

This document was archived in December 2016 because it is no longer current.

Improving training schedules for apprentices: CITB-Construction Skills

URN: 51170

Area: King's Lynn

Date published: 25 March 2013

Reference: 130111

Brief description

This example describes how CITB-ConstructionSkills developed a one-page apprenticeship training schedule that covers all apprenticeship frameworks. These simple documents summarise the areas of competence, skills and qualification units that apprentices need to cover to complete their framework. Apprenticeship officers provide these to employers who deliver training in the workplace and sub-contractor staff who deliver off-the-job training.

Overview – the provider's message

Following our [Ofsted inspection](#) in 2006, inspectors highlighted poor coordination of some on- and off-the-job training. A form used by a member of staff to review and coordinate training was highlighted as good practice that should be shared. After modifying the form to cover all programmes we decided to pilot it for three months. Following an evaluation of the pilot, slight improvements were made and it was launched nationally as the Apprenticeship Training Schedule (ATS). The current ATS was introduced in July 2011. We kept it simple and ensured staff were fully trained in how to complete each section.



The new system allows apprentices to develop practical skills more quickly, improving their confidence and motivating them to complete their apprenticeship framework within the planned time. The increased involvement of employers enables them to see how quickly apprentices are developing new skills and becoming an asset to their businesses. Evaluations and feedback tell us that the ATS has improved levels of apprentices' satisfaction. More apprentices complete their

programmes and success rates have improved - and in 2012 Ofsted judged us to be outstanding.'

John Watson, Quality Improvement Manager

The good practice in detail

The ATS shows clearly what apprentices need to complete on a termly basis to ensure that they stay on target to finish the apprenticeship within the planned time. Apprenticeship officers use the ATS with employers who deliver training in the workplace and sub-contractor staff who deliver off-the-job training. They are used very effectively in formal trainee progress reviews and other discussions with apprentices, employers and sub-contractors to review work undertaken in a particular setting and to discuss how ongoing training and assessment can be better coordinated. This helps apprentices, their employers and their off-the-job trainers to understand the progress apprentices have made and focus on what they need to do both in the short and long term to complete the apprenticeship. The process has had a positive impact in ensuring that a high proportion of apprentices make good progress and complete the apprenticeship within the planned timescales.

The impact

The system has many benefits for apprentices, providers and employers.

For apprentices, the ATS:

- records all of the skills needed to achieve the National Vocational Qualification (NVQ)
- shows how their employer can provide support in gathering workplace evidence for NVQ assessment
- facilitates discussions with tutors about the skills they need to learn and improve in college
- facilitates discussions with their assessor about when they are ready to be assessed, or the evidence they need to gather for assessment.

For providers, the ATS:

- identifies opportunities for apprentices to develop skills learnt in college and how they can be applied in the workplace
- highlights opportunities for assessment and evidence gathering
- helps to improve overall and timely success rates by ensuring apprentices gather evidence for assessment
- identifies where employers cannot offer the full range of work activities required for the apprenticeship to enable effective interventions to be taken to fill these skill gaps
- supports the planning and the effective coordination of on and off-the-job training.

For employers, the ATS:

- supports their apprentice(s) in developing skills and achieving their qualifications
- ensures that each apprentice gains experience in all the skills needed to become competent in their trade
- records the skills and knowledge apprentices are acquiring so that they can provide work opportunities to improve their competences

- shows the new skills and knowledge apprentices have learned, so that they can put new skills into practice and be allocated tasks to enable them to be more productive.

Provider background



CITB-ConstructionSkills is the largest provider of construction work- based learning in England. In 2003, the company was awarded a licence to operate as a Sector Skills Council for the construction industry with the Construction Industry Council and CITB-Northern Ireland, and became known as CITB-ConstructionSkills. It delivers a wide range of publicly funded education and training provision, through CITB-ConstructionSkills Employer Services, the National Specialist Accredited Centre and the National Construction College (NCC).

Are you thinking of putting these ideas into practice; or already doing something similar that could help other providers; or just interested? We'd welcome your views and ideas. Get in touch [here](#).

To view other good practice examples, go to:
www.ofsted.gov.uk/resources/goodpractice