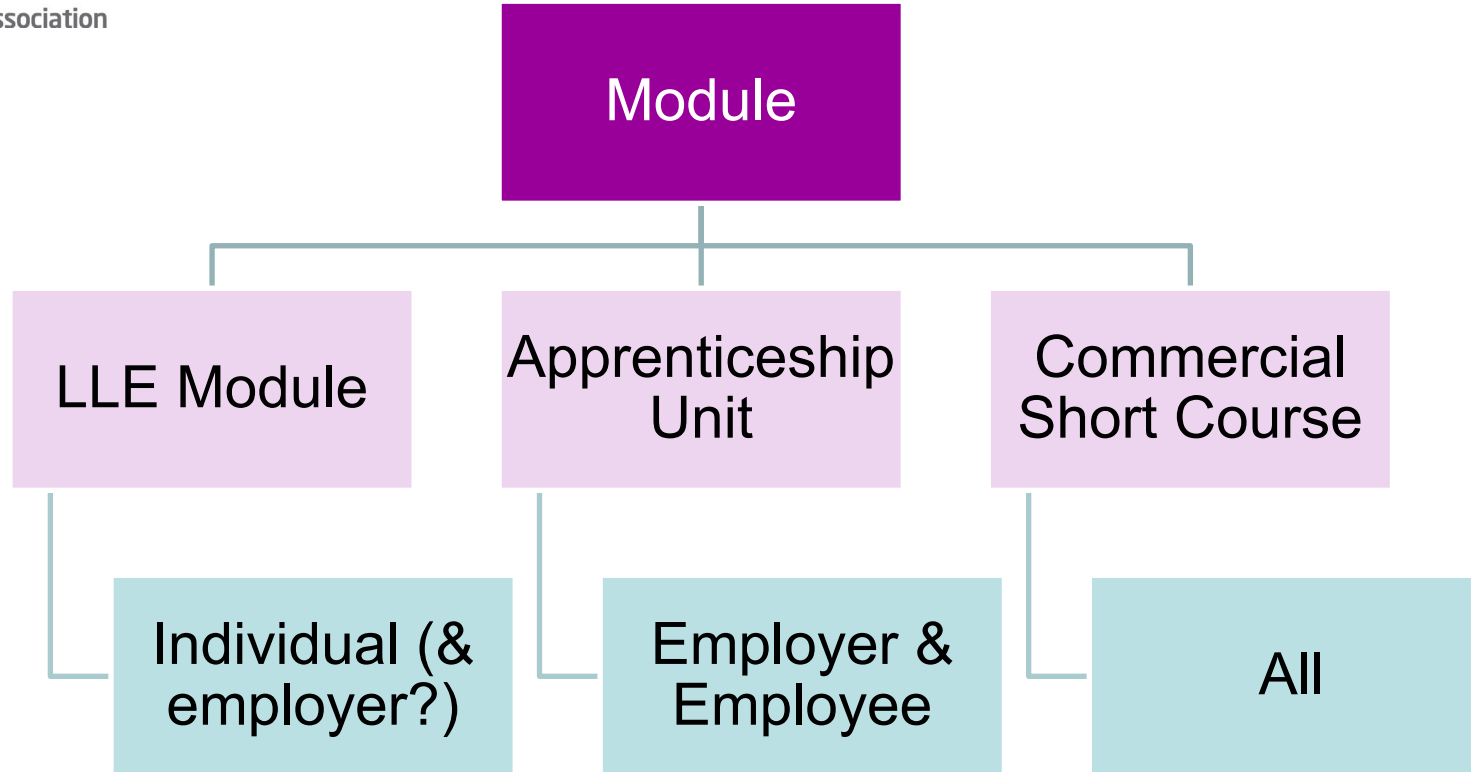
2025 Skills White Paper.....

- Short flexible training
- Joined-up skills and employment framework
- Greater alignment of training & business needs.
- National, regional, sectoral planning response
- Flexibility, modularity,
- Expectation of specialising
- Level 4 /5 delivery and awards by FE
- New partnerships FE/HE

Skills and Growth Levy.....

- A ‘fundable list’ from April 2026
- ‘Apprenticeship units’ and short courses aligned to key IS priorities
- Foundation apprenticeships, shorter apprenticeships
- Flexibility for learners & employers

Principles



A **coherent** unit of learning with **clear entry and exit points** and a **defined skill outcome** created as part of a **wider skills journey**

what is new ?

1. Funding model
2. Expectation of flexibility & Progression
3. Scale at which this needs to work

Modular Elements

Modular Delivery: Breaking learning into smaller units

- **But:**
 - LLE = credit-based academic modularity
 - Apprenticeships = KSB / occupational modularity
- **Both systems:**
 - Increasingly tied to industrial strategy or sector / future sector skills
 - Linked to local/regional skills priorities
 - Away from purely learner or employer choice

So, what are they – in summary....

	LLE	HTQs	Apprenticeship Units
Best thought of as...	An individual loan-based funding entitlement for higher education	A higher technical qualification – whole and modules	A flexible apprenticeship training offer - new approved units.
Primary aim	Increase access to flexible life-long learning	Develop technical occupational skills competence	Address specific/targeted workforce skills needs
How is it funded?	It is a funding stream - LLE loan entitlement	Various routes	Growth & Skills Levy
Driven by	Primarily Learner-led	Individual and Employer	Employer-led
Employed?	Both	Both	Employed
Stackability	Yes: Core feature (build qualifications)	Yes: Modulate delivery building to full HTQs	Emerging: units may combine into wider training as stackable credits

Think of the LLE as a loan-based funding entitlement for higher-level learning. HTQs are one of the qualifications that can be funded within that system, alongside other eligible Level 4–6 provision

LLE Explained – [Latest on .GOV](#) (Update May 26)

What is the LLE?

- New lifelong student finance system (up to 4 years of loans).
- Equivalent of 4 years post-18 funding
- Supports full qualifications and eligible modules , Levels 4-6
- Launch from 2027 (applications from late 2026).
- Designed to support flexible lifelong learning – and provides credit accumulation.
- Gradually replaces the current student finance system for eligible higher education provision.

Scope of the LLE

- Modular and full courses - L4-6 courses
 - HTQs, including modules
 - Degrees.
 - Modular study:
 - 'high value technical courses L4-5 (HTQs)
 - Modules from full L6 that align to Industrial strategy priorities
- Courses/modules must be approved for LLE funding, be a bundle or single module with 30 credits and be delivered by registered provider
- Flexible delivery – not just work hours
- Academic/technical curriculum - academic assessment (provider-led)
- Workplace integration optional (but beneficial)

Who's it for?

- Adult Learners aged 18-60, studying in England with LLE entitlement available
- Employment not required
- Those wanting to upskill or retrain, e.g.
 - Career changers.
 - Employees wanting flexible study.
 - Employers wishing to support workforce development.
- But funding follows the learner

Initial LLE Eligible Subject Groups

1. computing
2. engineering
3. architecture, building and planning, excluding the landscape gardening subgroup
4. mathematical sciences
5. nursing and midwifery
6. allied health
7. Chemistry, physics and astronomy
8. economics
9. health and social care

Why should councils Care?

- Supports workforce upskilling.
- Staff can study alongside work.
- Employers may contribute towards fee/ co-investment opportunities
- Modular learning can support progression pathways
- Can complement apprenticeship strategies (works alongside, not instead of apprenticeships)
- Initially focussed on priority technical skills.
- Flexible entry and exit points.
- Supports collaboration with HE and FE partners.
- Build qualifications over time.

HTQs Explained

What are HTQs?

- Higher Technical Qualifications at Levels 4 and 5.
- Quality-marked by government and developed with employers.
- Based on occupational standards and employer skills needs.
- Designed to develop higher-level technical knowledge and skills
- Available as full qualifications and increasingly through modular delivery.
- **Full HTQs typically 1–2 years full-time, although many learners study part-time over a longer period.** HTQ modules are generally much shorter
- Eligible HTQs / HTQ modules may be LLE funded from 2027.
- Can support progression to higher-level study, apprenticeships and professional qualifications.

Scope

- Already available!
- Cover a growing range of priority technical occupations and sectors including:
 - Digital (Computing)
 - Engineering and Manufacturing
 - Construction and the Built Environment
 - Health and Social Care
 - Education and Early Years
 - Science and Mathematics
 - Business and Professional Services
- Delivered by colleges, universities and training providers
- OFS assured/regulated provision

Who's it for?

- School and college leavers seeking a technical alternative to a traditional degree.
- Existing employees looking to upskill.
- Career changers and adult returners.
- Apprentices progressing into higher technical roles.
- Employers seeking specialist technical capability.
- Particularly relevant where practical workplace application is important
- But employment not a requirement

Why should councils Care?

- Helps address the "missing middle" in workforce development.
- Builds technical capability in shortage occupations.
- Supports progression beyond Level 3 apprenticeships.
- Can encourage progression into higher-level study, apprenticeships and professional careers.
- Provides an alternative or complement to degree apprenticeships.
- Supports recruitment, retention and career progression.
- Flexible delivery options around work

Examples of Local Government Applications

Planning & Building Control; Housing & Regeneration; Digital, Data & Cyber, Highways, Transport & Infrastructure ; Adult Social Care; Environmental & Regulatory Services; Economic Development; Public Health; Project and Programme Delivery

Apprenticeship Units Explained

[- See Unit Funding Rules](#)

What are Apprenticeship Units?

- Flexible apprenticeship training offer
- Funded by the Growth & Skills Levy
- Targeted training units derived from apprenticeship standards and designed to address specific workforce skills needs.
- Derived from KSBs contained with full standards
- Skills test at the end - must be passed
- Ofsted assured – but not inspected until 2027

Scope

- 30-140 delivery hours
- Delivered between 1 and 16 weeks
- Potentially stackable learning towards wider training pathways.
- Alignment with the Industrial Strategy
- Funding rate and unit scope approved by Skills England - alignment with Skills England 'advice on where demand, impact and need are greatest
- Passing a unit = possible RPEL
- Initial delivery limited to existing APAR providers delivering in the standards or sector subject the areas from which the units are drawn.
- Assessment via Skills test and employer validation

Who's it for?

- Aged 19 and over only
- Employed
- Delivery in working hours – follows usual apprenticeship requirements
- Primarily designed to upskill existing employees rather than support entry into new occupations.

Why should Councils Care?

- Supports CPD and upskilling
- Designed to target specific workforce and sector skills needs
- Top-up for competency / individual's existing capabilities
- e.g. new learning due to technology or advances in

Apprenticeship Unit	Delivery Hours	Funding Rate
AI Strategy and Opportunity	30	£750
AI Adoption Procurement and Governance	30	£750
AI Delivery and Organisational Transformation	30	£750
Electrical fitting and assembly	70	£1,650
Welding (mechanised)	90	£2,100
Battery Manufacturing	70	£1,650
Mechanical Fitting and assembly	70	£1,650
Electric charging point installation and maintenance	35	£950
Solar PV installation and maintenance	35	£950
Permanent modular building assembly	140	£3,200

Interim Findings from the HTQ Modular Acceleration Programme (MAP)

Two-year grant-funded programme

- the programme was free to learners/employers and there was dedicated funding for promotion activities.

DFE Funded Pilot - trialling flexible, stackable HTQ modules to inform the Lifelong Learning Entitlement.

Modules derived from a parent Level 4 or 5 HTQ Minimum 30 credits . Maximum of 40 credits

- Stackable with remaining modules from the same course.

Modules in

- business & administration
- construction, design and build
- digital
- education and early years
- engineering and manufacturing
- health and science.

Modular Acceleration Programme (MAP) Process Evaluation – Interim Report

Research Report

February 2026

Authors: Georgina Cowen, Iulia Costache,
Rose Suddaby, and Isaac Dean - York
Consulting LLP

Why this matters:

MAP provides early evidence of how modular learning might work for learners and employers.

MAP Interim Findings - What Matters for Councils?

Engagement Activities

- Existing employer networks worked best.
- Advisory groups and forums shaped module design.
- One-to-one employer engagement was particularly effective.
- Employers influenced which modules were offered.
- Low awareness in employers about HTQs, modules and units and new qualifications was a barrier to employer/speed of engagement and remains key challenge

‘Once employers understand modular, they love it.’ – Provider senior leader, MAP Interim Findings

What Makes Modular Learning Attractive?

- Flexible/blended delivery highly valued (e.g. for some, evening delivery was thought to be more advantageous for their employers)
- Employers valued targeted skills development.
- Learners were primarily motivated by career-related goals, incl. gaining knowledge and skills relevant to current roles and seeking to improve overall employability
- Employers who are willing and able to invest in the training of their staff, were more likely to release their employees to take part in the modules.

Benefits for Employers and Learners

- **Learners**
 - Career progression.
 - Increased confidence.
 - Upskilling and reskilling.
 - Re-engagement with education.
- **Employers**
 - Supports recruitment and retention.
 - Helps address workforce skills needs.
 - Can support progression into further learning and apprenticeships (Most learners who had started their planned next steps incl. completing a full HTQ course, undertaking an apprenticeship or starting a new job)

Key MAP Takeaway::

Modular succeeds when employers and learners can clearly see the value.

What are the opportunities for Councils?

Flexible skills reforms are creating new opportunities to support workforce development alongside apprenticeships.

Could we:

- Offer smaller, flexible learning opportunities?
- Blend apprenticeships and module in our learning pathways?
- Support existing staff into new professions?
- Create more manageable, flexible stepping stones for staff?

Support career changers
Provide more flexible routes into priority sectors

Create progression routes
Build pathways beyond L3 apprenticeships

Respond quickly to local skills needs.
Address technical and specialist workforce challenges

Don't think programmes, think workforce pathways.
Combine different learning routes to support WFD

Don't wait for perfect certainty.
Some reforms still development but can start planning and consulting

Small pilots are valuable
Test approaches with your providers before scaling.

Practical Opportunities for Councils

Flexible Learning Opportunities

- Learners can access funding for short courses or individual modules, not just full qualifications.
- This provides opportunities for learners to upskill or reskill as they progress through their lives.
- Offer smaller learning opportunities that can build confidence and re-engagement with education
- Support staff studying alongside work.
- Enable individuals to build qualifications over time
- Builds confidence towards full qualifications
- Advantages of work integrated learning when using LLE vs non-work-based learning

Employer Co-investment

- The LLE encourages employers to co-fund training, so explore those Co-investment opportunities
 - Use employer funding/co-funding creatively (learners studying modules under the LLE will be able to combine student finance with employer contributions and employers can make voluntary repayments towards learner loans)
 - value of paid time to study on programmes linked to career progression – even if fully loan funded?
- Creating opportunities for bespoke, industry-focused programmes which aren't currently accessible for public funding

Partnerships

- Work with existing and new providers, colleges and universities – potential development of bespoke and tailored units
- Supports integration and progression between with HE and FE
 - Collaborate on stackable qualifications building to degrees or higher technical qualifications.
- Learners will be able to build qualifications from different providers that combine together for an overall award.
- Link workforce plans to local skills priorities and LSIPs.

LLE

Support flexible workforce development and career progression and lifelong learning.

Apprenticeship Units

Address targeted skills gaps through shorter, employer-led training.

HTQs

Build specialist technical capability and progression pathways in priority occupations.

How can these routes work together to support workforce development ?

Apprenticeships

Apprenticeship Unit

LLE Modules

Foundation Apprenticeships

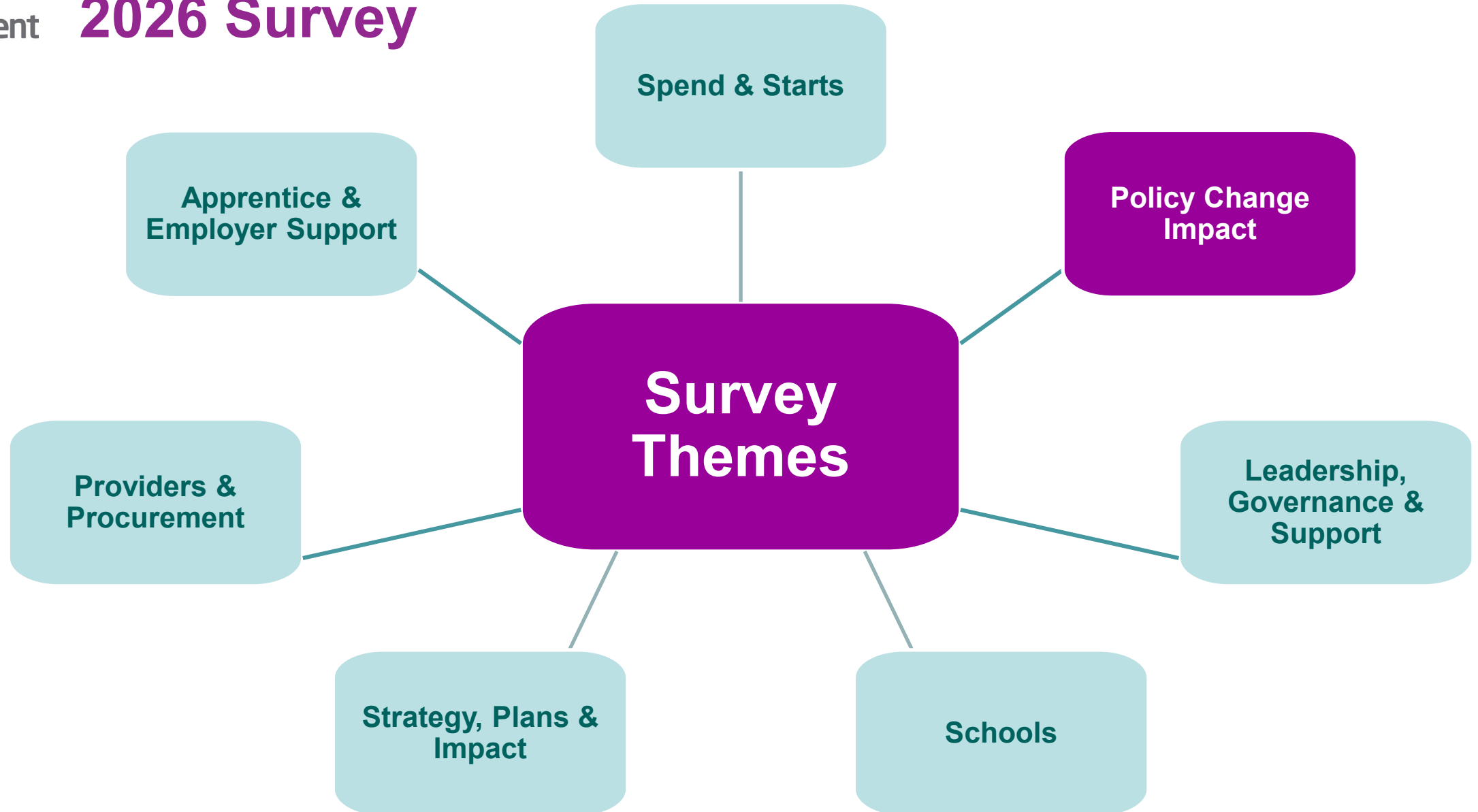
HTQs

Commercial Courses CPD

Flexible, Buildable Workforce Development Toolkit: *Different routes for different workforce needs.*

Spotlight: Emerging Headlines from the 2026 Survey

2026 Survey



Survey: Indicative Headlines



132 responses were received for the survey



c.698M Contributed by councils since Levy introduction in 2017



c.£376M Contributed by councils since Levy introduction in 2017



7409 starts in councils since April 25, with **2503** in maintained schools



53% of total contributions have been spent on training to date



72 Councils have created over 7,000 apprentice starts through Levy Transfers



7458 starts in councils between 1 April 24 & 31 March 25, with **2317** in maintained schools



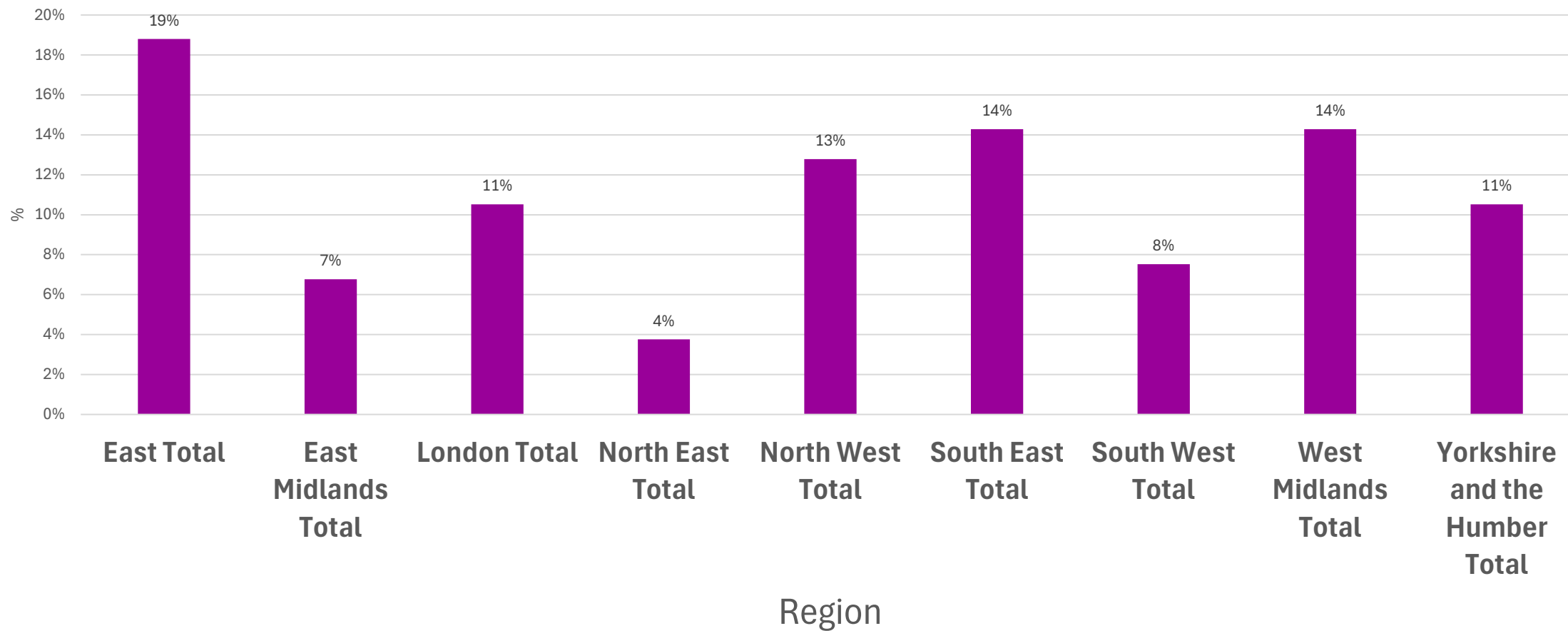
80 Councils Spent over £1M on training since Levy introduction in 2017 x spent over £15M



101 Councils have returned **c.126M** in expired funds

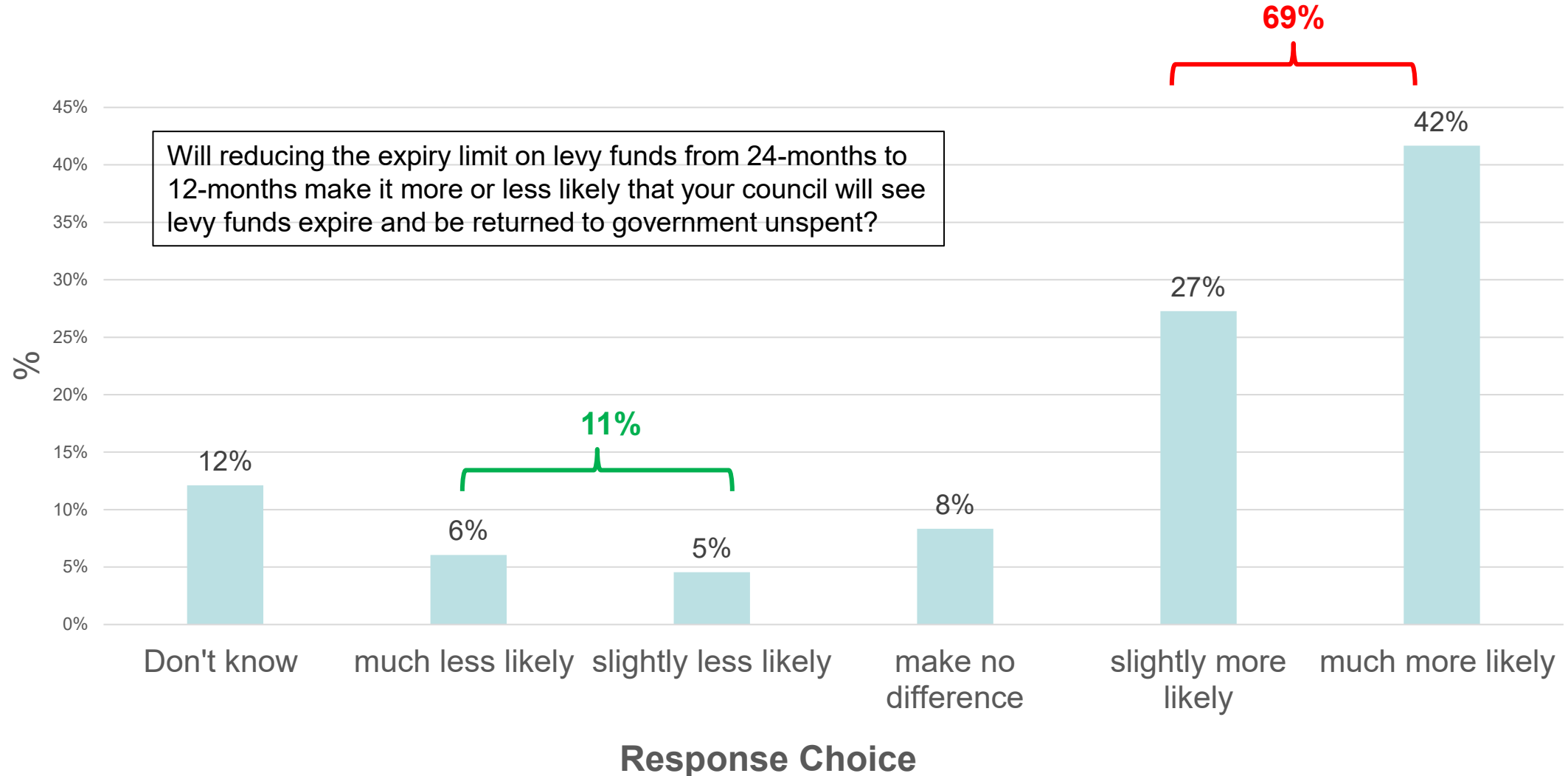
Regional Responses (Total 132)

Survey Respondents as a % of the overall Response Numbers by Region

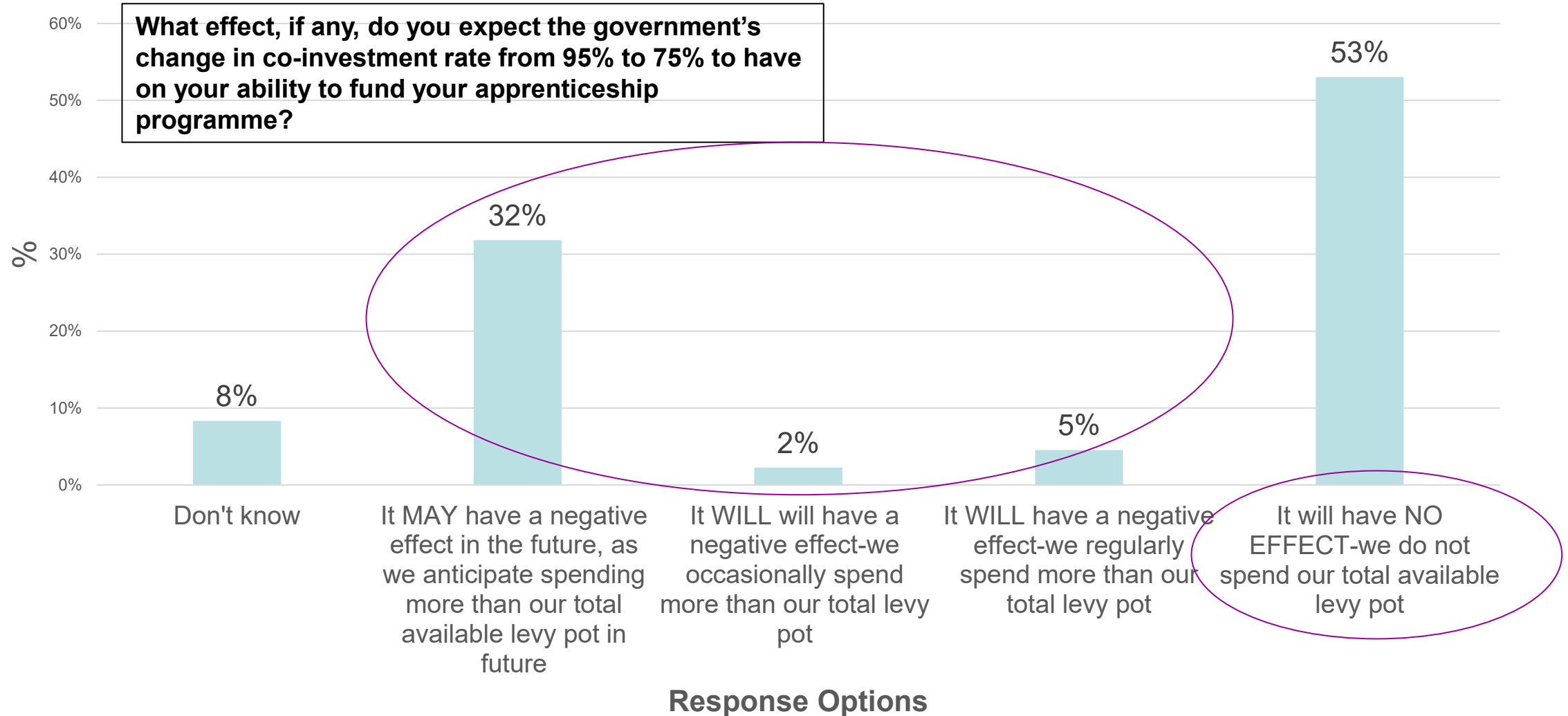


Survey Insight: Impact of the changes to Apprenticeship Funding

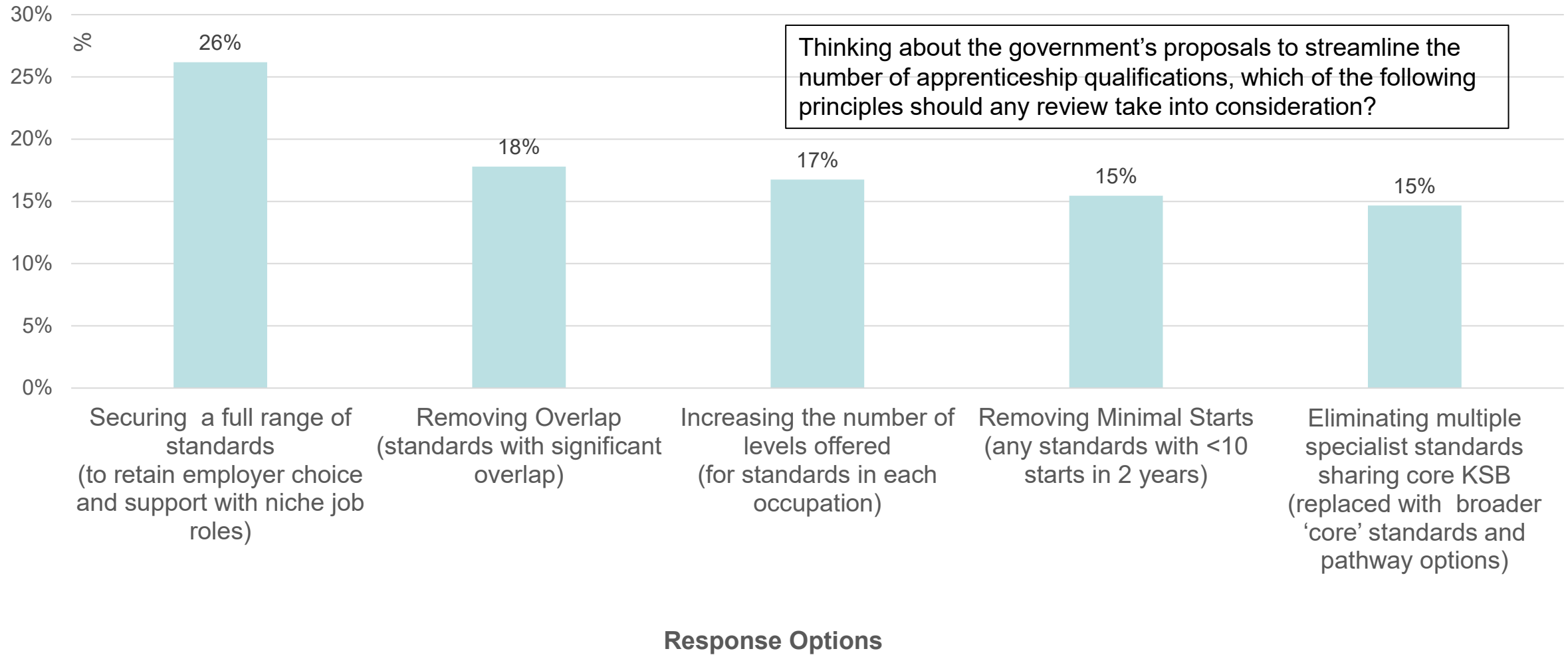
Impact of the Levy expiry reduction time:



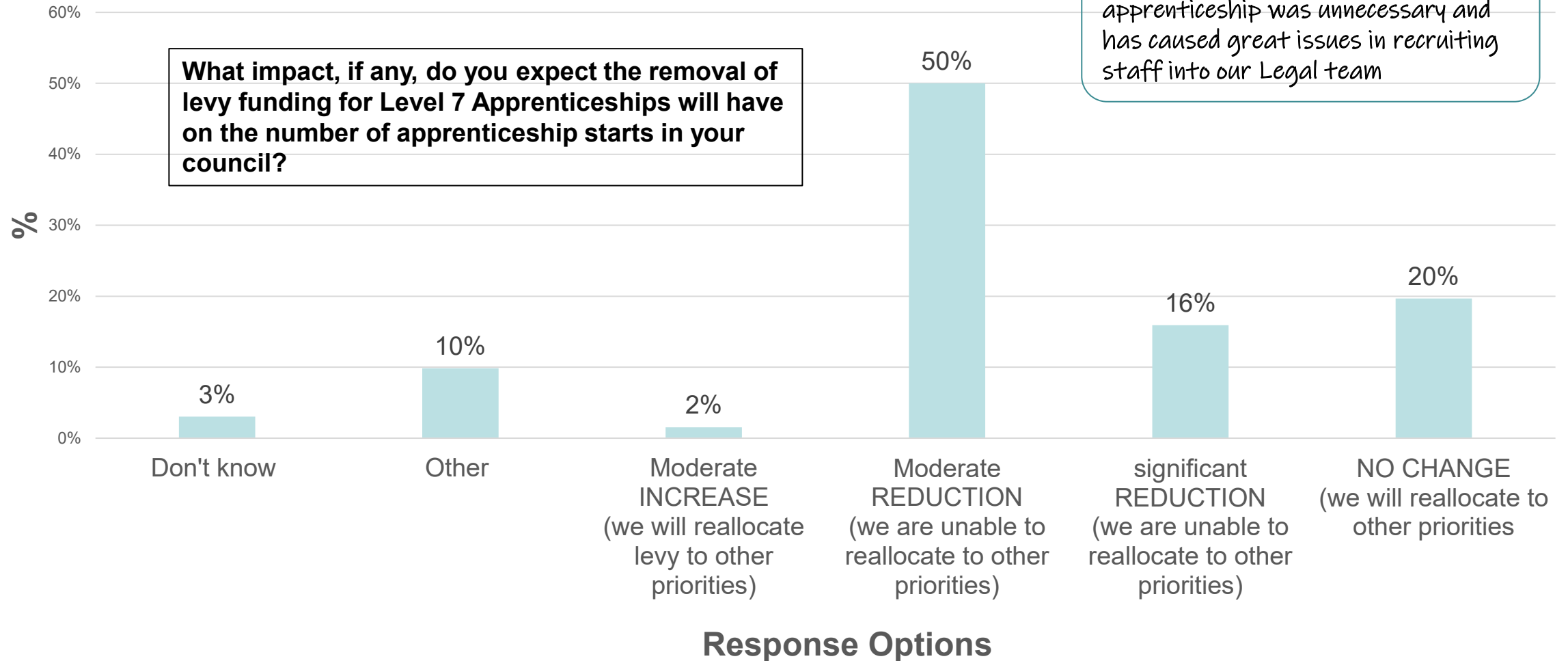
Impact of the change in co-investment rate



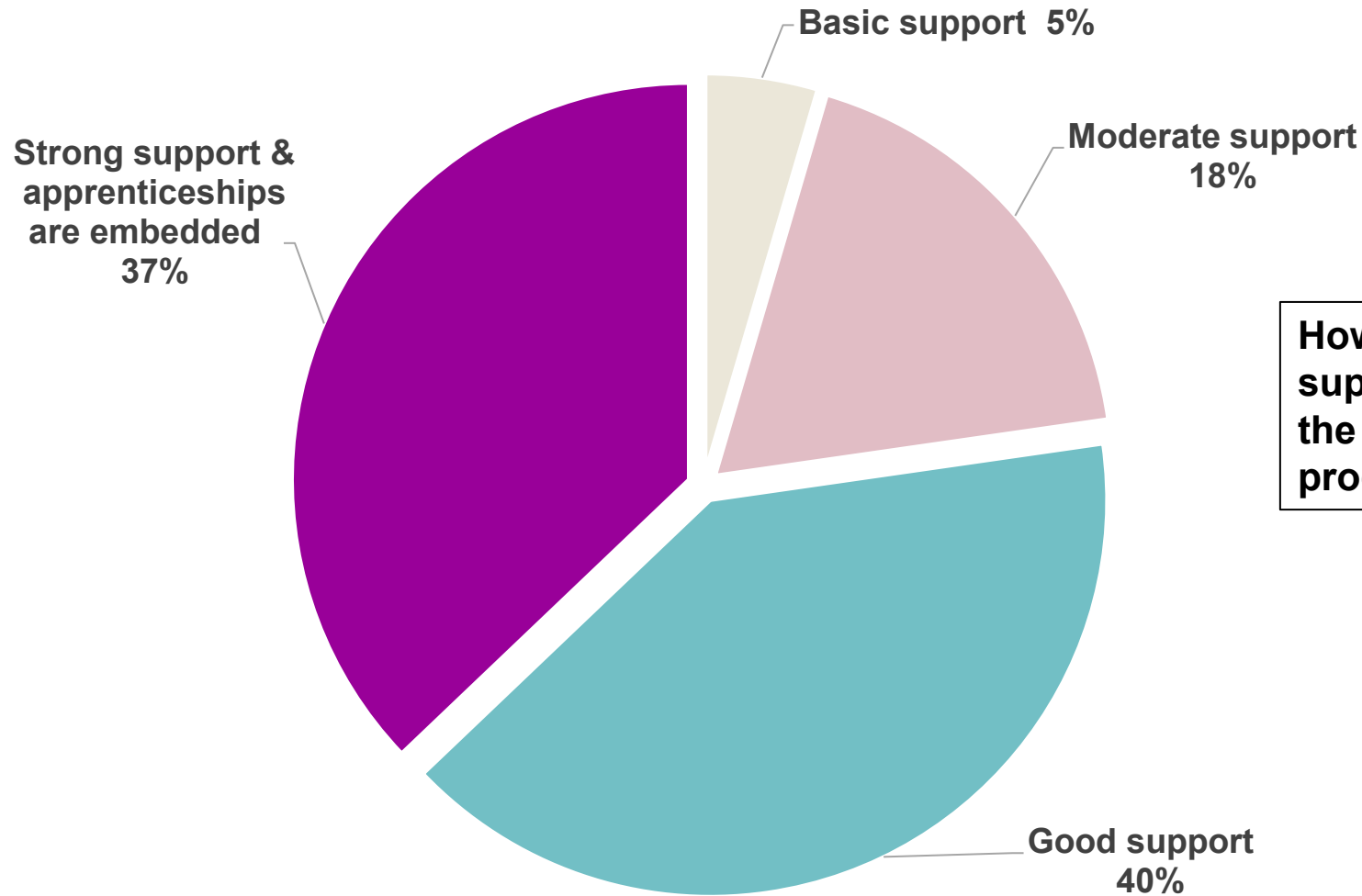
Key principles for streamlining apprenticeships:



Impact of removal of funding for Level 7 starts for 21+

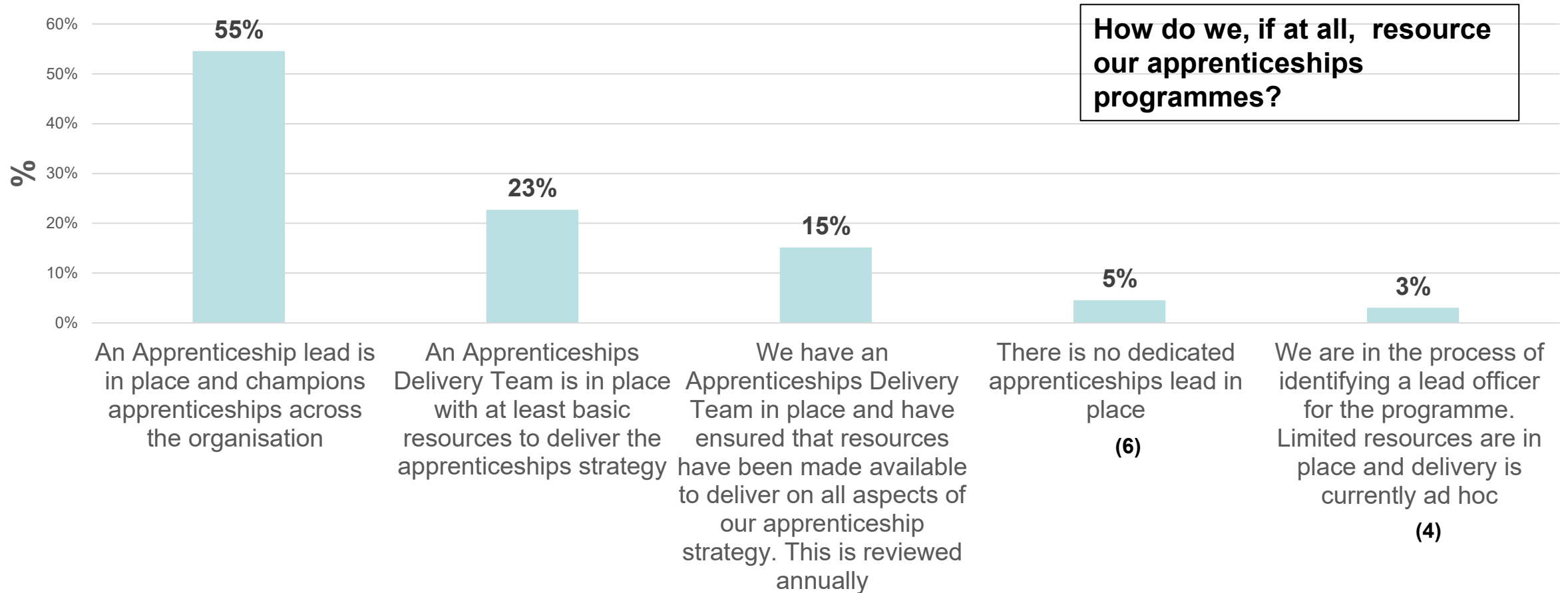


Leadership Support



How would you describe the level of support provided by senior leaders at the council for the apprenticeships programme?

Resourcing Apprenticeships



Response Options

Resources & the LGA Support Programme

Apprenticeships & Early Careers Support Programme: Summer Schedule June – August

Event	Summary	To register just click on the link below QUERIES go to info@spark.org.uk						
		June	July	Augt	Sept	Oct	Nov	Dec
Newsletters	Summer/Autumn/Winter							
Webinars	State of the Nation Policy Update Webinars	23 Jun				Autumn TBC		
	Apprenticeship Full & Unit Funding Rules			5 Aug 1.30-3.00				
	Survey Results (full findings)		14th July 9.30-11.00					
	Preparing for LGR – Managing the DAS				Sept TBC			
	Hot Topic Spotlight -TBC					Oct TBC		
Workshops	Online 1 Day induction training session (for new apprenticeship leads or staff new to apprenticeship management)							Early Dec TBC
Resources	8 updated apprenticeship pathways		1 July					
	An Apprenticeship Service Guide for LGR				Sept TBC			
	Apprenticeship & Skills Bite Sized videos on key topics					Autumn TBC		
Gateway	The most used resources - updated							

Apprenticeship Pathways – Available Now

Finance and Accounting Apprenticeship Roles and Career Pathways

This short guide has been developed by the Local Government Association in association with Spark & Associates, using the knowledge and experiences of Local Authorities (LAs) across England. It aims to help councils and their staff understand the career opportunities available through apprenticeships.

Building a Career in Accounting and Finance Supported by Apprenticeships

How to use this Guide

What this Career Pathway Guide Shows

This pathway shows how a career in Finance and Accounting within a council can be developed through apprenticeships, from entry-level roles through to professional and leadership positions. This guide provides both a targeted finance career route (diagram 1) and a broader Finance and Accounting pathway (diagram 2) which covers a range of roles across council directorates/functions, alongside:

- careers in finance are central to how councils operate – supporting budgeting, financial planning, procurement, and decision-making. Apprenticeships provide a structured way to build skills, progress in your career, and gain professional qualifications.

Why this matters (for councils and learners)

Local authorities operate in a competitive market for finance and accounting skills. Apprenticeships provide a practical way to attract new talent, develop existing staff, and support long-term workforce planning. Apprenticeships support both existing staff through formal qualifications and progression) and new entrants starting their careers in finance.

Providing clear and well-communicated progression routes:

- supports recruitment and retention
- creates opportunities for career development and progression
- helps build a sustainable pipeline of finance professionals

This guide outlines typical entry points, progression routes, and relevant apprenticeships across finance roles. Entry into finance careers may also include routes such as A Levels or T Levels (e.g. Accounting or Management and Administration), which can provide a foundation for apprenticeships or entry-level roles. Development pathways are not always linear. Individuals may:

- move into specialist areas such as procurement, analysis or risk
- progress into leadership roles
- or take sideways steps to build broader organisational skills and experience

Job titles and roles may vary between councils, so it is important to review apprenticeship content and assess suitability based on the role requirements and individual prior experience. Training providers and employers can support this through initial assessment and guidance.

You can find details on the content of the apprenticeship on the [Skills for England website](#).

Understanding progression

The pathway diagrams on the following pages illustrate how careers can develop across finance roles, from entry-level to senior and professional levels. It highlights:

- typical entry routes into finance careers
- progression between levels – illustrating how entry level careers have the potential to develop into long term careers with professional qualifications
- relevant apprenticeships that support development

Progression may involve changes in job role, responsibilities, or specialism, or in some cases, individuals may remain in the same role but take on increased responsibility as their skills develop. Progression may also include movement into management or leadership.

Typical Career Progression Routes

This table shows typical job roles by level in Finance and Accounting within a council, alongside examples of relevant apprenticeships. It provides an overview of how individuals can enter the profession, develop their skills, and progress into more senior or specialist roles.

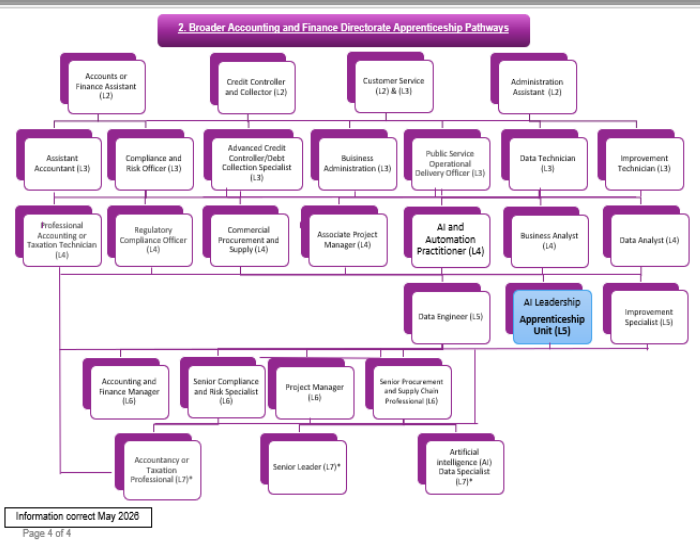
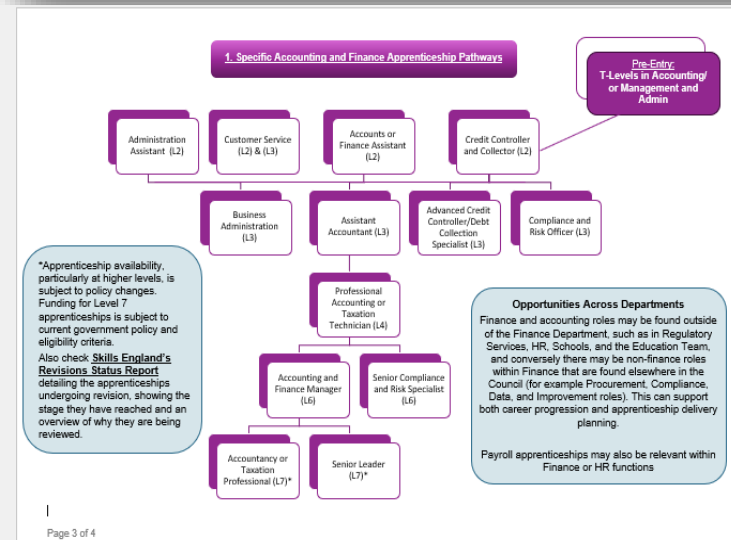
Guide to typical progression in finance careers linked to apprenticeship / qualification levels:

- **Entry (L2-3):** Start in finance or admin roles and build core skills
- **L4:** Develop technical accounting or procurement expertise
- **L6 - 8:** Move into management, business partnering or specialism
- **L7:** Progress into senior leadership or professional roles

Career Stage	Typical Roles*	Example Relevant Apprenticeships
Entry and Early Careers (Level 2/3)	Finance Assistant/Transactions Assistant Accounts Assistant Credit Controller Admin roles with finance responsibilities	Accounts or Finance Assistant (L2) Administration Assistant (L2) / Business Administrator (L3) Credit Controller and Collector (L2) Assistant Accountant (L3) Compliance and Risk Officer (L3)
Technical and Developing Roles (Level 2/4)	Accounting Technician Finance Officer/ Transactions Officer Procurement / Category Officer Data / Finance Analyst Compliance/Risk Officer Senior Credit Controller	Professional Accounting Technician (L4) Commercial Procurement and Supply (L4) Data Analyst (L4) Regulatory Compliance Officer (L4) Advanced Credit Controller/Debt Collection Specialist (L3)
Professional and Specialist Roles (Level 6/8)	Finance Business Partner Finance Manager Senior Procurement Officer Project / Programme roles linked to finance	Accounting and Finance Manager (L6) Project Manager (L6) Senior Compliance and Risk Specialist (L6) Management development (subject to availability)
Strategic and Leadership Roles (Level 8/7)	Head of Finance Accountant / Principal Accountant Director-level roles	Accountancy/Taxation Professional (L7)* Senior Leader (L7)* Leadership development (subject to availability)

* Job titles are illustrative examples and may differ by council

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Pathways:

- Civil Engineering
- Digital/ICT
- Finance and Accounting
- Housing and Community Services
- Legal Services
- Planning and Building Control
- Regulatory Services & Environmental Health
- Social Care
- Social Work
- Find these on the Apprenticeship Gateway

Queries: Info@spark.org.uk

Resources: on the Apprenticeship Gateway



[Slides & Resources](#)

Search for: LGA State of the Nation (Webinars pillar)



[Webcast Recording](#)



[Questions & Queries](#)
info@spark.org.uk



Support Calendar

[LGA Apprenticeship Gateway](#)

stay on-line for the survey

Webcast Timestamps

LGA Update	00:00:00
Apprenticeships 2026/2027 Update	00:23:00
Units & Modules	00:50:00
LGA Survey Emerging Highlights	01:16:00
Resources & Future Support	01:26:00

Thank You

NEXT SESSION:

Tuesday 14 July 9:30 – 11:00

LGA Survey Full Results



INFO@spark.org.uk